

RELATIONSHIP BETWEEN FOLLOWERSHIP STYLES AND JOB PERFORMANCE OF SENIOR TEACHERS IN SHWE PYI THAR TOWNSHIP

Lwin Lwin Mar¹ and Thet Naing Oo²

Abstract

The purpose of this study was to examine what followership style was mostly conducted by senior teachers in Shwe Pyi Thar Township. The study intended to study job performance of these teachers in terms of schools and their personal factors such as specialized subjects and total years of service in education. The main purpose of the study was to investigate relationship between followership styles and job performance. Descriptive survey research design was employed in this study. Both quantitative and qualitative methods were used in this study. As focused on census method, all senior teachers in Shwe Pyi Thar Township were selected as samples. Data were collected from 159 senior teachers. The instrument consisted of demographic data, 20 items for Followership Style Questionnaire and 20 items for Teachers' Job Performance Questionnaire. The internal consistency (Cronbach's alpha) of the whole scales of Followership Styles was 0.83 and that of Teachers' Job Performance was 0.88. Follow up interview questions were also asked to six interviewees for the confirmations of quantitative study statistics. Descriptive statistics revealed that exemplary followership style was the most common followership style and the level of job performance was moderate. One-Way ANOVA analyses revealed that there were significant differences in some dimensions of teachers' job performance grouped by schools ($df=7$, $F=3.531$, $p<.01$) but not by total years of service in education. Independent Samples *t* Test analyses showed that job performance of senior teachers who specialized in Arts subjects were slightly lower than that of senior teachers who specialized in Science subjects ($p=0.048$). Pearson correlation analyses expressed that there were significant and moderate positive relationships between followership style and job performance of senior teachers ($r=.452$, $p<.01$). The interview results were generally complementary to the quantitative findings.

Keywords: followership, followership styles, job performance.

Introduction

“Education is the passport to future for tomorrow belongs to those who prepare for it today” (Malcolm X, n.d.). From the educational perspective, the future of a nation greatly depends on implementations of the teachers. Today's teachers need not only to be independent and critical in thinking but also to be active, productive, effective and efficient in their works. “This is the mark of an educated mind to be able to entertain a thought without accepting it” (Aristotle, n.d.). The Lord Buddha also advocated the ‘rejection’ often means of knowledge in Kalama Sutta that was famous as the Buddha's charter of free inquiry.

In organizational life, there are toxic leaders and the followers play an essentially vital role in the presence of toxic leaders. Too often, followers are expected to be agreeable and acquiescent and are rewarded for being so, when in fact followers who practice knee-jerk obedience are of little value and are often dangerous (Warren Bennis, 2008). Teachers as followers are very important not only to be able to think independently and critically but also to be courageous as the heroic followers only can save the toxic leaders from their worst follies, especially leaders so isolated what the only voice they hear is their own.

¹ Senior Assistant Teacher, Akegyi Basic Education High School (Branch), Dedaye Township

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

“He who cannot be a good follower cannot be a good leader” (Aristotle, n.d.). Nowadays, even though the leadership is the primary focus among people, everyone already knows that most people take the follower roles rather than the leader roles. There are no people who always take the leader roles. Teachers also are not the exceptions. Therefore, teachers need to think about and reflect themselves as the followers whether they adore or not. What kind of follower am I? Self-reflection is the key to success in life.

“Of all the hard jobs around, one of the hardest is being a good teacher” (Maggie Gallagher, n.d.). Teachers’ job performance may include from the activities within the classroom to the activities within the society. According to the Motowildo, Borman & Schmit (1997), performance are the behaviors or activities that are associated with the goals of an organization. Teachers are actually the backbone of educational activities. Teachers who think critically and engage in their jobs actively are the valuable resources for the brighter future of the country.

Importance of the Study

This study is important for two reasons: importance of followers’ roles and importance of teachers’ high job performance in the organizational success and effectiveness.

For the first reason, success or failure of organizations, including educational institutions, is a result of both the leaders’ and followers’ roles (Avolio & Reichard, 2008). Research shows that followers’ role though not recognized as much as leaders’, account for eighty per cent of an organization’s success (Kelley, 1992). No matter who is memorialized as founder, no nation or organization is built without the collective effort of a group of able, energetic, unsung followers (Warren Bennis, 2008).

For the second reason, job performance has become the most important focus of administrators and academicians as one of the ways of improving effectiveness in the organization and schools respectively (Fauzilasalley, 2011).

Aims of the Study

The aims of the study are as follows:

1. To examine the most common followership style among senior teachers in Shwe Pyi Thar Township.
2. To find out the levels of job performance of senior teachers in ShwePyiThar Township.
3. To study the significant differences in job performance of senior teachers grouped by schools.
4. To study the significant differences in job performance of senior teachers depending on personal factors.
5. To examine significant relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township.

Research Questions

The research questions are as follows:

1. What is the most common followership style among senior teachers in Shwe Pyi Thar Township?

2. What are the levels of job performance of senior teachers in Shwe Pyi Thar Township?
3. Are there any significant differences in job performance of senior teachers grouped by schools?
4. Are there any significant differences in job performance of senior teachers depending on teachers' personal factors?
5. Is there any significant relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township?

Theoretical Framework

This research tends to examine relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township. To accomplish this aim, the research was based on two followership dimensions developed by Robert E. Kelley (1992) and the five teachers' performance areas developed by Dave (1998 cited in Marmar Mukhopadhyay, 2001). Therefore, the research was guided by the following theoretical framework.

Robert E. Kelley identifies two underlying behavioral dimensions that distinguish styles of followers. The first behavioral dimension is defined by the degree to which the individual is an independent, critical thinker. The second one is defined by the degree to which the individual is active or passive in engaging at work.

According to Kelley(1992), independent and critical thinkers possess the following characteristics: reflection on goals of the organization, exemplifying core values, decision making, organizational understanding, courage, being a maverick who thinks for himself, having a healthy skepticism, seeing things for what they really are, playing devil's advocate for the group and possessing problem solving skills. On the other hand, the characteristics of active engagement at work are ability to work with others, not hesitant to bring concerns to leader, good communication skills, commitment, flexibility, competence and enthusiasm. The different five followership styles of Robert E. Kelley (1992) based on these two dimensions are: exemplary followership style, conformist followership style, passive followership style, alienated followership style and pragmatist followership style.

Job performance can be referred to as the duties and responsibilities that are performed as part of an individual's job assignments (Vigoda, 2000). It has become one of the significant indicators of organizational performance (Wall et al., 2004). In schools, teachers perform a whole of the duties and are the most responsible person. They directly deal with students' achievement and school improvement. Therefore, educational organization needs to evaluate teachers' job performance as a means of school's overall improvement.

In 1998, **Dave** (cited in Marmar Mukhopadhyay, 2001) mentioned the five teachers' performance areas. These five performance areas are: performance in classroom, school-level performance, performance in out-of-school activities, performance related to parental contact, and performance related to community contact and cooperation.

Performance in classroom includes teaching and learning process, evaluation techniques and classroom management. **School-level performance** includes organization of morning assembly, celebration of national, social and cultural events, participating in professional development programs and participation in school-level management. **Performance in out-of-school activities** includes such educational programs of summer programs and afterschool

programs which are sometimes called the out-of-school time (OST). **Performance related to parental contact** includes such matters as enrolment and retention, regularity in attendance, discussing progress reports, improving quality of achievement, etc.,. **Performance related to community contact and cooperation** includes joint celebration of certain events by the community, eliciting community support in the development of the school, etc.,.

The researcher believes that the research is good and reliable when the theoretical framework is strong. Therefore, this theoretical framework will lead the research.

Definition of Key Terms

Followership

Followership is the act or condition of following a leader, largely by people in subordinate positions to those in senior ones. It is a social relationship between the leader, followers and the group. It is a process whereby followers engage in constructively critical thinking, and interact with and support the leader to help achieve a task (Andrew Gibbons & Danielle Bryant, 2012).

Followership Styles

Kelley (1992) posited five followership styles such as exemplary, conformist, passive, alienated and pragmatist styles. These followership styles are based on a combination of two different followership dimensions: active engagement and critical thinking (Kelley, 1992).

Exemplary followers think for themselves, are very active, and have very positive energy. They do not accept the leader's decision without their own independent evaluation of its soundness and appropriateness. **Conformist followers** are positive and always on the leader's side, but still looking to the leader for the thinking, the direction, and they'll go forward with this energy. **Passive followers** look to the leader to do the thinking for them and motivate them. **Alienated followers** think for themselves though they have a lot of negative energy. Whenever the leader or organization tries to move forward, these are the ones who have ten reasons why the leader or the organization shouldn't. They are not coming up with the next solution, but are skeptical, cynical about the current plan of action. **Pragmatist followers** sit on the fence and see which way the wind will blow. They see themselves as protectors of the status quo. They stay in the middle of the road and perform the required tasks, but seldom do more than is asked or expected.

Job performance

Job performance can be referred to as the duties and responsibilities that are performed as part of an individual's job assignments (Vigoda, 2000).

Operational Definitions

Followership styles

In this study, followership styles are defined by mean values of senior teachers' responses towards the items of followership styles (a combination of critical thinking and active engagement). Levels of critical thinking and active engagement are identified as low level (mean values from 1.00 to 2.67), moderate level (mean values from 2.68 to 4.34) and high level (mean values from 4.35 to 6.00). For the conditions in which mean values of both dimensions are high or one of the two dimensions is high and the other one is moderate, it is defined as **exemplary**

followership style. For the conditions in which mean values of both dimensions are low or one of them is low and the other one is moderate, it is defined as **passive followership style**. If mean values of critical thinking are high and those of active engagement are low, it is defined as to be **alienated followership style**. **Conformist followership style** is one which has low mean values of critical thinking and high mean values of active engagement. **Pragmatist followership style** is one which has moderate mean values in two followership style dimensions of critical thinking and active engagement.

Job performance

In this study, job performance refers to duties and responsibilities that are assigned to an individual teacher by the teaching profession rather than the principal. Levels of job performance are determined by mean values of senior teachers' responses to the items of performance in classroom, school-level performance, performance in out-of-school activities, performance related to parental contact and performance related to community contact and cooperation. Levels of job performance are identified as low level (mean values from 1.00 to 2.67), moderate level (mean values from 2.68 to 4.34) and high level (mean values from 4.35 to 6.00).

Methodology

Quantitative Method

A quantitative method was used to study the followership styles and job performance of senior teachers. Required data were obtained through questionnaires.

Population and Sample

The total number of 159 senior teachers in Shwe Pyi Thar Township participated in this study. Census method was used. According to the census method, each and every participant of the population was selected as the sample.

Table 1 Names of Schools and Numbers of Participants in this Study

No.	Names of Schools	Numbers of Participants
1.	School A	38
2.	School B	31
3.	School C	31
4.	School D	18
5.	School E	8
6.	School F	16
7.	School G	9
8.	School H	8
Total Number of Participants		159

To maintain confidentiality, the names of the schools were used as School A, School B, School C, School D, School E, School F, School G and School H in this study.

Instrumentation

There were three parts in the instrument. The first part was to collect the demographic information concerning gender, specialized subjects, teachers' total years of service in education and teaching subjects.

The second part was the questionnaire of senior teachers' followership styles. It was based on Robert E. Kelley's Followership Style Questionnaire and slightly modified in some parts. Followership questionnaire consisted of 10 items for critical thinking and 10 items for active engagement.

The third part was the questionnaire for teachers' job performance. This part of the questionnaire was self-developed although the five dimensions were based on teachers' performance areas developed by Dave in 1998. The questionnaire consisted of 4 items for each dimension. Therefore, there were total numbers of 20 items for teachers' job performance.

Six-point Likert scale of: 1. never, 2. once a month, 3. twice to thrice a month, 4. twice to thrice a week, 5. once a day and 6. twice and above a day was used to measure followership styles and job performance.

Instrument Validity: In order to obtain the content and construct validity for Followership Styles Questionnaire and Teachers' Job Performance Questionnaire, expert review was conducted to twelve experienced educators. All of the educators were from Department of Educational Theory, Yangon University of Education.

Instrument Reliability: According to the test of pilot study, the internal consistency (Cronbach's alpha) of the whole scales of Followership Styles was 0.83. The internal consistency (Cronbach's alpha) of the whole scales of Teachers' Job Performance was 0.88.

Procedure

First and foremost, the related literature was reviewed to study followership styles and job performance of senior teachers. And then, theoretical framework was developed based on the related literature. It consists of two dimensions for followership styles: critical thinking and active engagement and five dimensions for teachers' job performance: performance in classroom, school-level performance, performance in out-of-school activities, performance related to parental contact and performance related to community contact and cooperation.

After that, the instruments were developed under the guidance of the supervisor. For the content and construct validity, the experienced educators from the Department of Educational Theory examined the instruments. For item clarity, wordings and contents of items were also revised in accordance with the suggestions of experts' review. Next, as a pilot study, questionnaires were distributed to 40 senior teachers who were not in the main survey area.

After obtaining the permission of DBE to do the research in Basic Education High Schools and Basic Education High Schools (Branches) in Shwe Pyi Thar Township, Yangon Region, the questionnaires were distributed to the 159 senior teachers in these schools on 6th November, 2018. Distributed questionnaires were collected again on 9th November, 2018. The respondent rate was 100%.

Data Analysis

The Statistical Package for Social Science (SPSS) software of version 24 was used to analyze the collected data. The descriptive statistics were used to calculate means and standard deviations of individual items and groups of items in the questionnaire. One-Way ANOVA was used to describe the levels of job performance of senior teachers by schools in which they work in and their total years of service in education. Post Hoc Tukey HSD was also used to examine the differences in job performance of senior teachers in different schools. Independent Samples *t* Test was used to find out the significant differences in job performance of senior teachers who specialized in Arts and that of senior teachers who specialized in Science. Pearson correlation was used to investigate the relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township, Yangon Region.

Qualitative Method

Interviewing was used as the qualitative research methodology. It was used to confirm the quantitative results and to obtain important data that cannot be obtained from the quantitative study with regard to the followership styles and job performance of senior teachers.

Instrumentation

As an instrument, six interview questions were used to obtain the required data. The questions include two items for followership styles and four items for job performance of senior teachers.

Procedure

According to the related literature review, six interview questions were administered in order to obtain in-depth information about followership styles and job performance of senior teachers. The questions were developed under the guidance of the supervisor.

Findings

Research findings were presented by using descriptive statistics: means and standard deviation, One-Way ANOVA, Post Hoc Tukey HSD, Independent Samples *t* Test and Pearson correlation. Responses to interview questions were also presented.

Quantitative Findings

Table 2 Means and Standard Deviations of Dimensions of Followership Style of Senior Teachers in Shwe Pyi Thar Township (N = 159)

Dimensions of Followership Style	N	Mean	SD	Remarks
Critical Thinking	159	4.43	0.51	High
Active Engagement	159	4.53	0.59	High
Followership Style	159	4.48	0.48	Exemplary Followership Style

Scoring Direction: 1.00-2.67 = Low 2.68-4.34 = Moderate 4.35-6.00 = High

According to Table 2, levels of critical thinking and active engagement were found to be high because mean values were 4.43 and 4.53 respectively. This indicates that senior teachers in Shwe Pyi Thar Township tend to be exemplary followers. It can be obviously shown in Figure 2.

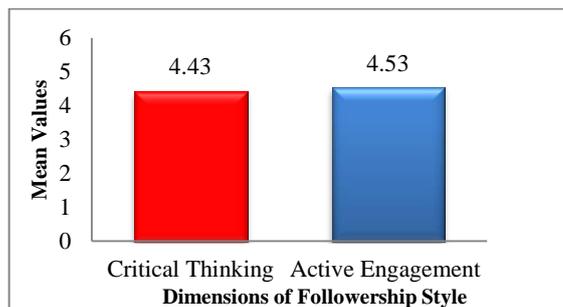


Figure 2 Mean Values of Critical Thinking and Active Engagement of Senior Teachers in Shwe Pyi Thar Township

Table 3 Means and Standard Deviations of Job Performance of Senior Teachers in Shwe Pyi Thar Township (N = 159)

Dimensions of Job Performance	N	Mean	SD	Remarks
Performance in Classroom	159	4.89	0.77	High
School-level Performance	159	4.14	0.92	Moderate
Performance in Out-of-School Activities	159	2.75	1.06	Moderate
Parental Contact	159	4.07	1.04	Moderate
Community Contact and Cooperation	159	3.74	1.07	Moderate
Job Performance	159	3.92	0.71	Moderate

Scoring Direction: 1.00-2.67 = Low 2.68-4.34 = Moderate 4.35-6.00 = High

According to Table 3, job performance of senior teachers in Shwe Pyi Thar Township was moderate with mean values of 3.92. Job performance of senior teachers was described in the Figure 3.

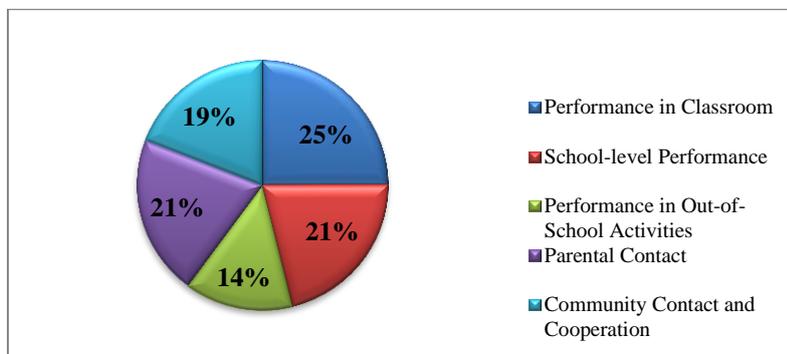


Figure 3 Job Performance of Senior Teachers in Shwe Pyi Thar Township

Table 4 The ANOVA Results for the Level of Job Performance of Senior Teachers Grouped by Schools (N = 159)

Job Performance	Sum of Squares	df	Mean Square	F	p
Between Groups	11.336	7	1.619	3.531	.002**
Within Groups	69.256	151	.459		
Total	80.592	158			

** $p < .01$ at the significant level (2-tailed)

According to Table 4, there was a significant difference in job performance, ($df=7$, $F=3.531$, $p < .01$) of senior teachers grouped by Schools. It was obviously described in Figure 4.

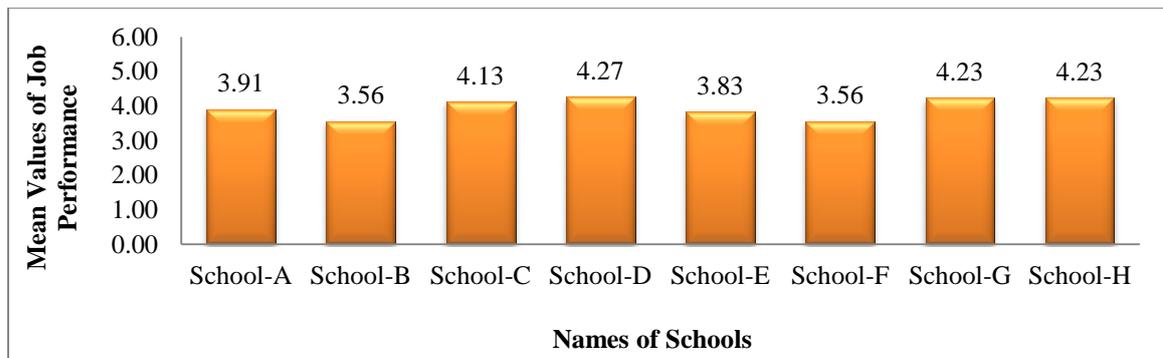


Figure 4 Comparison of the levels of Job Performance of Senior Teachers Grouped by Schools

Table 5 The Tukey HSD Multiple Comparison Results for the Level of Job Performance of Senior Teachers in School B, School C and School D

No.	Dimensions of Job Performance	(I) Schools	(J) Schools	Mean Difference (I – J)	p
1.	Performance in Classroom	School C	School B	0.44	ns
		School D	School B	0.69	0.05*
2.	School-level Performance	School C	School B	0.81	0.01**
		School D	School B	1.00	0.004**
3.	Performance in Out-of-School Activities	School C	School B	0.53	ns
		School D	School B	0.59	ns
4.	Parental Contact	School C	School B	0.08	ns
		School D	School B	0.31	ns
5.	Community Contact and Cooperation	School C	School B	.98387*	0.01**
		School D	School B	.94489*	0.05*

* $p < .05$, at significant level (2-tailed), ** $p < .01$, at significant level (2-tailed) and ns = not significant

According to Table 5, senior teachers in School B differed significantly from senior teachers in School D on classroom performance, ($p=0.05$). Then, school-level performance of senior teachers in School B were significantly different from that of senior teachers in both School C and School D, ($p=0.01$ and $p < .01$ respectively). Moreover, job performance of senior teachers in School B was significantly different from that of senior teachers in both School C and School D on the dimension of community contact and cooperation, ($p=0.01$ and $p=0.05$ respectively). There were no significant differences on the two remaining job performance dimensions of ‘performance in out-of-school activities’ and ‘parental contact’ among these three schools.

Table 6 The ANOVA Results for the Level of Job Performance of Senior Teachers Grouped by the Total Years of Service in Education (N=159)

Job Performance	Sum of Squares	df	Mean Square	F	p
Between Groups	1.104	3	.368	.717	ns
Within Groups	79.488	155	.513		
Total	80.592	158			

ns = not significant

According to Table 6, a statistically significant difference was not found among senior teachers who are grouped by their total years of service in education on job performance.

Table 7 Comparison of Senior Teachers who Specialized in Arts and Senior Teachers who Specialized in Science on Job Performance (N = 143)

Variable		Mean	SD	t	df	P
Job Performance	Senior Teachers who specialized in Arts	3.76	0.70	-1.99	141.00	0.048*
	Senior Teachers who specialized in Science	4.01	0.74			

* $p < .05$, at the significant level (2-tailed)

Table 7 shows that senior teachers who specialized in Arts subjects were significantly different from senior teachers who specialized in Science subjects on job performance, ($p = .048$). Inspection of the two group means indicates that the average job performance for senior teachers who specialized in Arts (3.76) is significantly lower than the scores (4.01) for senior teachers who specialized in Science.

Table 8 Pearson Correlation of Followership Style and Job Performance of Senior Teachers in Shwe Pyi Thar Township (N = 159)

Variables		Followership Style	Job Performance
Followership Style	Pearson Correlation	1	.452**
	Sig. (2-tailed)		.000
Job Performance	Pearson Correlation	.452**	1
	Sig. (2-tailed)	.000	

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

To investigate if there was a statistically significant correlation between followership style and job performance of senior teachers in Shwe Pyi Thar Township, a correlation was computed as shown in Table 8. The Pearson Correlation statistic was calculated, ($r = .452$, $p < .01$). The direction of the correlation was positive, which means that the senior teachers in Shwe Pyi Thar Township who have the exemplary followership style tend to perform their jobs moderately and vice versa.

Table 9 Intercorrelations for Seven Variables

Variables		Critical Thinking	Active Engagement
Performance in Classroom	Pearson Correlation	.397**	.348**
	Sig. (2-tailed)	0.000	0.000
School-level Performance	Pearson Correlation	.358**	.388**
	Sig. (2-tailed)	0.000	0.000
Performance in Out-of-School Activities	Pearson Correlation	.244**	.165*
	Sig. (2-tailed)	0.002	0.037
Parental Contact	Pearson Correlation	.295**	.192*
	Sig. (2-tailed)	0.000	0.015
Community Contact and Cooperation	Pearson Correlation	.210**	.355**
	Sig. (2-tailed)	0.008	0.000

* $p < .05$, at significant level (2-tailed), ** $p < .01$, at significant level (2-tailed)

Table 9 shows that the ten pairs of variables were significantly correlated. According to Pearson correlation, it was obvious that there were significant positive intercorrelations between the two dimensions of followership style (i.e., critical thinking and active engagement) and the five dimensions of job performance (i.e., performance in classroom, school level performance, performance in out-of-school activities, parental contact and community contact and cooperation).

The findings also revealed that one of the two dimensions of followership style, critical thinking might support more in three dimensions of job performance such as performance in classroom, performance in out-of-school activities and parental contact, ($r = .397, p < .01$; $r = .244, p < .01$ and $r = .295, p < .01$) when compared to active engagement.

The opposite was also true that the positive correlations of the two remaining job performance dimensions such as school level performance and community contact and cooperation with active engagement were found to be more significant when compared to the positive correlations with critical thinking, ($r = .388, p < .01$ and $r = .355, p < .01$).

Qualitative Findings

Through the interview with regard to senior teachers’ critical thinking, all interviewees might be supposed to think critically first and then had a habit of asking the counter-questions rather than just accepting and doing what they were told by the principal. This can be obviously described by the following partial responses of each interviewee.

- Interviewee-1 “Although I personally respect my principal, I always provide some suggestions to her when needed.”
- Interviewee-2 “I think she is the kind of principal who falls in the impoverished grid of managerial grid. All the decisions of the principal are not easily accepted by the teachers.”
- Interviewee-3 “We all discuss about the matter what the principal wants to implement at the meetings.”
- Interviewee-4 “Some experienced teachers and I always ask the questions about the principal’s decisions.”

Interviewee-5 “I provide some suggestions to the decision of principal. If her decision is reasonable and proper, I agree with and support it.”

Interviewee-6 “I sometimes discuss with other colleagues about her decision before accepting it.”

With respect to active engagement, all interviewees had to perform more works than their ordinary roles. Sadly, some of their works can be seen as the paper work. This was proved by the following responses of interviewees in general.

Interviewee-1 “I take part in the school teams. Actually, most of the school activities are conducted by the junior teachers rather than the senior teachers in this school.”

Interviewee-2 “I take part in the school teams. I sometimes have to lead the competitions of the Myanmar composition.”

Interviewee-3 “I perform as the secretary of this school and so I have to participate in most of the school activities. There are no else school teams in reality except the School Council in this school.”

Interviewee-4 “Moreover, I always take part in celebrating the competitions for the Myanmar composition in the leading role. I am also the librarian of the school. I sometimes have to attend the meeting as a vice-principal instead of the principal.”

Interviewee-5 “I help them do some activities such as the competitions, librarian activities and athletic activities. I am also the incharge of the History subject in this school.”

Interviewee-6 “I’m interested in agricultures and so I planted the orchids in the school garden with the aid of my students.”

Through interviewing about the instructional aspect of classroom performance, all interviewees might be generally supposed to be good in preparing their lessons although some interviewees were poor in using teaching aids. Question and answering method, lecture method and discussion method were mostly used by the interviewees. It was obvious in their responses presented as below.

Interviewee-1 “I make well preparation of the lessons before teaching. I mostly use the lecture method but rarely use the discussion method.”

Interviewee-2 “I prepare the lesson before instruction. I flexibly use the different methods of teaching when I think that one teaching method doesn’t work anymore. There is also one memorable lesson for me because I used the role-play method in teaching it.”

Interviewee-3 “I prepare the lesson daily to be able to teach my students well. I rarely use the teaching aids. I mostly use the lecture method in my instruction.”

Interviewee-4 “I use some real objects and teaching aids. I mostly use the lecture method.”

Interviewee-5 “I prepare my lessons before my instruction. But I don’t use the historical movies in my instruction. I draw the maps when I need to point out the locations of the battles.”

Interviewee-6 “I printed out all kinds of pictures that are available from internet and made a book to use as the teaching aid.”

With regard to their own opinions over the instructions of other senior teachers, they responded as the followings. According to their responses, classroom performance of senior teachers may be generally assumed to be good moderately. The responses of each interviewee were:

Interviewee-1 “I think they are moderately good at teaching.”

Interviewee-2 “I think that most of senior teachers in this school are conservative.”

Interviewee-3 “Most senior teachers don’t use the teaching aids in their instructions. Some are notconcerned about other school activities except their instructional matter.”

Interviewee-4 “To be honest, I am not much satisfied with other teachers’ instruction.”

Interviewee-5 “Most teachers attend the school regularly. They are competent and dutiful in teaching their respective subjects.”

Interviewee-6 “I say they are very good because they are very patient to their students. They reallyinvest their times for their students.”

With respect to the interview question of performance related to the parental contact, all responses of interviewee generally showed that the students’ parents were poorly involved in school activities. This can be seen through the following responses of each interviewee.

Interviewee-1 “The parents of most students are poor and so they are rarely interested in school activities.”

Interviewee-2 “Some parents discuss with me about their children’s education through telephone. Some parents are invited to school in order to discuss personally. Some parents do not come and discuss though they are invited.”

Interviewee-3 “Fifty percent of students’ parents are interested in school activities when their children are in primary level. The parental interest and involvement at school become decrease as their children continue their schooling years after years. 60 to 70 percent of the parents are blue-collar workers and poor.”

Interviewee-4 “Parents are rarely interested in school when compared to other schools.”

Interviewee-5 “There are some parents who entrust their children to the teachers in order to discipline and admonish. They also participate in the School Family Day Celebrations.”

Interviewee-6 “Yes, they are rarely interested in school because most of students’ parents are mobile workers and poor.”

With regard to the performance related to community contact and cooperation, almost all senior teachers might be assumed to be poorly participated in community-related activities. Only a few of them participated in community-related activities. However, there were some donors who supported some infrastructures to schools. This was obvious in the responses of six interviewees.

Interviewee-1 “Most of the senior teachers rarely take part in community-related activities except the one and only male senior teacher.”

Interviewee-2 “The Dagon Beer donated some infrastructures which the school needed such as desks, white-boards and concrete path.”

Interviewee-3 “The alumni of the school also provide the school like the Dagon Beer. I participate as a member in philanthropy named the Paramishin. The teachers in this school also donate some money to the Paramishin.”

Interviewee-4 “The military helps in cleaning the school environment. During this year, the health organization also came and checked the health of students once.”

Interviewee-5 “The MOGE kerosene organization donated the desks that the school needed. The mobile library also provides the students the books which are not available in the school library.”

Interviewee-6 “I rarely participate in community-related activities. But there is a senior teacher who serves as a volunteer at a Shwe Pyi Thar Monastic School.”

Qualitative findings were generally consistent and supportive to quantitative findings.

Discussion

In this study, the most common followership style of senior teachers was exemplary followership style. The research findings of Kelley (1992) and Christianah O. Oyetunji (2012) revealed that the most common followership style was pragmatist followership style. Therefore, the results of this study were not consistent with the findings of Kelley (1992) and Christianah (2012). However, the result of this study was consistent with the findings of AnubbaWaila (2014).

With the support of interview results, the findings of the study might be supposed to be consistent theoretically to some extent. According to interview results, followership style of senior teachers in School D with the highest job performance among schools might be truly regarded as the exemplary followership style while that of senior teachers in School B with the lowest job performance among schools was more likely to be alienated followership style.

Theoretically, exemplary followership style can bring about desired improved in the organization performance. Kelley (1992) said that, “My own experience is that organizations with more star followers perform better because the star followers need not depend on the leader for direction or motivation. This reduces the transition costs that hinder organizational success.” According to Kelley (1992), every time the leader or organization tries to move forward, the alienated followers are the ones who have ten reasons why the leader or organization shouldn't. But they are not moving in a positive direction.

Job performance level of senior teachers in Shwe Pyi Thar Township was moderate with the mean value of 3.92. The results of the correlation suggested that senior teachers who were exemplary followers were moderate performers in this study, ($r=.452$, $p<.01$). Classroom performance of senior teachers in School B was lower than that of senior teachers in School D, ($p=0.05$). This might be because of mismanagement of the principal. In School B, right men were not in the right places. According to interview results, all interviewees in School D had to teach their specialized subjects while all interviewees in School B were not. Accordingly, it was

obvious that one of the root causes of lower classroom performance in School B was ‘subject mastery’.

In this study, for school-level performance, senior teachers in School B were significantly lower than that of senior teachers in School D, ($p < .01$). Interviewee-1 responded, “Most school team activities are conducted by junior teachers rather than senior teachers.” In some school, only Grade 11 and the matriculation examination were tended to regard as the most important matters of all. Therefore, some senior teachers were left behind in assigning duties related to school-level activities. They were just the person who had to take account the responsibilities of instruction for better results of examination. Actually, each and every step of educational ladder is important. The desire to conduct school activities rather than the instruction may be different according to self-belief and passion of individual teacher.

The final destination of the study was to examine relationship between followership style and job performance. There was a significant positive relationship between followership style and job performance, ($r = .452$, $p < .01$). Therefore, senior teachers in Shwe Pyi Thar Township might be able to perform their jobs at higher level than the current situation if they became more involving in out-of-school activities and community related activities.

Recommendation

Based on the results of this study, the following facts are recommended for followership styles and job performance of senior teachers.

- All education colleges and universities should consider including followership courses in the curriculum especially for student teachers.
- Education colleges and universities should also emphasize social dealing strategies in providing leadership courses and programs more than ever before.
- Principals should encourage teachers to participate more in out-of-school activities and community related activities.
- For the entire improvement of job performance in education, respective policy makers should consider the recruitment system.
- In every educational organization, a board of “checks and balances” should be organized. Moreover, this board of “checks and balances” should be monitored by an executive board composed of impartial authority men in organization.

Need for Further Research

It is only admitted that this study was to investigate relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township, Yangon Region. Therefore, the need for further studies is obviously necessary. Further studies should be made not only for senior teachers but also for junior teachers and primary teachers in the same township. Further studies should also made for the teachers in other townships, states or regions. Moreover, further researchers are highly recommended to conduct followership studies in universities and other organizations as followership is also important as the leadership.

Acknowledgements

First and foremost, we are deeply grateful to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to carry out this research.

Our heartfelt gratitude goes to our external examiner, Dr. Aye Aye Cho (Retired Professor and Head, Department of Educational Theory, Yangon University of Education) for her expert guidance, judgments and insightful suggestions.

We would like to express our respectful gratitude to Dr. Daw Htay Khin (Professor and Head, Department of Educational Theory, Yangon University of Education) for her administrative support, invaluable comments and precious academic guidance throughout our research study.

References

- Aristotle Quotes. (n.d.). BrainyQuote.com. Retrieved on September 24, 2018, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/aristotle_100584
- Avolio, B.J., & Reichard, R.J. (2008). The rise of authentic followership. In R. E. Riggio, I. Chaleff & J. R. Lipman-Blumen (Eds.), *The art of followership: how great followers create great leaders and organizations*. San Francisco: Jossey-Bass.
- Bennis, W. (2008). *The Art of Followership: How great followers create great leaders and organizations*. (I. C.-B.R. E. Riggio, I. Chaleff & J. R. Lipman-Blumen (Eds). San Francisco, USA: Jossey-Bass.
- Campbell et al., (1993). *Personal initiative: An active performance concept for work in the 21st century* (pp. 399-429). San Francisco: Jossey-Bass.
- Fauzilah, S., Noryati, Y., & Zaharah, D. (2011). The influence of skill levels on job performance of public service employees in Malaysia. *Business and Management Review*, 1(1), 31-40.
- Gibbons, A. & Bryant, D. (2012). Followership: the forgotten part of doctors' leadership. Retrieved on March 5, 2019, from <https://doi.org/10.1136/bmj.e6715>.
- Kelley, R.E. (1992). *The Power of Followership*. New York, NY. Doubleday. Retrieved from <https://kwidsurveys.com/s.asp?sid=jvatolxrylq22ie460043>.
- Maggie Gallagher Quotes. (n.d.). BrainyQuote.com. Retrieved on September 24, 2018, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/maggie_gallagher_278889
- Malcolm X Quotes. (n.d.). BrainyQuote.com. Retrieved on September 24, 2018, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/malcolm_x_386475
- Marmar Mukhopadhyay. (2001). *Total Quality Management in Education*. New Delhi, India: National Institute of Education Planning and Administration.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71-83.
- Wall et al., (2004). On the validity of subjective measures of company performance. *Personnel Psychology*, 57(1), 95-118.