

THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS PRINCIPAL'S LEADERSHIP STYLE AND THEIR JOB SATISFACTION AT NO.1 BASIC EDUCATION MIDDLE SCHOOL IN YANGON, MYANMAR

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Abstract: This study identified the relationship between teachers' perception towards principal's leadership style and their job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. The research objectives were, (1) to identify principal's leadership style, (2) to identify the level of teachers' job satisfaction and, (3) to determine the relationship between teachers' perception towards principal's leadership style and their job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. In this research, there were 65 respondents, all full-time teachers from kindergarten to primary. The study reported the transformational leadership style, transactional leadership style, and demographic factors of teachers. This study found that teachers' perception towards principal leadership style resulted as moderate, teachers' job satisfaction level resulted as moderate and there is a significant relationship between teachers' perception towards principal's leadership style and their job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. The recommendations are (1) teachers should approach with different perception towards leadership style of their principal, (2) teachers should be more positive with challenges and decision-making, (3) principal should use more transformational leadership style. Further research should be conducted using other demographic factors of teachers at international school or private schools in Myanmar.

Keywords: Educational Administration, Leadership Style, Teachers, Job Satisfaction.

Introduction

As an educational leader, the principal is view as the key person to lead and guide in the organization to achieve the goals. A person in school who can cooperate well with others as well as provide direction to achieve the school's goals is an educational leader (Gurr, Drysdale, & Mulford, 2006). In the 21st century, the demand for changes as a principal in a school is getting higher than ever as well as important for the principal to play a vital role in supporting teachers at schools. Leadership can be

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transformational or transactional depending on how a leader will approach to use the leadership style. Transformational leadership is known as trust and commitment between leaders and followers. Transactional leadership is known as on a contingent reward system. It focuses on the rewards and punishments in return for followers' performance (Bass, 1985a).

Herzberg (1959) referred to the factors that caused job satisfaction as fundamental factors, and the factors that caused job dissatisfaction as extrinsic factors. Herzberg (1959) argued the primary job satisfiers were achievement, recognition, the work itself, responsibility and advancement. The main sources of dissatisfaction were company policy, administration, supervision, salary, interpersonal relations with supervisors and working conditions. Maslow (1954) developed a hierarchy of basic human needs that addressed physiological requirements, safety, social, esteem, and self-actualization. In the hierarchy, when a need is satisfied, it no longer motivates, and the next higher need takes its place.

In developing country like Myanmar, it is important for the principal to understand the importance of teachers' job satisfaction. As Myanmar has become emerging country, teachers are playing key role in education reform in Myanmar and it is essential to understand their needs as well as their job satisfaction.

Research Objectives

There are three objectives

1. To identify principal's leadership style perceived by teachers at No.1 Basic Education Middle School in Yangon, Myanmar.
2. To identify the level of teachers' job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar.
3. To determine the relationship between teachers' perception towards principal's leadership style and teachers' job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar.

Conceptual Framework

This study aimed to identify the relationship between teacher's perception towards principal's leadership style and their job satisfaction at No.1 Basic Middle School in Yangon, Myanmar. Figure 1 below shows the conceptual framework of this study. The framework shows the principal's leadership style such as transformational leadership and transactional leadership using Multi-factor leadership questionnaire developed by (Bass & Avolio, 1995). The right sided box shows teachers' job satisfaction and its variables such as supervision, colleagues, working, conditions, pay, responsibilities, work itself, advancement, job security, and recognition which of these are based on the teacher job satisfaction questionnaire designed by Lester (1964). The instrument's taxonomy based on the theories of Maslow and Herzberg. The researcher used both transformational and transactional leadership styles because teachers' perception towards their principal's leadership can be different upon their preferences. This framework based on the (MLQ) Multifactor Leadership Questionnaire to show the similarities and difference between transformational leadership style and transactional leadership style. The researcher believed it was

important and significant to find out how teachers perceived by each nine styles with regard to the conceptual framework in this study.

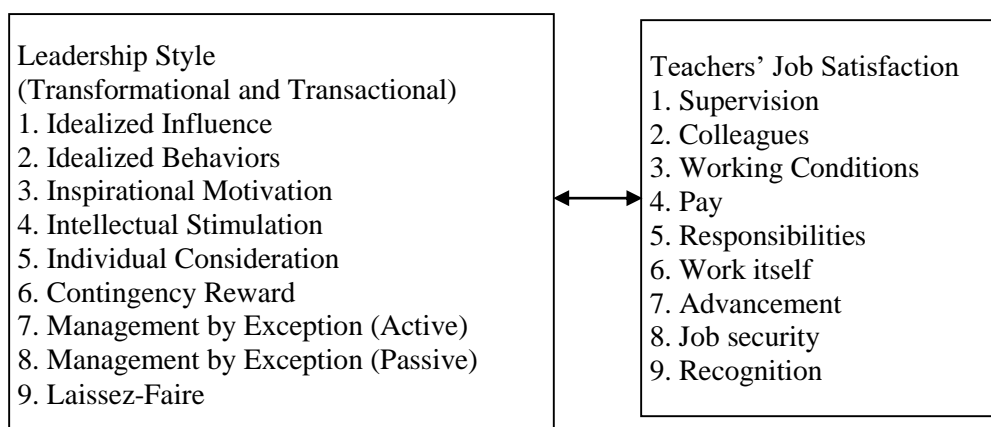


Figure 1: Conceptual Framework of This Study

Research Methodology

The research utilised a quantitative approach to analyse the data and draw the conclusion using statistical analyses of data. The research was a relationship study to find out the relationship between teachers' perception towards principal's leadership style and their job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. The researcher used a questionnaire with two sections for this study. In the first section, general demographic profile and (MLQ) Multifactor Leadership Questionnaire, are based on Bass and Avolio (2005). The second section of the questionnaire is (TJSQ) Teacher Job Satisfaction Questionnaire designed by Lester (1984). The (MLQ) consisted of 45 questions using a Likert rating scale from 1 to 5 (1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, and 5 = frequently, if not always). Cronbach's coefficient alpha value ranged from .74 to .94 (Bass & Avolio, 2005). The Teacher Job Satisfaction Questionnaire designed by Lester (1985), based on the work of Maslow and Herzberg. Previous researchers had used this survey, and its reliability and validity were reported. The Teachers' Job Satisfaction Questionnaire has been evaluated to have reliability. Lester (1982) guaranteed the tests of reliability by measuring each nine subscales and their individual reliability components.

To provide the evidence in an educational setting, the researcher tested the reliability of the two leadership styles' subscales by using a statistical software package.

Table 1: Reliability of the Questionnaire

Reliability	Coefficient Alpha
Leadership Style	.89
Job Satisfaction	.75

Finding/Results

These are the finding results of research objectives based on the collected data.

Research Objective 1: To identify principal's leadership style perceived by teachers at No.1 Basic Education Middle School in Yangon, Myanmar. Research objective 1 was to identify principal's leadership style perceived by teachers. It showed an overall mean score of research objective one teachers' perception towards principal's leadership style. The total mean score of this table resulted as 2.98 with 0.95 standard deviation. Thus, teachers' perception towards principal's leadership style can interpret as a moderate.

Table 2: Overall Result of Teachers' Perception Towards Principal's Leadership Style

Teachers' perception towards principal's leadership style	Means	Standard Deviation	Interpretation
Idealized attributes	3.09	1.01	Moderate
Idealized behavior	3.59	.81	Moderate
Inspirational motivation	3.55	.80	Moderate
Intellectual stimulation	3.15	1.08	Moderate
Individualized consideration	3.12	1.08	Moderate
Contingent reward	3.40	.88	Moderate
Management by exception (active)	3.18	.91	Moderate
Management by exception (passive)	2.02	1.23	Low
Laissez-faire	1.74	.83	Low
Total	2.98	0.95	Moderate

Research Objective 2: To identify the level of teachers' job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. Research objective 2 was to identify the level of teachers' job satisfaction. The overall result of teachers' job satisfaction level resulted as the mean score of this table is 3.24 with 0.94 standard deviation. Therefore, the overall result teachers' job satisfaction level is moderate according to interpretation.

Table 3: Overall Result of Teachers' Job Satisfaction Level

Teachers' job satisfaction level	Means	Standard Deviation	Interpretation
Supervision	3.29	1.01	Moderate
Colleagues	3.12	0.89	Moderate
Working Conditions	3.12	.93	Moderate
Pay	3.09	1.11	High
Responsibility	3.58	.98	Moderate
Work itself	3.15	0.87	Moderate
Advancement	2.88	.82	High
Security	3.78	1.15	Moderate
Recognition	3.21	.83	Moderate
Total	3.24	0.94	Moderate

Research Objective 3: To determine the relationship between teachers' perception towards principal's leadership style and teachers' job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. Research objective three was to determine the relationship between teachers' perception towards principal's leadership style and their job satisfaction at No.1 Basic Education Middle School in Yangon, Myanmar. The data was analyzed using the Pearson Product Moment Correlation Coefficient (r). The result showed that overall result of correlation between teachers' perception towards principal's leadership style and their job satisfaction was moderately positive. As a result, for each nine variables, transformational leadership style variables, idealized attributes ($r=0.59$), idealized behaviors ($r=0.53$), inspirational motivation ($r=0.59$), intellectual stimulation ($r=0.54$) and individual consideration ($r=0.59$) were all significant at .0001 level and showed a positive moderate correlation with teacher's job satisfaction.

Table 4: Pearson Correlation between Teachers' Perception towards Principal's Leadership Style and Their Job Satisfaction

Leadership Style	Job Satisfaction
Idealized attributes	0.59**
Idealized behavior	0.53**
Inspirational motivation	0.59**
Intellectual stimulation	0.54**
Individualized consideration	0.59**
Contingent reward	0.65**
Management by exception (active)	0.03*
Management by exception (passive)	-0.30
Laissez-faire	-0.42
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$r = 0.31$	
p value = .0001	
There is a significant relationship.	

** Correlation is significant at the .0001 level

Discussion

Principal Leadership Style Perceived by Teachers

This study found that the total mean score of teachers' perceptions towards principal leadership style at No.1 Basic Education Middle School was 2.96 that could be interpreted as moderate. In-depth analysis, teachers' perception towards principal's leadership style at school have the difference between transformational and transactional leadership style. In this school, teachers tend to work with and prefer transformational leadership style such as intellectual stimulation, idealize attributes, idealized behavior, inspirational motivation, contingent reward. The attitude of teachers towards principal's leadership is positive especially transformational leadership style. Teachers' perception towards the principal is high such as expressing satisfaction with when teachers meet expectations. Teachers tend to be more satisfied when their principals are good leaders. Smith (2000) stated in research on perceived

behavior of principals by teachers in elementary schools. He defined “leadership as the process or activity of influencing an individual or group in efforts towards achieving a goal.” Directors or school principal must understand and consider ways to motivate teachers with enthusiasm to improve their job satisfaction. It includes encouraging teachers to do a good job, pushing for excellence, or just taking action (Bavendam, 2000). Podsakoff (1996) pointed out in his research about the influence of Charismatic leadership with the example of employees and its leaders. He stated that employees confidence in leaders could explain employees' behaviors. Hence, behaviors of transformational leaders directly influence employees' consciousness of their roles and working tasks and these leaders can further influence employees' awareness of leaders' efficiency. Transformational leaders' efficiency is revealed through the heads' communication skills, employees' consciousness of their roles, clarity of tasks, and openness of communication during fulfilment of completely organizational goals. Owens (1991) stated that leadership is the interpersonal way of finding followers' potential needs so that the aims of the organization can be reached by influencing followers.

Teachers' Job Satisfaction Level

The mean total score of teachers' job satisfaction level was 3.24 in the range of 2.51-3.50, which meant the overall result was moderate at the school. This indicated that teachers' job satisfaction level at No.1 Basic Education Middle School was moderate. Teacher job satisfaction is one of critical factors that can influence school effectiveness and climate. All organizations are composed of people, and their moods and emotions are closely linked to work efficiency. Job satisfaction is one of the criteria for establishing a strong organizational structure and can be used to forecast behavior factors for organizations (Seashore & Taber, 1975). Herzberg stated that there are certain things about a job with which people are satisfied and dissatisfied. Factors that lead to higher job satisfaction also lead to higher teacher motivation, morale, and empowerment. Maehr & Midgley (1993) reported in the article “School Leaders as Motivator,” that when people feel as though they have a purpose and an important voice or meaning to the organization, they feel valued as though a personal investment was involved. To sum up, job satisfaction is a real important factor for teachers as it has the potential to impact on teachers teaching and learning the process in their daily tasks. A study of Kamaylar, Ye and Sripicharn (2017) also found the teachers' job satisfaction in No.2 Basic Education High School was at the level of moderate.

Correlation between Teachers' Perception towards Principal Leadership Style and Their Job Satisfaction

At the .0001 level of significance, the analysis between teachers' perception towards principal's leadership style and their job satisfaction revealed that there was a significant relationship at No.1 Basic Education Middle School in Yangon, Myanmar. Therefore, the relationship between teachers' perception towards principal's leadership style and their job satisfaction was a moderately positive. On the other hand, for the result of each style, transformational leadership style are idealized

attributes ($r = 0.59$), idealized behaviors ($r = 0.53$), inspirational motivation $r = 0.59$, intellectual stimulation ($r = 0.54$) and individual consideration ($r = 0.59$) were all significant at .0001 level and showed a positive moderate correlation with teacher job satisfaction. The transactional component contingent reward also showed a positive, moderate correlation with teacher job satisfaction with the result of $r = 0.65$. Other transactional leadership variables management by exception (active), management by exception (passive) and laissez-faire showed the only weak relationship. Considerable previous research has shown that leader behavior can have a profound and consistent influence on several facets of employee satisfaction. Bass (1998) showed that transformational leadership could have a significantly greater effect than transactional leadership in predicting employee satisfaction with the leader. Koh (1995) stated transformational leadership style strengthens employees' sense of belongingness and meets employees' needs for self-actualization; therefore, rate increases while turnover rate decreases. Job satisfaction is "pleasure or positive emotional state, resulting from the appraisal of one's job or job experiences" (Locke, 1976). Woods and Weasmer (2002) reported the lack of administrative and support, the limit of the budget, fail to gain personal teaching efficacy, and not in charge of creating their curriculum often kills teachers' satisfaction.

Recommendations

From the findings and summary of this study, there are some recommendations for the following individuals.

1. Teachers are recommended to approach with the different perception towards their principal's leadership style. Regarding any difficulty circumstances, teachers should be more positive with seeking help from their colleagues, building good communication with administrators.
2. According to this research study, the administrators of the schools are recommended to know the importance of teachers' perception towards leadership style and their job satisfaction. It is an important fact that an institution or management team of the school has proper leadership training to support the needs of teachers to facilitate their teachings.
3. Future researchers are also recommended to do and combine qualitative and quantitative research design for the relationship between teachers' perception towards principal's leadership style and their job satisfaction. It will be different from using only quantitative research than using mix method. To conclude, the study can be extended for further study including public schools or private schools in any divisions or states in Myanmar.

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