

**RELATIONSHIP BETWEEN PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLE
AND TEACHERS' JOB PERFORMANCE AND SATISFACTION IN SELECTED BASIC
EDUCATION HIGH SCHOOLS IN MANDALAY**

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Abstract

This study focused on the transformational leadership style of principals on teachers' job performance and satisfaction. There were 6 principals and 399 teachers from selected Basic Education High Schools in Mandalay participated in this study. In this study, the researcher used two instruments, namely questionnaire for principals (Questionnaire 1) and questionnaire for teachers (Questionnaire 2). In order to collect the general information of selected schools and demographic information of principals, questionnaires for principals (Questionnaire 1) developed by researcher were used. Multifactor Leadership Questionnaire developed by Bass and Avolio (1995) to measure the principals' transformational leadership style, "Performance of Teachers" developed by Kim and Richard (1991) to investigate the teachers' job performance, and "Job Satisfaction Survey (JSS)" developed by Spector (1994) to find out the teachers' job satisfaction were utilized in (Questionnaire 2). After collecting the data, descriptive statistics and the bivariate correlation of the variables were calculated by using SPSS. When studying the relationship between principals' transformational leadership style and teachers' job performance, it was found that these variables were highly correlated at the 99% confidence level. Result ($r=0.662$, $p<0.01$) indicated that a high and significant relationship existed between principals' transformational leadership style and teachers' job performance. Moreover, it was found that principals' transformational leadership style was positively and moderately correlated with job satisfaction of teachers at the 99% confidence level. Result ($r=.430$, $p<0.01$) stated that principals' transformational leadership style had a significant and moderate effect on teachers' job satisfaction. When studying the correlation between teachers' job performance and satisfaction, the result ($r=.402$, $p<0.01$) indicated a positive and moderate relationship existed between teachers' job performance and satisfaction in selected high schools. The study helps 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.

Key words: transformational leadership, job performance, job satisfaction

Introduction

The role of the principal is the key to a school's ability to meet the needs of the students it serves. As Barbary (1999, cited in Amoroso, 2002) wrote, "the principal must be knowledgeable and adept about the processes of change, improvement and school and community culture in order to bring about the establishment and maintaining of educational excellence". Good leadership style has an influence on academic achievement.

Transformational leadership is a leadership style which produces trust and satisfaction. Transformational leaders care about their subordinates and want them to succeed (Pierce & Newstrom 2003, cited in Boonyachai, 2011). Transformational Leaders influence their subordinates by motivating them emotionally. They seek to empower their subordinates by developing their independence and by building their confidence (Bass 1985, cited in Boonyachai, 2011). Bennis (1984, cited in Amoroso, 2002) stated that, "leadership requires the possession of transformative power". Transformational leaders are generally energetic, enthusiastic and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well (Mwangi, 2013).

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Teachers' job performance is also important in achieving the school goals. Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999, cited in Mwangi, 2013). It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. In fostering these aims and objectives, the school principal has important roles to play. These roles include providing effective leadership in schools, thereby enhancing better job performance among teachers. However many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004, cited in Mwangi, 2013).

Effective leadership and teachers' job satisfaction are two factors that have been regarded as fundamentals for school success. Teachers' job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Watson et al, 1991, cited in Wangai, 2012) such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignment, detailed record keeping to monitor students' progress. A school that fosters high teachers' job satisfaction is also more capable of retaining and attracting teachers with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006, cited in Wangai, 2012).

Therefore, this study will focus on the relationship between principal's transformational leadership style and teachers' job performance and satisfaction in selected Basic Education High Schools in Mandalay by synthesizing theoretical perspectives derived from the literature and new evidence obtained by means of empirical research. By working with a small number of schools, the expected outcomes of this study might be contributed widely in schools, with beneficial consequences for promoting teachers' job performance and satisfaction.

Aim of the Study

- To examine the effect of principal's transformational leadership style on teachers' job performance and satisfaction in selected Basic Education High Schools in Mandalay.

Research Questions

The following research questions guide the direction of the study:

- How do teachers perceive their principal's transformational leadership style?
- What are the levels of job performance as indicated by teachers?
- What are the levels of job satisfaction as indicated by teachers?
- Is there any relationship between principal's transformational leadership style and teachers' job performance?
- Is there any relationship between principal's transformational leadership style and teachers' job satisfaction?
- Is there any relationship between teachers' job performance and their satisfaction?

Definitions of Key Terms

- ***Transformational Leadership***: a leadership style of principal that involves motivating teachers to do more than expected, to continuously develop and grow, to develop and increase their level of self- confidence, and to place the interests of the school before their own (Bass & Avolio, 1995, cited in Berghe, 2011).

- **Teachers' Job Performance:** the degree to which a teacher executes his roles with reference to certain specified standards set by the school (Kim and Richard, 1991, cited in Akram, 2010).
- **Teachers' Job Satisfaction:** the overall satisfied feeling that a teacher has about his/her profession (Spector, 1994, cited in Rumph, 2012).

Theoretical Framework

Bass and Avolio's Framework for Five Dimensions of Transformational Leadership Style

- **Individualized Consideration:** pay special attention to each follower's needs for achievement and growth as a coach or mentor.
- **Intellectual Stimulation:** encourage new ideas and creative answers from followers.
- **Inspirational Motivation:** inspire spirit, enthusiasm, and optimism in followers by challenging and imparting meaning to their work.
- **Idealized Influence (attributed and behavior):** take risks and encourage followers to take risks as well, and model behavior that followers should emulate.

Kim and Richard's Framework for Four Factors Affecting Teachers' Job performance

- **Teachers' Attitude:** an opinion which represents a person's overall inclination towards an object, idea or institution.
- **Subject Mastery of Teachers:** scholarly knowledge of the subjects to be taught integrated with professional education leading to new understandings and skills for professional performance.
- **Teaching Methodology:** many methods and techniques for effective teaching.
- **Personal Characteristics:** characteristics adopt the teachers present a confidence on the classroom atmosphere.

Spector's Framework for Nine Facets of Job Satisfaction

- **Pay:** the employee's salary and remuneration.
- **Promotion:** the advancement opportunities that exist within a profession.
- **Supervision:** how the supervisor treats the employee in terms of praises, the employee's good work, seeking the advice from the employee, understanding the nature of employee's work as giving the employee enough supervision and at the same time portraying good example to the workers.
- **Fringe Benefits:** a form of compensation that is provided in addition to salary such as health insurance, retirement pay, and life insurance.
- **Contingent Rewards:** the recognition and appreciation for a well done job.
- **Operating Conditions:** the governing rules, policies, procedures, and workload involving the paperwork affecting employees' job satisfaction.
- **Co-workers:** people and colleagues an employee is working with.
- **Nature of Work:** the related job tasks and to which degree of enthusiasm the employee enjoys performing these tasks.
- **Communication:** the sharing of information between two or more individuals or groups to reach a common understanding.

Related Literature Review

Transformational Leadership Style

Transformational leadership is a term coined by James McGregor Burns in 1978. Bass (1997, cited in Dale, 2012) said transformational leadership is, the moving of followers beyond their self-interests for the good of the group, organization, or society by a transformational leader. The efforts of a transformational leader are not just focused on the task, but also engage followers by motivating them to higher levels of performance (Burns, 1978, cited in Dale, 2012).

Bass and Riggio (2006, cited in Dale, 2012) and Bass & Avolio (1990, cited in Dale, 2012) listed and explained five dimensions of transformational leadership:

1. ***Individualized Consideration:*** Transformational leaders
 - pay special attention to followers' needs for achievement and growth, acting as mentors or coaches.
 - Demonstrate individual consideration through effective listening and acceptance of employees' individual differences
2. ***Intellectual Stimulation:*** Transformational leaders
 - encourage new ideas and creative answers from followers when problems need to be solved.
 - encourage followers to explore new ways of doing things and new opportunities to learn.
3. ***Inspirational Motivation:*** Transformational leaders
 - inspire spirit, enthusiasm, and optimism in followers by challenging and imparting meaning to their work.
 - articulate a commitment to a shared vision and organizational goals.
 - arouse team spirit, enthusiasm and optimism.
4. ***Idealized Influence (attributed and behavior):*** Transformational leaders
 - exhibit high levels of persistence, commitment, determination, and possess exceptional ability as a leader.
 - take risks and encourage followers to take risks as well.
 - demonstrate behaviors that allow them to serve as role models for their followers.

Teachers' Job Performance

Teachers play a basic and dynamic role in an educational system. The teachers' performance is the most crucial input in the field of education. Teachers' performance is very crucial in a child's development. It is said that good performance of students depends upon effective teaching of their teachers. Teacher's job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom (Mary, 2010).

In this study, four factors affecting teachers' job performance developed by Kim and Richard (1991, cited in Akram, 2010) will be discussed in detail.

1. ***Teachers' Attitude:***
 - The teachers have an opinion which represents a person's overall inclination towards an object, idea or institution.
 - The teachers can be positive, negative or neutral.
 - The teachers have a positive attitude toward teaching.

- The teachers should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society.
2. **Subject Mastery of Teachers:**
 - Scholarly knowledge of the subjects to be taught integrated with professional education leading to new understandings and skills for professional performance.
 - Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction.
 3. **Teaching Methodology:**
 - The teachers should use many methods and techniques for effective teaching.
 - The teachers should use as many methods and techniques as possible because, there is no single method which is regarded as the best for every teaching situation.
 4. **Personal Characteristics:** The teachers should
 - present a confident role image and develop a relaxed style of communication in the classroom.
 - talk the students in a language they understand and speak clearly.
 - explain key concepts and vocabulary and give precise directions to students.

Teachers' Job Satisfaction

Job satisfaction is an important facet of people's lives and their productivity in the work place. 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, & Theodore, 2002, cited in Ismail, 2012). 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).

The JSS (Spector, 1997, cited in Kaltenbaugh, 2008) assesses nine facets of job satisfaction.

1. **Pay:**
 - The amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable.
 - This seems to be the major factor in job satisfaction, because the money a person earns not only gives him or her opportunity to satisfy their basic needs, but also to satisfy higher-level needs.
2. **Promotion:**
 - The furthering of or the advancement of one's job.
 - The opportunity to transition beyond current job tasks and responsibilities and provides an avenue to broaden one's skills and talents.
 - An employee's opportunities for promotion are also likely to exert an influence on job satisfaction.
3. **Supervision:**
 - The ability of the supervisor to provide emotional and technical support and guidance with work-related tasks.
 - It seems as if there are two dimensions of supervision that influence job satisfaction, namely worker-centeredness and participation.

4. ***Fringe benefits:***

- A form of compensation that is provided in addition to salary such as health insurance retirement pay, and life insurance.
- Benefits have the ability to attract and retain employees.

5. ***Contingent Rewards:***

- Those non-wage forms of compensation that recognize, appreciate, and reward employees for good work.
- Employee dissatisfaction may result if an employee perceives that their efforts are not recognized or that their rewards are not equitable tied to their performance or tailored to their needs.

6. ***Operating Conditions:***

- A teacher's workplace, work instruments, the work itself, organization policy, and organizational rules.
- If operating conditions are fine there will be no job satisfaction problems because good working conditions will lead to physical comfort and convenience, but if they are poor, they will impact poorly on employees

7. ***Co-workers:***

- Some people who are sympathetic, understanding and concern to the employees, sometimes they give helpful information, advice and give practical assistance.
- The co-workers are friendly, supportive and easy to participate in a discussion.
- Having friendly and supportive co-workers leads to increased job satisfaction.

8. ***Nature of Work:***

- The extent to which the job provides the individual with stimulating tasks, opportunity for learning and personal growth, and the chance to be responsible and accountable for results.
- The nature of the work performed by employees has a significant impact on their level of job satisfaction.
- 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.

9. ***Communication***

- The process of imparting or exchanging of information by speaking, writing, or using some other medium. Communication is the sharing of information between two or more individuals or groups.

The formation of specific goals, feedback on progress towards these goals, and reinforcement of desired behavior all stimulate motivation and require communication.

Methodology

Overall Design of the Study

The focus of the study was to explore the relationships between principal's transformational leadership style and teachers' job performance, specifically their performance to the schools and the level of satisfaction they have within their positions as teachers. A descriptive statistical design was utilized in this study. Data were collected by using two questionnaires: questionnaire for principals and questionnaire for teachers. In order to collect the general information of selected schools and demographic information of principals, questionnaires for principals developed by researcher were

distributed to 6 principals from selected schools. Questionnaire for teachers was mainly used to examine the perceptions of teachers on their principal's transformational leadership style, their job performance and job satisfaction. Thus, it is composed of three parts. In the first part of the questionnaire, Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995, cited in Levine, 2000) was utilized to explore the principal's transformational leadership style. In the second part of the questionnaire, Performance of Teachers developed by Kim and Richard (1991, cited in Akram, 2010) was examined to investigate the teachers' job performance. In the third part of the questionnaire, Job Satisfaction Survey (JSS) developed by Spector (1994, cited in Rumph, 2012) was used to find out the teachers' job satisfaction.

After collecting the related data, descriptive statistics and the bivariate correlation of the variables were calculated by using SPSS. Even though, some of questionnaires were not returned from teachers. Six principals and 399 teachers from 6 selected Basic Education High Schools participated in this study.

Population and Sample

The target population of this study was principals and teachers from selected Basic Education High Schools in Mandalay. There were 38 Basic Education High Schools (not including the branch and affiliated schools) representing 7 townships in Mandalay. Out of 38 Basic Education High Schools in Mandalay, 3 Basic Education High Schools were tested for pilot study. For the main study, a distribution of participating schools was monitored and adjusted using the criterion that the principal had been at the current school for at least two complete years. The decision to limit the principal sample was to ensure that leadership style of principal had time to affect teachers' job performance and satisfaction.

After extracting 3 high schools which had already been used for pilot study, 17 schools met the criterion. Among those schools, 6 (35.29%) high schools were randomly chosen as selected schools. For the teacher sample, all teachers (primary, junior and senior teachers) who had at least two years of longevity were chosen as participants in the study. Out of 420 teachers from 6 selected schools, 399 teachers completed the questionnaire for a return rate of 95%. The population of this study included 6 principals and 399 teachers representing 6 selected schools in Mandalay.

Procedure

After taking permission from the responsible persons, questionnaires were distributed to 6 Basic Education High Schools on the 1st and 2nd December, 2014 and collected questionnaires after lasting 15 days. Data collected were listed by each school. Based on the results of responses, this study was conducted in order to explore the relationship between the principal's transformational leadership style and teachers' job performance and satisfaction.

Data Analysis

Using SPSS, descriptive statistics were calculated for the principal's transformational leadership style, teachers' job performance and their satisfaction. Pearson product-moment correlation coefficient was utilized to know the relationship between teachers' perceptions of principal's transformational leadership style and teachers' job performance, the relationship between principal's transformational leadership style and teachers' job satisfaction and the relationship between teachers' job performance and their satisfaction.

Research Findings

The purpose of the study was to explore the relationship between principal's transformational leadership style and teachers' job performance and satisfaction. This study showed teachers' perceptions on their principals' transformational leadership style, their job performance and job satisfaction. In addition, this study also showed the relationship between principal's transformational leadership style and teachers' job performance and satisfaction.

Table 1 Descriptive Statistics for Principal's Transformational Leadership Style in Selected Basic Education High Schools (Teachers' Ratings)

Dimensions of Transformational Leadership Style	School						All Schools (n=399)
	A (n ₁ =68)	B (n ₂ =68)	C (n ₃ =54)	D (n ₄ =67)	E (n ₅ =71)	F (n ₆ =71)	
Idealized Influence (behavior)	4.13	4.23	3.54	4.11	4.12	4.14	4.07
Idealized Influence (attributed)	4.14	3.00	3.67	3.89	3.86	3.94	3.75
Inspirational Motivation	4.35	4.99	3.96	4.24	4.20	4.21	4.34
Intellectual Stimulation	4.27	4.75	3.40	4.17	4.02	4.22	4.16
Individualized Consideration	4.05	4.75	3.21	4.09	3.90	4.10	4.05
Transformational Leadership Style	4.19	4.34	3.56	4.10	4.02	4.12	4.07

1=not at all, 2=once in a while, 3=sometimes, if not always, 4=fairly often, 5=frequently

According to Table 1, the teachers from School A, D, E and F agreed that their principals often used all dimensions of transformational leadership style in their schools. However, it was found that the principal of School B almost always used four dimensions of transformational leadership style such as Idealized Influence (behavior), "Inspirational Motivation", "Intellectual Stimulation" and "Individualized Consideration" but he/she sometimes used "Idealized Influence (attributed)". Similarly, the principal from School C often practiced "Idealized Influence (behavior)", "Idealized Influence (attributed)" and "Inspirational Motivation" while he/she sometimes practiced "Intellectual Stimulation" and "Individualized Consideration"

In conclusion, all principals from selected high schools often practiced all five dimensions of transformational leadership style to manage their schools.

Table 2 Descriptive Statistics for Teachers’ Job Performance in Selected Basic Education High Schools (Teachers’ Ratings)

Factors affecting Job Performance	School						All Schools (n=399)
	A (n ₁ =68)	B (n ₂ =68)	C (n ₃ =54)	D (n ₄ =67)	E (n ₅ =71)	F (n ₆ =71)	
Teachers’ Attitude	4.39	4.27	4.10	4.26	4.27	4.28	4.27
Subject Mastery of Teachers	4.17	4.29	3.96	4.14	4.13	4.17	4.15
Teaching Methodology	4.40	4.30	4.33	4.32	4.28	4.32	4.32
Personal Characteristics	4.47	3.88	4.31	4.32	4.39	4.33	4.28
Teachers’ Job Performance	4.36	4.19	4.17	4.26	4.27	4.28	4.26

1-2.33=Low Performance, 2.34-3.67=Moderate Performance, 3.68-5=High Performance

According to Table 2, the mean scores for the factors of teachers’ job performance in selected high schools were nearly 4 and above, which indicated that all factors of job performance such as “Teachers’ Attitude”, “Subject Mastery of Teachers”, “Teaching Methodology” and “Personal Characteristics” fall under the highly performed level. Therefore, it can be said that the overall job performance level of teachers in selected high schools was of the high performance level.

Table 3 Descriptive Statistics for Teachers’ Job Satisfaction in Selected Basic Education High Schools (Teachers’ Ratings)

Facets of Job Satisfaction	School						All Schools (n=399)
	A (n ₁ =68)	B (n ₂ =68)	C (n ₃ =54)	D (n ₄ =67)	E (n ₅ =71)	F (n ₆ =71)	
Pay	2.91	3.51	2.92	2.80	2.53	3.02	2.95
Promotion	3.23	3.73	3.20	3.43	3.22	3.41	3.38
Supervision	4.23	4.96	3.83	4.16	4.19	4.09	4.26
Fringe Benefits	2.80	2.74	2.70	3.09	2.62	3.10	2.85
Contingent Rewards	3.37	3.56	3.12	3.17	3.13	3.12	3.25
Operating Conditions	3.91	3.88	3.82	3.80	3.72	3.72	3.81
Co-workers	4.11	4.00	3.99	4.17	4.06	4.07	4.07
Nature of Work	4.19	4.00	3.87	3.90	3.85	4.07	3.99
Communication	4.20	4.24	3.97	4.11	4.09	4.08	4.12
Teachers’ Job Satisfaction	3.66	3.85	3.49	3.62	3.49	3.63	3.63

1-2.33=Low Satisfaction, 2.34-3.67=Moderate Satisfaction, 3.68-5=High Satisfaction

According to Table 3, the overall job satisfaction level of teachers in School A, C, D, E and F falls under the moderate satisfaction level but the overall job satisfaction level of teachers in School B falls under the high satisfaction level.

In summary, the overall job satisfaction of teachers in selected schools falls under the moderate satisfaction level with the mean score 3.63.

Table 4 Correlation between Teachers' Perceptions of Principal's Transformational Leadership Style and Teachers' Job Performance in Selected Basic Education High Schools

Variables	1	2
1. Transformational Leadership Style	1	.662**
2. Teachers' Job Performance	.662**	1

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

According to Table 4, it was found that principal's transformational leadership style was highly correlated with job performance of teachers ($r=0.662$, $p<0.01$). This correlation implied that a high and significant relationship existed between principal's transformational leadership style and teachers' job performance in selected high schools.

Table 5 Correlation between Teachers' Perceptions of Principal's Transformational Leadership Style and Teachers' Job Satisfaction in Selected Basic Education High Schools

Variables	1	2
1. Transformational Leadership Style	1	.430**
2. Teachers' Job satisfaction	.430**	1

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

According to Table 5, principal's transformational leadership style was positively and moderately correlated with job satisfaction of teachers ($r=.430$, $p<0.01$). This implied that principal's transformational leadership style had a significant and moderate effect on teachers' job satisfaction.

Table 6 Correlation between Teachers' Job Performance and Job Satisfaction in Selected Basic Education High Schools

Variables	1	2
1. Teachers' Job performance	1	.402**
2. Teachers' Job satisfaction	.402**	1

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

According to Table 6, teachers' job performance was significantly related to teachers' job satisfaction ($r=.402$, $p<0.01$). This indicated that a positive and moderate relationship existed between these two variables.

Conclusion, Discussion and Recommendations

In order to examine the relationship between principal's transformational leadership style and teachers' job performance and satisfaction, six research questions were developed to guide this study.

Research question one asked teachers to express their perceptions of their principal's transformational leadership style in selected Basic Education High Schools in Mandalay. According to the responses of teachers, they asserted that their principals often followed all dimensions of transformational leadership style such as "Idealized influence (behavior)", "Idealized influence (attributed)", "Inspirational motivation", "Intellectual stimulation", and "Individualized consideration" to manage their schools.

It can be concluded that the principals of selected high schools instill pride of association in others and go beyond self-interest for the good of the group. Moreover, they always seek different perspectives when solving problems, and stimulate teachers to be innovative and creative. Because of using transformational leadership style by principals of selected high schools, the teachers from selected schools perform actively for the success of their schools. Thus, the principals from all selected schools should utilize transformational leadership style to be successful.

In addition, Research question two asked the teachers to describe their perceptions about their job performance in selected high schools. According to teachers' responses, it was also found that the teachers from those schools highly performed all factors of job performance such as "Teachers' Attitude", "Subject Mastery of Teachers", "Teaching Methodology" and "Personal Characteristics". Therefore, the level of job performance of teachers in all selected high schools falls under the high performance level with the mean score 4.26.

In conclusion, the teachers from all selected high schools have positive attitude towards teaching, their pupils and their schools. Thus, the principals in all selected high schools should encourage effective performance of their teachers by identifying their needs and trying to satisfy or meet them, thereby enhancing better job performance among teachers.

Similarly, Research question three investigated the teachers' perceptions 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 five facets of job satisfaction, namely, "Supervision", "Operating Conditions", "Co-workers", "Nature of Work" and "Communication", but they were moderately satisfied with four facets of job satisfaction including "Pay", "Promotion", "Fringe Benefits" and "Contingent Rewards". However, the level of job satisfaction in all selected high schools falls under the moderate satisfaction level with the mean score 3.63.

In short, the teachers from all selected high schools prefer the management of their principals and the operating conditions such as work place, work instruments, the work itself, school policy and school rules. Moreover, they have effective interpersonal relationship among them and with their principals. 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 fringe benefits and contingent rewards. Therefore, the principals of selected high schools should pay attention to human aspects of subordinate problems and behavioral aspects, such as motivating forces, processes in communication, goal setting, and control and performance characteristics. They should try to identify their teachers' needs and try to satisfy or meet them.

On the other hand, Research question four asked the teachers to examine the relationship between their principal's transformational leadership style and their job performance. It was found that a high and significant relationship existed between principal's transformational leadership style and teachers' job performance in selected Basic Education High Schools in Mandalay ($r=0.662$, $p<0.01$). Therefore, it can be concluded that transformational leadership style of principals in all selected high schools has an effect on teachers' job performance.

Moreover, Research question five asked teachers to investigate the relationship between their principal's transformational leadership style and their job satisfaction.

According to the teachers' responses, it was found that principal's transformational leadership style was positively and moderately correlated with job satisfaction of teachers ($r=.430, p<0.01$). It can be said that principal's transformational leadership style can influence the condition of teachers' job satisfaction in selected Basic Education High Schools in Mandalay.

Lastly, Research question six asked teachers to express the relationship between their job performance and satisfaction in selected Basic Education High Schools in Mandalay. It was found that a positive and moderate relationship existed between teachers' job performance and satisfaction in selected high schools ($r=.402, p<0.01$). It can be concluded that the more the teachers satisfy about their jobs, the more they perform their assigned tasks.

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