

## RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' JOB SATISFACTION

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### Abstract

This paper concerns a research study about the relationship between principals' leadership styles and teachers' job satisfaction at selected Basic Education High Schools in Sagaing Township. In this study, two instruments: *Principals' Leadership Behaviour Survey* developed by Ibrahim (2014) to measure principals' leadership styles and *Teachers' Job Satisfaction Survey* adapted from Minnesota job satisfaction survey developed by Weiss (1967) to measure teachers' job satisfaction were used. In this study, quantitative research method was used. The sample was chosen 147 teachers from five selected Basic Education High Schools by using purposive sampling method. After collecting the data, descriptive statistics such as, Mean Values and Standard Deviations and Pearson product-moment correlation coefficient were calculated by using SPSS. The findings of the study indicated that teachers from selected high schools perceived that their principals mostly practiced "Democratic" leadership style ( $\bar{X} = 3.76$ ) but moderately used "Autocratic" ( $\bar{X} = 3.54$ ) and "Laissez-Faire" leadership style ( $\bar{X} = 2.95$ ) to manage their schools. The finding of teachers' "job satisfaction" showed that "overall job satisfaction" of teachers from all selected schools falls under the moderate level ( $\bar{X} = 3.48$ ). When studying the correlation between principals' leadership styles and teachers' job satisfaction at selected schools, it was found that principals' "Autocratic" leadership style and "Democratic" leadership style were positively and moderately correlated with teachers' job satisfaction ( $r = .607, p < 0.01, r = .633, p < 0.01$ ). In addition, there was a low and negative relationship between "Laissez-Faire" leadership style and teachers' "job satisfaction" ( $r = -.210, p < 0.05$ ) at selected high schools. And two open-ended questions were also discussed. Based on the research findings, this study helps to provide guidance and direction to principals who wish to exercise their leadership on a more appropriate and relevant way particularly in a context of change.

**Keywords:** Autocratic leadership style, Democratic leadership style, Laissez-fair leadership style, Teachers' job satisfaction

### Introduction

Educational institutions are significant places where the next generation is sophisticated and school leaders tolerate a heavy weight of responsibility for their institution. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions (Northouse, 2010). Principal needs the qualities to lead all teachers, members and staffs. The principal is directly responsible to direct teachers toward the goal of an organization. His attitude with teachers creates a positive relationship with each other. The positive environment creates when principal will use the suitable leadership styles for the staffs (Mehrotra, 2005). Leadership is such a process in which subordinates are influenced by the leaders to achieve institutional goals (Omolayo, 2000; Bamigboye, 2000; Akanwa, 1997; and Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012, cited in Munir and Iqbal, 2018).

School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realization of school objectives or educational objectives (Machumu & Kaitila, 2014). Principal leadership styles are critical because teachers and principals work together closely, and teachers are directly affected in terms of their job satisfaction (Ismail, 2012). In addition to a school leader's leadership style, teachers' job satisfaction is another critical factor affecting school effectiveness. The leadership of a principal is essential element for job satisfaction of teacher. Some researchers discovered that different leadership styles will engender different

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working environment and directly affect the job satisfaction of the employees (Bogler, 2001, 2002; Timothy & Ronald, 2004, cited in Wanjiru, 2013).

Hussain Ch, Ahmad, Malik and Batool (2017) indicated that mostly principals decide the operational objectives and standards of the school by themselves. They suggested that the school principals should enhance the participation of faculty in decision making. According to Ibrahim (2014), autocratic principals negatively influence teachers' job satisfaction because they adopt harsh leadership styles which are widely detested by the teachers and students alike. And then, Ibrahim concluded that the influence of democratic leadership style on teachers' job satisfaction is a positive moderate relationship between democratic leadership style and teachers' job satisfaction. Moreover laissez-faire leadership style is very strong negative relationship with teachers' job satisfaction. However, another study in Somalia found that the most indicator of teacher satisfaction was laissez-faire leadership style; the teachers like the leader who let them take their decision concerning their own work; the one who gives more space of freedom (Ali & Dahie, 2015).

The principal, who leads with democratic leadership style, provides freedom to teachers for work independently. Democratic principal always listens to the opinions of the teacher and follow them. Those teachers are more satisfied with the principals' democratic leadership style. Autocratic principals do not provide opportunities to teachers for work freely. Those teachers are likely unhappy with the principals' autocratic leadership style. Moreover, principals who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised (Hussain Ch et al., 2017).

In this study, the relationship between principals' leadership styles and teachers' job satisfaction will be explored by studying the teachers' perception. Using information regarding leadership styles, principals may be better understanding their leadership styles used in the workplace and how it impacts their teachers' job satisfaction. Therefore, leadership styles of principals, teachers' job satisfaction and the relationship between principals' leadership styles and teachers' job satisfactions will be investigated in this study.

### **Purpose of the Study**

The main purpose of this study is to investigate the relationship between principals' leadership styles and teachers' job satisfaction at Selected Basic Education High Schools in Sagaing Township.

The specific purposes of this study are:

- to examine the principals' leadership styles perceived by teachers,
- to explore the teachers' job satisfaction perceived by teachers themselves, and
- to find out the relationship between principals' leadership styles and teachers' job satisfaction.

### **Research Questions**

The following research questions guide the direction of the study.

1. What are the leadership styles of principals perceived by teachers at selected Basic Education High Schools in Sagaing Township?
2. What are the levels of teachers' job satisfaction perceived by teachers themselves at selected Basic Education High Schools in Sagaing Township?

3. Are there any relationship between teachers' perception of principals' leadership styles and their job satisfaction at selected Basic Education High Schools in Sagaing Township?

### Definitions of Key Terms

This study was guided by the following definitions.

- **Leadership Styles** refer to patterns of behavior by a leader in influencing members of the group. It is the way the leader behaves towards the group members (Ibrahim, 2014).
- **Autocratic Leadership Style** is known as authoritative style or directive style of leadership in which the autocratic leader retains most of the authority for him-self or her-self (Paper Tyari, 2019).
- **Democratic Leadership Style** is known as participative style of leadership. In this style, subordinates are also involved in decision making (Paper Tyari, 2019).
- **Laissez-Faire Leadership Style** is an approach in which there is essentially no leadership because there is limited interaction between the leader and the followers (Bass, 1990 as cited in Schwartz, 2017).
- **Job Satisfaction** is defined as the pleasure the employees feel as a result of evaluating their work and their work life (Anderson, Sharad, Gregory, Neil, & Duncan, 2014).

### Operational Definitions

In this study, three principals' leadership styles are measured according to Ibrahim, (2014). They are Autocratic Leadership Style, Democratic Leadership Style and Laissez-faire Leadership Style.

- **Autocratic Leadership** refers to giving full empowerment to the leader with minimal participation from the followers.
- **Democratic leadership** refers to a situation where there is equal work among leaders and followers.
- **Laissez-Faire leadership** refers to a leadership style in which leaders are hands-off and allow group members to make the decisions.

In this study, teacher job satisfaction is divided into eight dimensions with respect to Weiss (1967). These are advancement, recognition, responsibility, work itself, supervision, working condition, interpersonal relationship, and salary (or) pay.

- **Advancement** refers to the promotion opportunities that exist within profession.
- **Recognition** is aspect of acknowledgement for good work done by teachers.
- **Responsibility** refers to duties including teaching work and extra work without teaching.
- **Work Itself** is the kind of work which is interesting, providing opportunity, meaningful, and security.
- **Supervision** refers to the management of the principal who monitors performance of the teachers.
- **Work Conditions** are defined as a teacher's work place, work instruments, rules, procedures, and workload involving the paperwork affecting the teachers' job satisfaction.
- **Interpersonal Relations** refer to nature of social and profession interrelation with principal, teachers and colleagues.
- **Salary or Pay** refers to income of teachers for teaching.

## Conceptual Framework of the Study

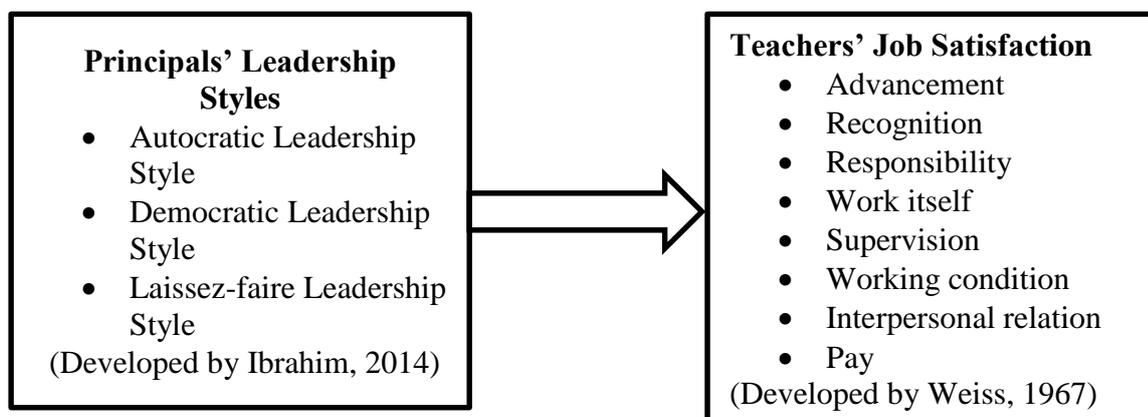
Kurt Lewin and associates at the University of Iowa explored three leadership behavior or styles: autocratic, democratic, and laissez-faire leadership style (Sapru, 2011). Ibrahim, (2014) also described these three principals' leadership styles. In this study, these three principals' leadership styles will be used.

*Leadership Questionnaire* was developed by Ibrahim (2014) based on trait, behavioural, situational leadership theories to measure principals' leadership styles. It was comprised the following three styles of leadership: (1) Autocratic leadership style, (2) Democratic leadership style, (3) Laissez-faire leadership style.

The notion of job satisfaction can be viewed through Herzberg's two factor theory of job satisfaction. He postulated that satisfaction was comprised of two types of factors –those that he termed “motivators” and those that he called “hygiene factors” (Gruneberg, 1979, cited in Gordon, 1998).

Therefore, Herzberg's theory is related to this study in that teachers' job satisfaction will be determined by various factors which include principal's leadership style. Different leadership styles used by the principal will elicit different levels of job satisfaction among teachers.

*Teachers' Job Satisfaction Survey* was adapted from Minnesota job satisfaction survey developed by Weiss (1967) based on Herzberg's two factors theory to measure teachers' job satisfaction. It was constituted of 8 dimensions: (1) Advancement, (2) Recognition, (3) Responsibility, (4) Work itself, (5) Supervision, (6) Working condition, (7) Interpersonal relation, and (8) Pay.



**Figure 1** Conceptual Framework of the Study

## Review of Related Literature

Clark (2000, cited in Hussain Ch, et al., 2017) suggested that leadership style is the pattern through the leader guides and encourages to members of the organization to accomplish the goals. Leadership style is the manner and approach of providing direction, motivating people, and implementing plans (Newstrom & Davis, 1993, cited in Schwartz, 2017). In this research, three kinds of leadership styles are used. The autocratic leadership style, democratic leadership style, and laissez-faire leadership style which three main subjects of this research are discussed in the following.

### Autocratic Style of Leadership

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1989) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the

leader determines the duties of followers, and the leader specifies technical and performance evaluation standards.

Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive (Ismail, 2012).

### **Democratic Style of Leadership**

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (1998, cited in Ismail, 2012), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

### **Laissez-Faire Style of Leadership**

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Zervas and Lassiter (2007, cited in Ismail, 2012) as the most effective style, especially where followers are mature and highly motivated.

### **Teachers' Job Satisfaction**

Job satisfaction is an important facet of people's lives and their productivity in the workplace. Job satisfaction can lead to a sense of responsibility and involvement toward achieving comprehensive career goals and contributing to the productivity of an organization (Harter, James, Schmidt, Hayes and Theodore, 2002). Teachers' job satisfaction can be defined as the fulfillment, the attractiveness and happiness teachers find in their job that leads them to be highly committed to it (Ejimofor, 2007).

Teachers' job satisfaction survey adapted from Minnesota Job Satisfaction Survey assesses eight dimensions of job satisfaction.

**Advancement** refers to as "promotion opportunities that exist within a profession" (Spector, 2007, cited in Younes, 2012). According to Kraner & Nonal (1999, cited in Kalttenbaugh, 2008) promotion refers to the furthering of or the advancement of one's job. An employee's opportunities for promotion are also likely to exert an influence on job satisfaction (Landy, 1989; Larwood, 1984; Moorhead & Griffen, 1992; Vecchio, 1988, cited in Bull, 2005).

**Recognition** is defined as employee attention, appreciation, and prestige. Blame and criticism are the negative aspects of these characteristics. Recognition is frequently reported to contribute to job satisfaction. Teachers whose successes are recognized are most effective on the job as they are praised for their accomplishments (Hackman & Oldham, 1980; Herzberg, 1958; Maslow, 1954; Sergiovanni, 1967, cited in Gordon, 1998). The principal should praise and recognize his/her teachers for their accomplishments.

**Responsibility** is defined as the accountability of one's work as well as teachers' active role in the students' learning and school policy. Teachers who are challenged with greater responsibilities in the job and have more autonomy in their work benefit from higher job satisfaction. Therefore, a teacher who is trusted with school responsibility such as a supervision role with little oversight will likely feel motivated with higher job satisfaction (Herzberg et al.,

1959; Kim & Loadman, 1994; Maslow, 1954; Sergiovanni, 1967, cited in Knox, 2011). Teachers must hold themselves responsible for the work. Teachers must hold themselves responsible for the school's work. The principal should give them ownership of their work and should give minimize control but retain accountability.

**Work Itself** is defined by Spector as “the related job tasks and to which degree of enthusiasm the employee enjoys performing these tasks” (Spector, 2007, cited in Younes, 2012). Work itself performed by employees has a significant impact on their level of job satisfaction. Basom and Frase, 2004; Staudt, 1997; cited in Kaltenbaugh, 2008) found that job satisfaction was greater among workers in jobs that had allowed them to exert their own judgment to get work done and demonstrate their ability to delegate tasks. Employees prefer work that is mentally challenging in that it provides them with opportunities to use their skills and abilities and offers a variety of tasks, freedom and feedback on how well they are doing (Robbins, 1993, cited in Lumley, Coetzee, Tladinyane, & Ferreira, 2011).

**Supervision** which is the dimension of job satisfaction is defined as the amount of regulation and control provided by the administration and the interpersonal relationships the employee has with the supervisor (Locke, 1976, cited in Knox, 2011). Supervision in technical skill is the ability to use the knowledge, method, techniques and equipment necessary for the performance of specific tasks acquired from experience and education. If workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high. Furthermore, those workers who perceive their employers as unfair, incompetent and selfish will, therefore, experience a lower level of job satisfaction (Baron & Greenberg, 2003, cited in Maniram, 2007). Supervision is a powerful source of dissatisfaction in subordinates (Hackman, 1963, cited in Gordon, 1998). And the relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable (MSG Expert, 2016). Therefore, the principal needs to have technical skill in leading and have a positive relationship with the teachers.

**Working Conditions** are defined as an employee's work place, work instruments, the work itself, organization policy, and organizational rules. Arnold and Feldman (1996, cited in Wanjiru, 2013), promoted factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources as part of working conditions. The absence of such working conditions, amongst other things, can impact poorly on the worker's mental and physical well-being (Baron and Greenberg, 2003, cited in Wanjiru, 2013). Robbins (2001) advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction.

**Interpersonal Relation** is the manner, in which teachers perceive the conditions of their workplace, including their relationships and interactions with principal and co-workers (Ismail, 2012). Teachers who have worked for long periods of time with the same principal tend to be able to work closely with that principal. These teachers come to feel comfortable with their principal and his or her leadership style, and this long-term interaction can improve the level of satisfaction between the teachers and the principal (Richards, 2003, cited in Ismail, 2012). Teacher and principal job satisfaction is derived from positive and/or negative relationships between principals and teachers and among administrators themselves (Ismail, 2012).

**Pay** refers to the employees' salary and remuneration (Spector, 1994, cited in Younes, 2012). It also refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. According to Luthans (1998, cited in Bull, 2005), salaries not only assist people to attain their basic needs, but are also instrumental and satisfying the higher level needs of people. Pay is defined as a method of compensation for doing routine, scheduled, or interval tasks as prescribed by a job (Kaltenbaugh, 2008).

## Methodology

### Overall Design of the Study

This study was designed to investigate the relationship between principals' leadership styles and teachers' job satisfaction at Selected Basic Education High Schools in Sagaing Township. Descriptive survey method was adopted by using Likert scale. Data were mainly collected from all teachers of selected high schools by using "Questionnaire for teachers" in order to gain teachers' views on their principals' leadership styles and teachers' job satisfaction. The Questionnaire for teachers was composed of three parts. The first part of the questionnaire examined the demographic information of teachers and second part of the questionnaire explored the perception of teachers on their principals' leadership styles by using *Principals' Leadership Behaviour Survey* developed by Ibrahim (2014). The third part of the questionnaire aimed to find out teachers' perspective on their job satisfaction by utilizing Teachers' Job Satisfaction Survey adapted from Minnesota Job Satisfaction Survey developed by Weiss (1967).

After collecting the data, descriptive statistics, and Pearson product-moment correlation coefficient were tested by using SPSS.

### Population and Sample

The target population of this study was principals and teachers from Selected Basic Education High Schools in Sagaing Township. There are 13 Basic Education High Schools (not included the branch and affiliated schools) in Sagaing Township. Out of 13 Basic Education High Schools, 2 Basic Education High Schools were selected for pilot study. For the main study, participants were selected by using purposive sampling method because teachers know well about their principals if their principals have at least two complete years in these schools. And then, teachers need to have at least two complete years in these schools so that they can know well about principals of these schools. A distribution of participants was monitored and adjusted by using two criteria. According to the first criterion, 5 Basic Education High Schools were selected for main study. As the second criterion, teachers sample consist of all teachers (147 teachers) at different levels (primary, junior and senior teachers) in selected high schools.

### Procedure

Before field testing the instrument with a sample of teachers, two instruments were revised by a panel of experts. Out of selected high schools in Sagaing Township, two selected high schools were chosen for the pilot testing. Questionnaire was sent to schools on February 7, 2020 and collected them after lasting two days. The preliminary instrument was tested by 76 teachers representing two selected high schools. In the main study, questionnaires were distributed to teachers at five selected high schools in Sagaing Township on February 13 and 14, 2020 and collected them after three days. The responses of three open-ended questions were transcribed and synthesized

## Research Findings

The purpose of the study is to explore the relationship between principals' leadership styles and teachers' job satisfaction at selected Basic Education High Schools in Sagaing Township. Table 1 shows mean values and standard deviations for principals' leadership styles perceived by teachers in selected high schools.

**Table 1 Mean Values and Standard Deviations for Principals' Leadership Styles Perceived by Teachers at Selected Basic Education High Schools**

Schools Leadership Styles		A n <sub>1</sub> =25	B n <sub>2</sub> =23	C n <sub>3</sub> =22	D n <sub>4</sub> =21	E n <sub>5</sub> =56	All Schools (N=147)
Autocratic Style	$\bar{X}$	3.16	3.51	3.70	3.67	3.66	3.56
	SD	.531	.216	.197	.404	.265	.380
Democratic Style	$\bar{X}$	3.38	3.72	4.02	3.97	3.74	3.75
	SD	.770	.325	.252	.546	.407	.517
Laissez-Faire Style	$\bar{X}$	3.00	3.01	3.02	2.85	2.90	2.95
	SD	.243	.265	.275	.266	.266	.267

1.00-2.33= less practice    2.34-3.67= moderately practice    3.68- 5.00= mostly practice

Table 1 shows the mean values and standard deviations of the teachers' perceptions of their principal's leadership styles. According to the respondents' perceptions, the mean values of "autocratic leadership" style of all selected schools are between 3.16 and 3.70. Principals from school A, B, D and E moderately practiced "autocratic style" of leadership. But principals from school C mostly practiced this leadership style. Again, the mean values of "democratic leadership" style of all selected schools are between 3.38 and 4.02. Principal from school A moderately practiced "democratic leadership" style.

On the other hand, principals from school B, C, D and E mostly practiced "democratic leadership" style. Similarly, the mean values of "laissez-faire leadership" style of all selected schools are between 2.85 and 3.02. Principals from these schools moderately practiced "laissez-faire leadership". When studying the perception of teachers on principals' leadership styles in selected high school, "autocratic leadership" style and "laissez-faire leadership" style were moderately practiced by principals and "democratic leadership" style was mostly practiced.

**Table 2 Mean Values of Teachers' Job Satisfaction Perceived by Teachers Themselves at Selected Basic Education High Schools in Sagaing Township**

School Job Satisfaction	A n <sub>1</sub> =25	B n <sub>2</sub> =23	C n <sub>3</sub> =22	D n <sub>4</sub> =21	E n <sub>5</sub> =56	All Schools (N=147)
Advancement	3.55	3.40	3.66	3.65	3.41	3.50
Recognition	3.06	3.31	3.55	3.75	3.34	3.38
Responsibility	3.73	3.66	3.75	3.81	3.59	3.68
Work itself	3.71	3.77	3.74	4.11	3.67	3.77
Supervision	3.32	3.69	3.97	3.75	3.80	3.72
Working condition	3.32	3.46	3.88	3.82	3.55	3.59
Interpersonal Relation	3.31	3.58	3.95	3.79	3.78	3.69
Pay	2.46	2.58	2.30	2.69	2.53	2.51
<b>Teachers' job satisfaction</b>	3.31	3.43	3.60	3.67	3.45	3.48

1.00-2.33=low satisfaction    2.34-3.67=moderate satisfaction    3.68- 5.00= high satisfaction

Table 2 shows the mean values and standard deviations of teachers' job satisfaction at selected Basic Education High Schools in Sagaing Township. According to Table 2, level of

“overall job satisfaction” perceived by teachers from each school was moderate satisfaction level. In summary, the level of “overall job satisfaction” of teachers from all selected schools was moderate satisfaction level with the mean score 3.48.

To investigate the relationship between teachers’ perceptions of principals’ “autocratic leadership” styles and teachers’ “job satisfaction”, the Pearson-product moment correlation coefficient was utilized (See: Table 3).

**Table 3 Relationship between Principals’ Autocratic Leadership Style and Teachers’ Job Satisfaction**

Variables	Principals’ Autocratic Leadership	Teachers’ Job Satisfaction
Principals’ Autocratic Leadership	1	.607** .000
Teachers’ Job Satisfaction	.607** .000	1

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

According to Table 3, it was found that principals’ “autocratic leadership” style was moderately correlated with “job satisfaction” of teachers ( $r = .607, p < 0.01$ ). According to Gay (2003) this correlation implied that principals’ autocratic leadership style had a significant and moderate effect on teachers’ job satisfaction in selected high schools.

To investigate the relationship between teachers’ perception of principals’ “democratic leadership” style and teachers’ “job satisfaction”, the Pearson-product moment correlation coefficient was utilized (See: Table 4).

According to Table 4, it was found that principals’ “democratic leadership” style was moderately correlated with “job satisfaction” of teachers ( $r = .633, p < 0.01$ ). This correlation implied that principals’ democratic leadership style had a significant and moderate effect on teachers’ job satisfaction in selected high schools.

**Table 4 Relationship between Principals’ Democratic Leadership Style and Teachers’ Job Satisfaction**

Variables	Principals’ Democratic Leadership	Teachers’ Job Satisfaction
Principals’ Democratic Leadership	1	.633** .000
Teachers’ Job Satisfaction	.633** .000	1

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

To investigate the relationship between teachers’ perception of principals’ Laissez-faire leadership styles and teachers’ job satisfaction, the Pearson-product moment correlation coefficient was utilized (See: Table 5).

According to the Table 5, “laissez-faire leadership” style of principals was negatively and significantly related to “job satisfaction” of teachers ( $r = - .210, p < 0.05$ ). This implied that a negative correlation was existed between “laissez-faire leadership” style and teachers’ “job satisfaction” level in selected high schools.

**Table 5 Relationship between Principals' Laissez-Faire Leadership Style and Teachers' Job Satisfaction**

Variables	Principals' Laissez-faire Leadership	Teachers' job Satisfaction
Principals' Laissez-faire Leadership	1 .000	-.210* .000
Teachers' Job Satisfaction	-.210* .000	1

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

### Open-Ended Responses

In teachers' questionnaire, there were two open-ended questions at the end of the questionnaire. The first question asked teachers to express the principals' leadership styles. For the first question, out of 147 teachers, 30 (20.41%) teachers from selected high schools did not answer to that question. Eighteen (15.38%) teachers from selected high schools answered that their principal's leadership style can motivate their job satisfaction but 3 (2.56%) teachers do not like their principal's leadership style. Moreover, 15 (12.82%) teachers proposed that the principals, who praise the teachers for accomplishing their assigned tasks, can motivate their job satisfaction. Moreover, 25 (21.36%) teachers stated that the principals who lead fairly, objectively, and systematically the schools could motivate the teachers' high job satisfaction. Similarly, 15 (12.82%) teachers answered that the principals who have good communication skills, discuss important school matters with teachers, and provide precise and clear direction and information for teachers can motivate their job satisfaction on their schools. Furthermore, 11(9.4) teachers proposed that they like the principals, who are effective and efficient in management of schools and assign teachers the relevant subjects and duties fairly and demonstrate how to do the assigned the duties. Lastly, 30 (25.64) teachers from selected high schools answered that the principals who carry out the school matters in line with the guidance by Ministry of Education can motivate their job satisfaction.

The second question asked teachers to describe whether or not they were satisfied with their job and give reason for/ why they were satisfied or dissatisfied. For this question, 112 (76.19%) teachers from selected high schools responded to this question. Fifty six (51.77%) teachers answered that they satisfied their work because the leader led and managed fairly, objectively and actively to them in the school. Furthermore, 21 (18.75%) teachers replied that they necessitated the leader who is perfect in his/her administrative role and provides good and definite directions for school's success. Then, 25 (22.32%) teachers from selected high schools responded that they like the leader managing in accordance with the disciplines of the school and consulting and deciding with all teachers in every affaire of school. The last one group containing 8 (7.14%) teachers returned that they do not receive happiness because the leader does not assign the duties with respect to the teacher's ability, does not have mutual understanding with all teachers.

### Conclusion and Discussion

In order to examine the relationship between principals' leadership styles and teachers' job satisfaction, three research questions were developed to guide this study.

Research question one asked teachers to express their perceptions of their principals' leadership styles at selected Basic Education High Schools in Sagaing Township. According to the responses of teachers, they asserted that their principals moderately practiced two leadership styles: Autocratic style and Laissez-faire style and mostly used Democratic style of leadership to manage their schools.

It can be concluded that the principals of selected high schools instill satisfaction of association in others. Moreover, they always seek different perspectives when solving problem, stimulate the teachers to be innovative and creative. Because of using the democratic leadership style by the principals of selected high schools, the most teachers from those schools satisfy and happy to their work. Thus, the principals from all selected high schools should utilize democratic leadership style to be successful to their schools.

In addition, research question two investigated the teachers' perception about their job satisfaction in selected high schools. As a result, it was found that the teachers from selected Basic Education High Schools were highly satisfied with four dimension of job satisfaction, namely, "Responsibility", "Work itself", "Supervision", and "Interpersonal relation", but they were moderately satisfied with four dimension of job satisfaction including "Advancement", "Recognition", "Working condition", and "Pay". However, the level of job satisfaction in all selected high schools falls under the moderate satisfaction level with the mean score 3.48.

Lastly, research question three asked teachers to investigate the relationship between their principals' leadership styles and their job satisfaction. According to the teachers' responses, it was found that principals' Autocratic leadership styles and Democratic leadership style were positively and moderately correlated with job satisfaction of teachers ( $r=.607, p<0.01, r=.633, p<0.01$ ). And then, Laissez-faire style of leadership was negatively and slightly corrected with satisfaction ( $r=-.210, p<0.05$ ). Therefore, it can be said that principals' leadership styles can influence the condition of the teachers' job satisfaction in selected Basic Education High Schools in Sagaing Township.

In short, the teachers from all selected high schools prefer the management of their principals and they have effective interpersonal relationship among them and with their principal. Moreover, they also like their profession and assumed that it provides them opportunities to learn and to use their skills and abilities. But they do not satisfy about their pay.

In conclusion, the principals should use to different kinds of leadership styles for teachers' job satisfaction in accordance with time and circumstances. Base on the research findings, this study helps to provide guidance and direction to principals who wish to exercise their leadership on a more appropriate and relevant way particularly in a context of change.

### **Recommendations for Further Studies**

This study explored the relationship between principals' leadership styles and teachers' job satisfaction at selected Basic Education High Schools in Sagaing Township. Thus, further studies are needed to be expended similarly this research to acquire the schools' objectives of Basic Education Schools in other townships. And then a large population should be used so that it can ensure for a better organization of the data. Moreover, this research should be studied at Education Colleges, Degree Colleges, and Universities under the Ministry of Education in accordance with today circumstances. For further research, it can be also studied the effect of leadership styles of principals on teachers' job satisfaction and job performance. Furthermore, it can be also studied that the principals' leadership styles or behaviour impact on the teachers' job commitment.

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