YANGON UNIVERSITY OF ECONOMICS

DEPARTMENT OF COMMERCE

Ph.D PROGRAMME

FACTORS AFFECTING THE PERFORMANCE OF PRIVATE HIGH SCHOOL TEACHERS IN YANGON

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AUGUST, 2022

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A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of Doctor of Philosophy (Ph.D) of Commerce, Yangon University of Economics, Myanmar

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CERTIFICATION

I hereby certify that the contents of this thesis are wholly my own work unless otherwise referenced or acknowledged. Information from sources is referenced with original comments and ideas from the writer herself/himself.

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ABSTRACT

The objectives of this study are to examine the effects of leadership styles, job characteristics and personality traits on the performance of private high school teachers in Yangon and to determine the mediating effects of teachers' commitment, involvement and satisfaction on the relationships between the influencing factors and the performance. The descriptive and analytical research methods were used to fulfil the objectives of the study. The primary data were collected by using structured questionnaire. The analysis was conducted based on the random sample of respondents of 300 teachers in private high schools in Yangon. According to this study, three factors in objective one are significant. For the leadership styles include autocratic and democratic leadership style, for the job characteristics include skill variety, task identity, task significance, autonomy and feedback and, for the personality traits include conscientiousness, agreeableness, openness, neuroticism and extraversion. In detail analysis shows that autocratic leadership style, neuroticism and extraversion are positive and significant effects on job performance. For the mediating analysis, in the leadership styles, commitment shows partial mediation effect in relationship between autocratic and performance, while no mediation effect for democratic leadership style. Regarding satisfaction, there is no mediation effect on relationship between autocratic and performance. Involvement indicates a partial mediation effect on relationship between two leadership styles, and performances**.** Concerning job characteristics, commitment, satisfaction and involvement indicate partial mediation effects in relationship between the skill variety, task significance and autonomy, and performances of teachers. The teachers' commitment, satisfaction, and involvement show full mediation effects on relationship between feedback and performance. However, no mediation effect of involvement occurs in the relationship between task identity and task significance and performances. Concerning personality, commitment shows partial mediation effects on the relationship between conscientiousness and agreeableness, and the performance, however, no mediation occurs on relationship between neuroticism, openness and extraversion, and performance. Involvement shows partial mediation effects on relationship between conscientiousness, agreeableness and neuroticism, and performance while no mediation effect occurs in relationship between openness and extraversion, and performance. Satisfaction indicates partial mediation effects in relationship between conscientiousness, agreeableness and extraversion, and performance but no mediation effect in relationship between neuroticism and openness, and performance. Based on the findings, this study recommends that private high school administers should encourage school leaders create effective and efficient job performance through democratic leadership style. School administrators should design and implement job characteristics that can inspire and motivate to school teachers. In addition, policy makers or decision makers in education sector should recruit and nurture school teachers with about conscientiousness, agreeableness personality traits.

ACKNOWLEDGEMENTS

First and foremost, I would like to gratefully thank Professor Dr. Tin Tin Htwe, Rector of the Yangon University of Economics who offered her invaluable comments and guidance to the improvement of my thesis.

My high appreciation is to Prof. Dr Tin Win, Rector (Retired) of Yangon University of Economics and Prof. Dr. Khin May Hla, Pro-Rector (Retired) of Yangon University of Economics for their valuable supporting, suggestions to accomplish my study both directly and indirectly. I am heartily grateful to their valuable support on conceptualizing this thesis.

I would like to express my special thanks to my supervisor, Professor Dr. Daw Soe Thu, Pro-Rector of Monywa University of Economics, for her good advice, enthusiastic support, and well consideration. This thesis would not have been completed without her generous suggestions and help. I am gratefully indebted for her very valuable comments on this thesis.

My special thanks go to the Chairman of the Ph.D. Steering Committee, Prof. Dr. Tin Tin Htwe, Head of Department of Commerce, Program Director in Ph.D. Committee, and Yangon University of Economics for contribution of their knowledge, invaluable ideas, and profound comments and suggestions on my thesis. Moreover, I deeply thanks for members of Ph.D. Committee, for their valuable suggestion for this thesis.

I also thank Prof. Dr. Aye Thanda Soe, Department of Commerce, Yangon University of Economics, and Prof. Dr. Hla Hla Mon, Department of Management Studies, Yangon University of Economics) for their support, suggestions and advice on my thesis.

Besides, I really thank Professor Dr. Mya Thandar, Pro-Rector of Yangon University of Economics and Prof. Dr. Aye Thidar, Head of Department of Statistics, Yangon University of Economics forgiving the suggestions of statistical tools and interpretations.

And, I would like to thank school leaders and teachers of respective private high schools in Yangon for their willingness and support in my survey. Finally, my deepest appreciation goes to my parents, family, friends, and all of my colleagues, for their support and encouragement throughout my studies. This accomplishment would not have been possible without them.

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LIST OF ABBREVIATIONS

AY	Academic Year
BFF	Big Five Factors
FY	Fiscal Year
CESR	Comprehensive Education Sector Review
JCM	Job Characteristics Model
MOE	Ministry of Education
PHS	Private High School
SRS	Simple Random Sampling
UK	United Kingdom
VIF	Variance Inflation Factor

CHAPTER I
INTRODUCTION

Education is commonly seen as an indicator of national development. One of the basic purposes of education is to develop skilled human resources capable of overcoming challenges to a country's development. It is the greatest resource that society can provide to students, and the progress of the students in education affects the success that they may achieve in life significantly. In every educational institution, especially in schools, there is a need to have engaging and committed teachers to lead the organization in achieving its long-term goals. Schools are organizations that provide guidance, training, and coaching to students under the supervision of teachers.

Teachers are important for developing and improving because a high-quality education system is dependent on high-quality teachers (Jyoti & Sharma, 2006). Quality teaching requires a high level of teacher morale, relevant subject knowledge, and specific teaching abilities (Bolin, 2007). Teachers have the greatest influence on students' social and economic growth. As a result, they are required to devote their time and effort to delivering professional knowledge, talent, and attitude.

In this 21st century, schools cannot perform well without teachers who are committed to working successfully. In recent years, the number of private high schools that have skilled, competent, and committed teachers has increased because of the significant rise in society's demand for educational centers. The most significant factors in the educational resources include the number of qualified teachers, quality of way of teaching, principal leadership, work facilities, and working environment. Teachers play a pivotal role when it comes to the success of the school as they are the first individuals to be in touch with the students.

Generally, schools will not operate smoothly and cannot achieve their objectives unless teachers perform very well. Although school leaders can initiate various types of leadership styles, the contribution of leadership cannot maximize the job performance of the staff of a school if the leadership is not distributed and shared with the teachers who are working with the stakeholders such as students and parents.

Nsubuga (2008) argues that the reason schools fail to achieve the required performance is not because of insufficient funds and poor facilities, but because of ineffective leadership. Effective leadership guides how well teachers perform the job's tasks, duties, and responsibilities. The proper leadership will enable them to be more involved, satisfied and committed in their jobs.

Leadership style adopted by school leaders, characteristics of the jobs and personality of teachers can all affect the teachers' satisfaction, involvement and commitment. If the teachers are not satisfied with their job, job satisfaction is also one of the critical elements of teachers' performance. Teachers who are not satisfied with their job will not be committed to being productive for their school. If they are not satisfied, they will not perform to the best of their capabilities. In addition, the commitment and effectiveness of teachers depend on their morale and job satisfaction. This can be generally seen as an important phenomenon for school teachers, their leaders, and students at large.

A teacher may be highly involved in the job but may not put efforts for performance. When their involvement in their profession is greater, their competency at work will also increase. The dedicated teachers have been described as being totally engaged and immersed in their jobs. When they are involved in their jobs, it is found that their school makes them more successful. Once teachers are involved, they put all their efforts into their job and their turnover rate is low, compared to those who are not involved and are more likely to leave their school. Recently, school organizations have been working on enhancing teachers' involvement. In other words, they consider teaching performance, job satisfaction, commitment, and involvement as important elements of their success.

Teachers' performance is vital for upgrading school standards and the overall growth of the institution and education sector as a whole. This study seeks the understanding of how leadership styles, job characteristics, and personality traits factors effect on dependent variable and the mediating role of teacher commitment, satisfaction, and involvement on the relationship between influencing factors and the performance of teachers. Therefore, this study focuses on these factors affecting the performance of private high school teachers in Yangon.

1.1 Rationale of the Study

In today's competitive business environment, businesses seek skilled and competent individuals in their respective industries in order to meet their objectives and obtain a competitive advantage over competitors. In education, teaching is the most essential aspects, and a teacher is a person who works in educational institutions and helps pupils achieve cognitive, sensory, and behavioral goals as well as helps them achieve the parameters set by the educational system. Investment in education is popular; there is a significant positive correlation between education and economic-social productivity, and the standards of living are likely to improve if people are educated.

Human capital, or employees, is considered to be the most valuable assets and key elements in achieving organizational goals and objectives and gaining a competitive advantage for any organization. Moreover, motivated employees contribute to enhancing the productivity and profitability of the organization by utilizing organizational capital and their competencies efficiently and effectively. Higher-performance personnel are more effective and delighted with their work for the organization. Furthermore, employee performance is considered for reliable and sustainable predictors of absenteeism, turnover, productivity, efficiency, and effectiveness of employees.

In Myanmar, changes in the political situation create more opportunities and challenges in the education sector. The vision of basic education is to build an education system that can generate a learning society capable of facing the challenges of the Knowledge Age" and that it helps to build "a modern, developed nation through education." To achieve these goals, a critical priority will be that every child has the chance to complete a basic education of good quality, (CESR, 2013). Education provides numerous opportunities for the country's development in a variety of disciplines. Education promotes self-sufficiency, confidence, and self-esteem, all of which are essential for a country's development.

According to the Department of Basic Education in the lower Myanmar report (2022), the Private School Registration Act was passed on December 2nd, 2011 and permitted the opening of private education in Myanmar. In 2012-2013, Myanmar had just over 27 private schools, but by 2017-2018, there were over 190 private schools in Lower Myanmar. Investment in Myanmar's education market is expected to increase

rapidly, especially in Yangon. When comparing the 2012 and 2018 AY, the number of private schools dramatically increased, this may be seen in Appendix E.

Nowadays, students spend more hours with teachers in school than with their parents at home. Therefore, the role of teachers' performance is very important in the education system, and the success of private high schools largely depends on having great leaders within the school. On the other side, the requirement to improve overall school and students' performance is the responsibility of school teachers and all the staff. Thus, the best way to produce an effective school is to utilize teachers' performance through their input, such as commitment, satisfaction, and involvement in the present study. As private schools are a service-oriented sector, they mainly focus on teachers interacting with the students. Also, teachers need to be more efficient and effective to give the best service to students and adapt to changes in a competitive environment.

School leaders select the leadership style that facilitates motivation and promotes teachers' performance. They may use the appropriate leadership style; most school leaders in private high schools adopt the autocratic and also democratic leadership style. In the autocratic leadership style, leaders have full authority and control over decision-making, and staffs are not consulted at all on important organizational matters. The advantages of the style of democratic are that people can set their own goals, evaluate their own work, and pursue professional growth (Lewin et al., 1939).

Working in an organization requires an understanding of the nature of the job. The job characteristic model (JCM) proposed by Hackman and Oldham (1975) includes skill variety, task identity, task significance, autonomy, and feedback. This model essentially defines the conditions under which employees or individuals are internally driven to perform their jobs successfully. Edgar (1999) stated that job characteristics affected employees' attitudes, which, in turn, affect work outcomes and job performance.

In private high schools, some teachers and staff endeavor to carry out various duties to improve their knowledge, capabilities, and experience. Some may prefer working as a team through collaboration and communication, while others might be more comfortable working on their own. Teachers and staff also need to acquire motivation through empowerment, expertise, and accountability. Appropriately

designed jobs and roles are quite imperative to the performance enhancement of workers (Huselid & Becker, 1997).

In the education sector, private high schools especially need to determine the value of the Big Five Factors (BFF) of personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) of teachers. This personality variability is a significant factor in observing and understanding a person because it gives each human being their unique character or individuality and governs how a person interacts in any social event. According to Payne and Harper (2020), personality makeup can be either an asset or a liability depending on the situation.

Therefore, this study focuses on examination of the factors such as leadership styles, job characteristics, and teachers' personality traits on teachers' performance. The study also seeks to provide new evidence on what factors are important for teachers' performance and how crucial teachers' performance is in private high schools. Moreover, the findings of the study aim to provide a significant contribution to the education sector in Myanmar to solve the problems related to teachers' performance.

1.2 Problem Statement of the Study

In the 21st century basic education sector in Myanmar, private high schools have become popular, and the demand for private high schools has seen rapid growth among parents. The main reasons for this situation occurring are some issues with public schools' having an excessively large number of children per classroom, a shortage of teachers, and underperforming teaching faculty. Therefore, having a private education sector means that parents can choose the best schools for their children.

However, private high schools have many different internal and external factors that can cause problems for teachers and affect their performance. The internal factors that influence the teacher's performance are lack of resources, heterogeneous attitudes of students, work life conflict and external factors are changes in market trends based on economic situations, changes in legal and political situations, rapid changes in technologies, and many more. In the education sector, teachers and school leaders face a lot of problems, and they are not able to give better output or do their job in good ways.

Differences in leadership styles adopted by school leaders also affect the teachers' performance. The term "school leader" means a principal, assistant principal who makes the executive decisions that govern the school, as well as having the authority over the employment of the teachers. Proper leadership style can promote teachers performance, however, teachers' performance can suffer from improper selection of leadership style. The task of school leader/owner is to understand the various leadership styles that are suitable for their school. In private high schools, some school owners/leaders manage to work with an autocratic leadership style following specific rules and procedures, while others might be more comfortable using democratic leadership style. When teachers want to do this freely and create new ideas and techniques, autocratic leadership styles have become an issue for teachers' performance. There is a lack of clear understanding on leadership styles in private high schools have influenced teachers' performance.

The success of the private high schools and their teachers in Myanmar depends on the how well the jobs are designed to infuse motivation of school teachers. If teachers are not satisfied, committed, and involved, teachers' quality decline and the whole of the school decline effectiveness. The issue of teachers' satisfaction, commitment and involvement has not been particularly captured while designing jobs especially in the private high school sector. Private high schools have adopted different job characteristics to match the unique nature of teaching job. It is still not clear the extent to which these characteristics of jobs have been considered as drivers of performance.

Personality certainly influences job performance through both working-hard and working-smart work styles (Matthews et al., 2003). An understanding of different personality traits can help teachers' satisfaction, commitment, and involvement because it helps school leaders engage and communicate more effectively with their teachers. Personality matters for many reasons. One main reason has to do with fit – how well a person's personality fits the job, the team, and the overall organization. Good fit can lead to high performance, but poor fit is a major cause of conflict resulting in poor performance and high turnover in the organization.

Teachers, at times, face complaints from parents and students, causing them to have low self-satisfaction and less commitment and involvement in their school. It can be assumed that there are some issues with school leaders' leadership styles. Moreover, school teachers, by any means, strive to accomplish their scope of work

even when schools' job characteristics are not consistent with their perceptions. Likewise, a poor fit between their personality traits and their working environment can lead to poor performance and complaints from parents. These increasing conflicts with parents and students tend to decline teachers' commitment, satisfaction and involvement and, ultimately, performance.

In private high schools, the proper leadership styles, job characteristics, and personality traits becomes the lack of commitment, satisfaction, and involvement which in turn, has an effect on teachers' performance. Consequently, not only is their teaching profession at serious risk, but the achievement of the national agenda will be affected. Teachers' low performance will generate low results in the country's education sector development, the low success of private high schools, low parents' expectations, decrease students' abilities, less controllable to students, decrease schools' performance, and waste of resources in private high schools, and so forth.

According to the research problems, the following research questions are set forth:

1. What are the effects of leadership styles, job characteristics, and personality traits on the performance of teachers in private high schools in Yangon?
2. How do the three mediators – commitment, satisfaction, and involvement- affect the relationship between leadership styles and teachers' performance?
3. How do the three mediators – commitment, satisfaction, and involvement- affect the relationship between job characteristics and teachers' performance?
4. How do the three mediators - commitment, satisfaction, and involvement- affect the relationship between personality traits and teachers' performance?

1.3 Objectives of the Study

The study's general purpose is to examine the effects of leadership styles, job characteristics, and personality on performance of private high school teachers in Yangon. The specific objectives of the study are:

i) To identify the effects of leadership styles, job characteristics, and personality traits on the performance of teachers in private high schools in Yangon.

ii) To analyze the mediating effects of commitment, satisfaction, and involvement on the relationship between leadership styles and the performance of teachers.

iii) To examine the mediating effects of commitment, satisfaction, and involvement on the relationship between job characteristics and the performance of teachers.

iv) To examine the mediating effects of commitment, satisfaction, and involvement on the relationship between personality traits and the performance of teachers.

1.4 Method of Study

Both primary and secondary data were used in this study. To collect primary data, personal in-depth interviews were conducted with fifteen private school leaders to validate the questionnaires, and structured questionnaires were used as a survey instrument to collect data from randomly selected three hundreds private school teachers in Yangon. To collect the required data, a pilot survey was firstly conducted. The second final survey was done after adjusting the first pilot questionnaire to get the targeted data. A descriptive analysis was used to analyze the background characteristics of a sample of private high school teachers. Multiple linear regression was used to analyze the influence factors on the private high school teachers performance. Path analysis was applied to determine the mediating effects of teachers' commitment, teachers' satisfaction, and teachers' involvement between influencing factors and the performance of teachers. Secondary data were gathered from a variety of sources, including relevant textbooks, Ministry of Education (MOE) reports, and internet websites, articles, conducted research papers concerning teachers' performance in various fields, and the internet.

1.5 Scope and Limitations of the Study

Although there are public and private high schools in the education industry, this study focuses only on private high schools in Yangon. In Myanmar, private high schools are opened in upper and lower Myanmar and some of the teachers choose to only work in private high schools. However, this study focuses only on private high school teachers working in Yangon, lower Myanmar. The overall study population is 1190 teachers from private high schools in Yangon and consists of full-time and part-time teachers. It is to be noted that part-time teachers in this survey were teaching only in one school. Data were collected from private high school teachers and findings may not represent public school teachers. Data collection periods are from

2019 to 2020. The study does not include all teachers' perceptions and it is only based on the selected respondents' perceptions.

1.6 Organization of the Study

The contents of the study are presented in six chapters. Chapter one covers a brief introduction about the rationale of the study, statement of the research problem, objectives of the study, method of study, scope and limitations of the study, and organization of the study are presented. Chapter two describes the literature review section of the study; explaining the detailed theoretical background of factors such as leadership styles, job characteristics, personality traits factors, and conceptual framework relating to factors affecting teachers' performance. Chapter three describes the research methodology that includes research design, reliability analysis of the variables, multiple linear regression models, checking for model adequacy and path analysis. Chapter four presents leadership and job characteristics in private high schools that include the background of education in Myanmar; the role of private high schools in Myanmar and the role of teachers in private high schools, and leadership and job nature of private high schools in Yangon. Chapter five analyzes the descriptive analysis, reliability test, and mediation analysis of the study. Finally, chapter six includes findings and discussions, suggestions and recommendations, implications of the study, and needs for further research of the study.

CHAPTER II
LITERATURE REVIEW

Teachers' performance is an important criterion in the operating of private schools. To estimate the performance level of potential teachers, it needs to expose the predictors of performance. This chapter revealed that commitment, satisfaction, and involvement can have an impact on teachers' performance and that these variables are influenced by leadership styles, job characteristics, and personality traits. Thus, the concepts of leadership styles, job characteristics, and personality traits, mediating variables of commitment, satisfaction, involvement, and performance of teachers are pointed out in this chapter.

2.1 Types of Leadership Styles

Leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and the improvement of organizational performance. According to Oyetunyi (2006) leadership style, therefore, is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, while others pay more attention to their relationships with subordinates than to the job.

Lewin et al. (1939) German social scientists, led some early studies on the forms of leadership. They also found that each of the various types had varying effects on an organization. There was few leadership types found during their analyses. First, the authoritarian form, often referred to as autocratic leadership, was discovered. Autocratic leadership refers to the situation in which the chief teaches the followers what to do next, what to do in the right time frame, and also how to execute it. Second, the leadership style described by Lewin is the participatory style or is recognized as the style of democratic leadership in which the leaders are willing to listen to the group of followers' responses and come up with a final decision. Finally,

the third style is laissez-faire management. This style of leader has only very limited guidance for oversight. To complete the task, group members must work on their own work and to determine what the next step to take is.

Leadership in private high school education has recently become hotly debated academic topics. Business schools, in particular, have been a focus in recent years on the entire system of delivering education, since it is assumed that the success of business schools in developing effective school teachers is mainly dependent on the presence of capable leaders within the schools. Organized and austere schools apply an autocratic leadership style which promotes an increase in efficiency; however, some teachers are not satisfied in working. Therefore, a democratic leadership style is also applied in a school which has an effect on efficiency of performance for teachers and effectiveness of school success.

2.1.1 Autocratic Leadership Style

Autocratic leadership is a classical leadership approach and the corporate equivalent of a dictatorship or tyranny. This leadership style is marked by the leader having complete authority, and the followers obeying the instructions of the leader without questioning and without receiving an explanation or rationale for such instructions. This leadership style is based on Douglas McGregor's Theory X, which considers employees as inherently lazy and disliking of work, and assumes they seek to avoid work as much as possible. Theory X advocates close supervision and comprehensive control systems, reinforced by a hierarchical structure and a narrow span of control.

An autocratic leader tightly controls group activities tightly when making decisions and determines all policies, techniques and activity. Besides commanding the particular work tasks and work companions of each member, the autocratic leader tends to be personal when praising and criticizing the member’s work but also remains distant from active group participation. If a leader exercises an autocratic leadership style that shows a consistent behavioral pattern involving acting alone and making unilateral decisions. In terms of this type of leadership style, all decision-making processes are leader-centered, since leaders do not allow any suggestions or initiatives from subordinates. While the main characteristic of the autocratic leader is commanding and ordering, the major activity of the democratic leader is giving

information. In practice, the differences between the roles of the autocratic and democratic leaders are not intense.

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control, and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions, and due to this, they cannot develop their skills and knowledge; they might dislike being ordered around, and they become dependent upon their leader.

2.1.2 Democratic Leadership Style

Democratic leaders have the characteristic to solve any problem by involving their subordinates, and discuss before decisions are taken developed by Bolden et al., (2003). Such leaders allow decisions to emerge from the discussion and act as moderators but not as decision-makers. This style is a very open and collegial style of running a team. Ideas move freely among the group and are discussed openly. Everyone is given a seat at the table, and the discussion is relatively free-flowing. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process.

A democratic style is a style that can motivate “humanness,” “teamwork” and “participation” of workers developed by Atsebeha (2016). Democratic or participative leadership is used by leaders to involve employees in managerial tasks by giving guidance and support. It is also the convenient styles that permit employees to present their ideas or opinions freely in the organization for which they are working Peteman (2007).

Although the significant drawbacks to democratic leadership are time-consuming activities and lengthy debates over policy, participation plays a key role in increasing the productivity of leadership (Sharma & Singh, 2013). Consequently, the primary characteristics of democratic leadership signify that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to the encouragement of creativity.

According to Goleman (2017) democratic leadership, which entails a participative leadership style, guides employees to participate in their groups and make decisions. This allows group members to feel engaged in the organizational processes and enables them to feel more motivated and creative. The advantages of this style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their knowledge and skills (Kane & Patapan, 2010). The democratic or participative leadership style enables leaders to create a suitable working environment and facilitate a free flow of ideas in the organization.

Moreover, the democratic leadership style is the best way to have better decision-making and a more effective operation as a result of creative thinking processes of consultation and feedback developed by Peteman (2007). This can reduce rates of employee turnover, while the disadvantages of a democratic style are that a great deal of time is spent on discussions and no major decisions are made by the leader alone. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late.

2.1.3 Laissez-faire Leadership Style

When leaders take a hands-off attitude and allow group members to make decisions, this is known as laissez-faire leadership. The group's aims, strategies, and working procedures dictate all liberties in this approach. Leaders are rarely the ones who step in and save the situation. According to Hackman and Johnson (2009) the laissez-faire approach is the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows the group to make decisions without the leader's participation. As a result, subordinates are free to behave as they choose. The leader does not interfere with or engage in the group's decision-making process (Talbert & Milbrey, 1994). Considering all definitions given by different authors and researchers on laissez-faire leadership style, one predominant fact is that leaders try as much as possible not to obstruct or interfere in the basic leadership decision process. They frequently delegate power to subordinates, allowing them to make specific decisions about their job and complete tasks in their own way. In every situation, delegation is a few to subordinates in certain situations. However, in this study, no one considered laissez-faire leadership style because in the real

situation all of the basic education rules and curriculum are constant under the Ministry of Education that school leaders and teachers are not made to change.

2.2 Job Characteristics Model

For the critical components of human resources management is job design or work design, where the emphasis is on job specification that will satisfy the organization and the individual holding the job requirement. Unfortunately, job redesign is not something that can be done overnight. There are several approaches that may be used, and one of the more popular and most acknowledged approaches is developed by Hackman and Oldham, and which was aptly called the "Job Characteristics Model".

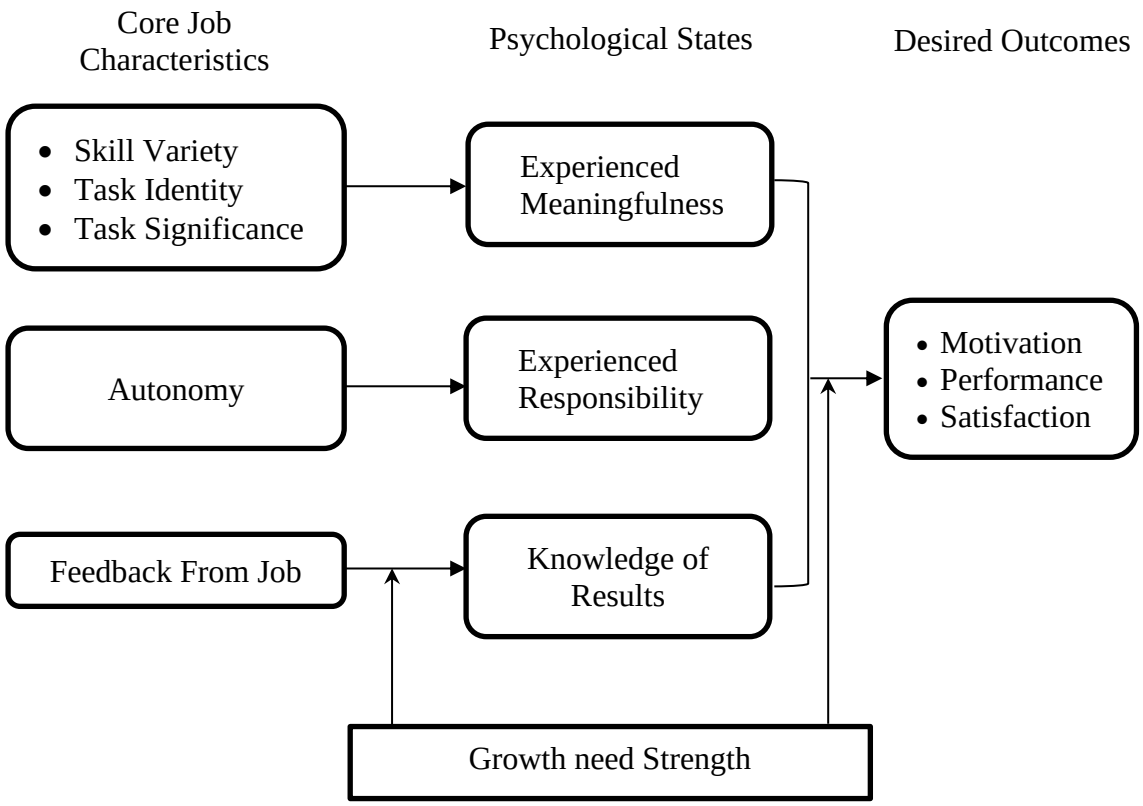
The job characteristics model is a behavioral approach and concept that increases the importance of jobs by designing the job that emphasizes on its suitability and appropriateness that is measurable. The basic idea of this concept is that job characteristics will lead to high levels of work motivation and performance. It also takes into account different responses of employees on different jobs in the organization.

Hackman and Oldham (1975) developed the Job Characteristics Model (JCM) and this model described the theory of work design and it provides a set of implementing principles for enriching jobs in organizational settings. This model consists of three major parts: core job dimensions, critical psychological states and outcomes. The job characteristics model indicates that job satisfaction can be determined by the variety of work, how important is the job to other people and impact on lives, opportunity to work independently and constructive feedback about how well one is doing on the job.

Additional research conducted by Hackman and Oldham (1980) included a factor of growth-need strength as a moderator of the core job characteristics and critical psychological states and personal/work outcomes. Growth-need strength refers to "an individual's desire to be challenged and to grow on the job or one's need for personal accomplishment, learning and development on the job (Hackman & Oldham, 1980). Individuals with strong growth-need respond more positively to jobs that are high on the five core job dimensions, because such jobs provide opportunities for professional achievement. On the other hand, employees who do not experience growth-need are less likely to be internally motivated from complex jobs. In this

study, the moderator of growth-need strength examined since it represents an individual difference while this study explores the interaction between the teacher and his/her environment (job and organizational culture). The following Figure (2.1) has been shown as a summarized Job Characteristics Model.

Figure (2.1) Job Characteristics Model



Source: Hackman & Oldham (1975)

According to Hackman and Oldham (1975) the JCM can be depicted in terms of five core dimensions, which is still in full use today, was developed from that principle as well. This model essentially defines the conditions under which employees or individuals should be internally driven to successfully perform their jobs.

(a) Skill Variety

Most research has supported the validity of the Job Characteristics Model (JCM), reflecting the extent to which a job requires an employee to use a range of different skills to complete their work. Coelho and Augusto (2010) said role identification promotes the feeling that the job is important and worthwhile and thus motivates the employee to work smart.

(b) Task Identity

It involves the requirements of the job as completion of a whole and recognizable piece of work in which, doing a job from beginning to end with noticeable outcome (McShane, 2013). McShane, (2013, as cited in Andrew et al., 2016) agreed that the work might consist of the employee assembling an entire broadband modern rather than the employee just doing welding the motherboard. It means all of the activities associated with a task must be completed and the results must be satisfactory and employees who experienced these psychological states tend to experience a higher level of internal work motivation.

(c) Task Significance

It refers to the degree to which the job has a significant impact on the lives or work of others, whether inside the organization or the outside environment (McShane, 2013). Employees who engaged in activities and behaviors which contradict their values tend to feel anxiety, stress, and a sense of self-rejection to the extent they believe they acted against their values because of environmental or situational influences resulted that they would likely feel dissatisfied with the environment and want to leave it (Festinger, 1957; Kaplan, 1983; Hobfoll, 1989, as cited in Prottas et al., 2013).

(d) Autonomy

Hackman and Oldham (1975) described autonomy within a job refers to the degree to which a worker may operate independently. The freedom to plan the workday and set up new procedures that must be followed increases one's sense of responsibility, which in turn benefits motivation. Within managerial positions, supervisory and ministerial positions, employees often enjoy a higher level of autonomy, but this isn't just the case for managerial or high positions. Other employees can also have a strong sense of responsibility and autonomy when they're given the freedom to carry out their tasks independently by means of personal initiatives.

According to Hackman and Oldham (1975), academic staff often have autonomy on teaching. To some extent, they can choose which part of their specialist areas they want to teach and how they teach it. The curriculum and courses are centralized under management of the Academic Board. The Academic Board is

responsible for designing curriculum and courses for each academic year of classes. Although course design is set up by the academic board, individual academic staff can adjust and plan out each week's topic and the way that the course will be assessed. The jobs that include autonomy will equip workers with a sense of personal responsibility and self-fulfillment.

(e) Feedback from Job

For the activities of the employees, it's important that they are informed of the effectiveness of their recent performances. Feedback can also have a positive effect on their motivation. When managers tell employees they're doing a good job, this will motivate them to continue in the same way. When they hear that their actions didn't meet the requirements, they will respond accordingly and try to improve their performance.

Evaluation and feedback are the most effective things for quality assurance and continuous quality improvement in the educational system. And, basic aims are to improve the teaching activities, and to weaken or eliminate non-effective and undesirable ones. It is necessary that the quality of academic staffs' performance is continuously and systematically examined and the results presented to them, punctually.

Feedback from the job itself is the degree to which an employee obtains direct and understandable information about their performance and effectiveness of carrying out their required work activities. In addition to feedback from the job itself, Hackman and Oldham (1975) posited that the degree to which information directly related to the employee's job performance is provided to the employee by their supervisor or co-workers is a subset of the overall feedback dimension.

Performance evaluation of school teachers is carried out in various ways: such as evaluation by principals, students, self-evaluation, and evaluation by the respective department heads, schools' authorized persons. Evaluation of self-assessment is a powerful technique to improve the capability of teaching staff. In this way, teaching staff can recognize their shortcoming and performance. Therefore, they can develop their qualifications by analysis of the feedback. Moreover, school principals have some useful feedback and they always give feedback to their teaching staff and constructive suggestions.

2.3 Big Five Personality Traits Model

Today business organizations are facing multiple challenges in the rapidly changing business environments not only in increasing productivity but also maintaining and managing with different dispositional characteristics of human resources in recruitment, selection, training and development and retaining the skilled employees. Measurement of personality characteristics connected to the workplace has grown in importance as key human resources in the procedure of employee selection.

This study prefers to use the Big Five Model because it is widely used to measure personality. According to Paunonen and Ashton (2001) the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientiousness have been studied extensively and have been associated with a variety of work attitudes and behavior. These five personality dimensions are broad dimensions that are theorized to subsume most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it distills a large number of personality traits into a parsimonious set of dimensions for use in research. It means that this model is widely used and suitable to use in any research.

As stated by Harris and Fleming (2005) the Five Factor Model has enjoyed widespread popularity in the field. Five personality traits collectively classify the higher-level dispositions of an individual according to the Five Factor Model. The Big Five Personality traits model has divided the personality into five specific characteristics including neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness, which are more useful in recognizing various kinds of job-related attitudes and behaviors.

(a) Conscientiousness: Conscientiousness is self-discipline and an active phase in the determination, preparation and execution of tasks. A person with more conscience is concentrated, resolute and strong-minded. Conscientiousness means obviously focused, efficient, prepared and coordinated in accomplishment (Barrick & Mount, 1993).

(b) Agreeableness: an individual who is essentially human, respecting others and willing to offer support and treat others equally. Like extraversion, this factor emphasizes interpersonal tendencies. An agreeable person is essentially philanthropic,

feels empathy with others and is eager to help them. They have less interpersonal conflicts and have higher mental health.

(c) Neuroticism: a personality trait indicates a common disposition towards the interpretation of a negative aspect of normal behavior suggesting a general propensity to feel unpleasant things such as fear, sorrow, shame, anger, remorse and revulsion. People with score high on neuroticism often experience emotional instability and negative emotions, but low neuroticism score indicates emotional stability. Neuroticism indicates a person's ability to remain stable and balanced.

(d) Openness to experience: a characteristic of a personality involves emotions, visual awareness, and responsiveness to inner feelings, preference of alternative options, intellectual involvement and autonomy of decision. Openness to experience means people's readiness to accept changes of life. Open people are curious about internal experience and the surrounding world and their life is full of experience. They want to enjoy new theories and uncommon values. People who have a higher score of openness cause less performance.

(e) Extraversion: a personality trait indicates friendliness, warmth, gregariousness, assertiveness, and excitement seeking and positive emotions. Extraversion is proposed against introversion and means the individual's readiness to have relation with the external world. Thus, extroverts cope with daily stresses more easily and probably they receive more help when facing a problem. Extraversion has vibrant and optimistic emotions and expectations that characterize it.

Manpower which has the capability to persuade and share with their other counterparts efficiently, may direct the organization towards achievement of goals and organizational effectiveness. The study of Higgs and Lichtenstein (2010) investigated the relationship between personality and values that play in underpinning sustained organizational performance and growth.

In this analysis, it is believed that teachers are respected by society as they are viewed as knowledgeable on various school subjects. Each aspect of the teaching learning process such as finance, educational facilities and infrastructure, etc., will never yield the maximum advantage and cannot even be used optimally if the presence of a teacher is not supported. This is enough to develop the personality and skills of teachers needed to deal effectively with the challenges they face in educational service organizations.

2.4 Teachers' Commitment, Satisfaction and Involvement

In this section, teachers' commitment, satisfaction and involvement are linked as the mediating variables between influencing factors and performance of teachers.

(i) Teachers' Commitment

Organizational commitment was initially defined by Kanter (1968) as "the willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations that were seen as self-expressive." In 1991, Meyer and Allen identified three components of commitment: affective, continuance and normative commitment. They described the three components of commitment as "want to", "have to" and "ought to". Each component of commitment had different behavioral outcomes, though an individual may reflect varying degrees of all three components of commitment to a particular focus (Meyer & Allen, 1991).

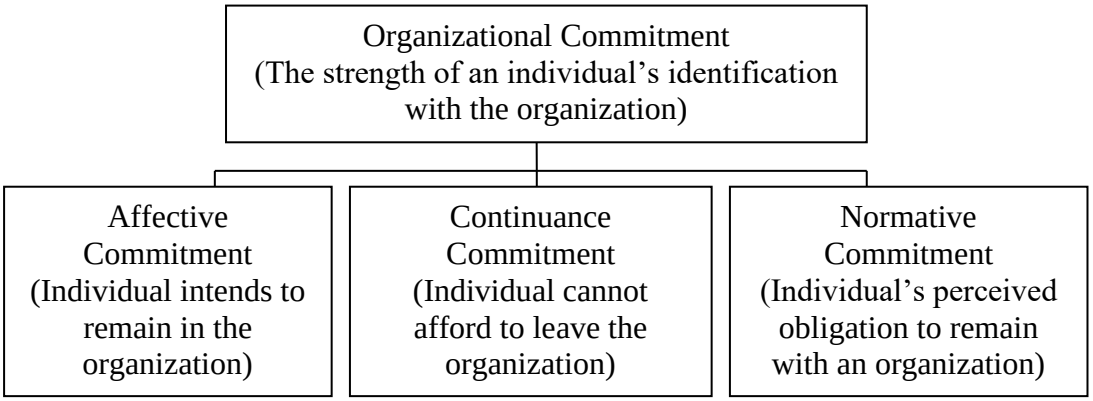
Through different viewpoints, the idea of organizational commitment has already been conceptualized. Organizational commitment in the sense of education is a multifaceted construct which is a significant determinant of the effectiveness of the school. Organizational commitment used in this research relates to the willingness of the teachers to teach. Tsui and Cheng (1999, as cited in Alsiewi & Agil, 2014) agreed that the organizational commitment of teachers as a deep interest in and recognition of the aims and principles of the institution, a willingness to make significant efforts on behalf of the school, and a strong desire to retain one's membership.

In this study, the term 'organizational commitment' refers to the commitment of teachers. Teacher's commitment is seen as the ability of teachers to be an integral part of the particular school to which they belong. Commitment by the teachers can be high and low. Highly committed teachers are often less likely to abandon their teaching jobs and are much less likely to be away from school, whereas low committed teachers are frequently absent from school to participate in more attractive activities (Werang et al., 2015). Bateman and Strasser (1984) also stated that teacher commitment is an investment of personal resources and is closely connected to teachers' working performance.

The commitment of teachers over the job is affected by the encouragement of principals and the partnership between principals and teachers (Dannetta, 2002). Improving the degree of commitment of teachers to work is a prerequisite for school

principals as the research found that improving the standard of education relies on teachers who perform well at schools (Russels & Stone, 2002). In the school context, it is to what degree teachers identify with their organization and intend to continue to function or support the school's dream. Figure (2.2) illustrates the three components of the commitment model.

Figure (2.2) Three Components of Commitment Model



Source: Meyer & Allen (1991)

According to Meyer and Allen (1991) commitments are divided into three components of commitment: affective, continuance and normative commitment. An affective commitment refers to an employee's emotional attachment to, involvement in, identification with the organization and its goals. Affective commitment involves three aspects such as the formation of an emotional attachment to an organization, identification with, and the desire to maintain organizational membership. In this context, affective commitment reflects the identification and commitment situation where the employees stay in the organization with their own will (Allen & Meyer, 1990; Meyer et al., 2004).

Continuance commitment is a commitment situation originating from the needs of employees to stay in the organization considering the costs of leaving. It refers to an awareness of the costs associated with leaving the organization as well as the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Allen & Meyer, 1990; Brockner et al., 1992). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the organization (Hunt & Morgan, 1994).

The third dimension of employee commitment is normative commitment, which reflects a feeling of obligation to continue employment. Those with high levels of normative commitment stay with an organization because they feel they ought to remain (Allen & Meyer, 1990). It has argued that normative commitment is only natural due to the way that is raised in society. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. Therefore, when it comes to one's commitment to their place of employment, they often feel like they have a moral obligation to the organization (Meyer et al., 2004). Normative commitment explains an employee's sense of obligation towards the organization. Employees remain with the organization because they feel they ought to be usually accompanied with high levels of normative commitment. Socialization and exchange have a vital role in the development of normative commitment. According to Wiener (1982) normative commitment develops from normative beliefs. These normative beliefs are internalized through pre-entry (family and cultural) and post entry (organizational) socialization processes.

The above three components of employee commitment are a psychological state that either characterizes the employee's relationship with the organization or has the implications to affect whether the employee will continue with the organization. An individual can have similar or different levels of all types of commitment. They are not mutually exclusive. Thus, regardless of the definition, "committed" employees are more likely to remain with the organization (Allen & Meyer, 1990). Meyer and Allen (1997, as cited in Meyer et al., 2004) agreed that employees who get along well with their work groups are more committed to the organization as a whole. Accordingly, they argue that employees must be given numerous opportunities throughout the workplace to feel committed to the organization.

(ii) Teachers' Satisfaction

Locke (1976) stated that job satisfaction generally, has been defined as a pleasurable emotional state resulting from the appraisal of one's job or job experiences these positive feeling resulted from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, provided these values were compatible with one's needs. Employees who were satisfied with their jobs had relatively low intentions to leave their companies for other employment.

Turner and Lawrence (1965) developed the requisite task attributes which were predicted to relate positively to employee satisfaction and attendance. Hackman and Lawler (1971) provided evidence that job characteristics like: variety, task identity, autonomy and feedback can affect employee attitudes and behavior at work. Meyer & Allen (1991) linked job satisfaction with job commitment, arguing that an affective orientation, an involvement and identification with a particular organization will satisfy and maintain employees devoted to their tasks and responsibilities. Ting (1997) reported other specific determinants of job satisfaction like: lack of promotional opportunity, task clarity, utilization of skills and the meaningfulness of the task altogether with organizational commitment, relationships with supervisors and colleagues. Reiner and Zao (1999) considered skill variety, task identity, task significance, autonomy and feedback as the most important dimensions of the work environment.

In service organizations like schools, intrinsic factor is important because it is a “vital currency for the survival and success of an organization. Beer and Walton (2014, as cited in Freedman, 1978) agreed that favorable working is created when good rewards and recognition are implemented within an organization that motivates workers to excel in their performance. Employee morale increases when workers get an unexpected increase in appreciation, support and compensation.

Intrinsic factors cause a person to have job satisfaction and working motivation that factors directly relate to the following nature of work: Achievement refers to an action in which individuals take in order to achieve the objective. It brings about pride, satisfaction, and enthusiasm to work continually. Recognition refers to an acknowledgment from their supervisors, subordinates, colleagues, and society that individuals can perceive from the behaviors of others as expressed in forms of a compliment, a promotion, an increasing salary, and an award, which can either be an object or an expression of admiration. Responsibility refers to an appointment to important tasks that challenge one's capability and skill with sufficient empowerment to achieve such tasks. Advancement refers to an opportunity to learn and develop one’s own skill in order to be promoted to the higher job position. Work itself refers to the characteristics of a job, which should be interesting, non-routine, and challenging.

(iii) Teachers' Involvement

Job involvement describes how people perceive their jobs, the working environment, the job itself, and how their work and personal lives are integrated (Hirschfeld & Field, 2000). Also, job involvement can be viewed as a psychological condition in which an employee "is cognitively preoccupied with, engaged in, and concerned with one's current job" (Paullay et al., 1994). One of the early definitions of job involvement was proposed by (Lodahl & Kejner, 1965) who defined job involvement as "the level to which an employee is psychologically connected with his job or the significance of a job in his overall self-image". Researchers generally agree that those who are highly involved in their employment will prioritize them above all other interests.

From an organizational perspective, job involvement has been considered the key to activating employee motivation and a fundamental basis for establishing competitive advantage in business markets. From an individual perspective, it has been considered a key personal growth and satisfaction within the workplace as well as to motivation and goal directed behavior was analyzed by (Brown, 1996 as cited in Diefendorff et al., 2002). Either in personal or organizational perspective, job involvement is defined as a positive subject who has an impact over organizational and personal performance. The person spends a large portion of their time at their job and the job of the person directly influences the quality of the person's life.

A state of involvement implies a positive and relatively complete state of engagement of core aspects of the self in the job, whereas a state of alienation implies a loss of individuality and separation of the self from the work environment (Kanungo, 1982). Job involvement has been divided into two separate approaches. First approach is viewed as an individual difference variable, job involvement is believed to occur when the possession of certain needs, values or personal characteristics predispose individuals to become more or less involved in their jobs. The second approach views job involvement as a response to specific work situation characteristics. In other words, certain types of jobs or characteristics of the work situation influence the degree to which an individual becomes involved in his/her job (Chughtai, 2008).

2.5 Performance of Teachers

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Okunola, 1990). The vital factor that enables students to benefit from the educational system and to be confident in what they are doing is the quality of work done by teachers, or, in other words, their job performance which includes fulfilling obligations, reaching achievement and providing encouragement to students (Codding & Smyth, 2008). Teachers' job performance is a concern of everybody in the society. In this respect, teacher performance predicts the teachers' role for teaching students in class and outside the class. Teachers are the most useful resource for any school. Every teacher who works effectively in schools provides services which can greatly contribute to the quality of education.

Owoeye (1999, as cited in Adeyemi, 2010) described the variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through an annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Consequently, performance was operationally perceived as executing defined duties, meeting deadlines, team input, and achieving departmental goals.

This study used the Education Production Function (EPF) theory adopted from Dreeben & Thomas (1980). The EPF theory espouses that education outcomes are a function of inputs to the education process that are provided primarily by student families, students, community and schools. A variation of school inputs is most likely to have an effect on the outputs. The theory was found appropriate because teachers' efficiency level in work performance as reflected by students' academic performance is a function of various teacher inputs in the teaching and learning process (Wanjala & Wanjala, 2017). Inputs of school leadership style, school job characteristic and personality trait provide for teacher efficiency in this study.

Teacher effectiveness is defined as the individual assessments (performance) of a teacher about his/her own teaching competence and his/her belief/expectations that it can positively affect students' learning. In other words, it is expected that teachers with high efficiency/competence (occupational knowledge, skills, attitudes and values) will have higher teacher performance and affect student achievement positively. The findings of the research show that student achievement is related to teacher competence, course presentation, and examination, skill practice, teaching techniques, discipline and effective teaching models (Kemp and Hall, 1992).

2.6 Review of Previous Studies

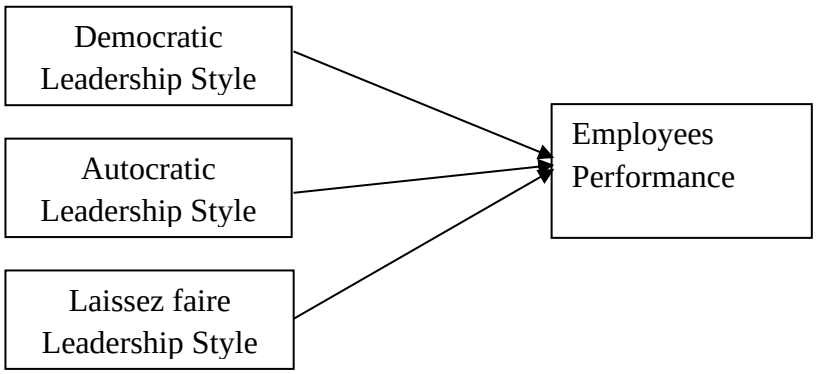
The previous studies on leadership styles, job characteristics, and personality traits are presented to be the frameworks to understand and systematically analyze factors. Several studies have addressed the relationship of factors affecting performance of private high school teachers including teachers' commitment, job satisfaction, and job involvement and performance.

2.6.1 Effect of Leadership Styles on Performance

According to Armstrong (2010), performance, explained as the accomplishment, execution, carrying out, working out of anything ordered or undertaken is greatly influenced by leadership style (Allen & Helms, 2002). The effectiveness of any set of people is largely dependent on the quality of its leadership and effective leader' behavior facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler & House, 1988). Moreover, Mohsen (2004) argued that keeping the employee motivation, commitment and job involvement up, is always rewarding to a business; as motivated and committed employees increase performance.

Engda (2015) identified the leadership style effects on employee performance. This study was conducted in two public higher education institutions (Bonga TVET College and Bonga College of teacher education) in Kaffa Zone. The conceptual framework of the study was shown in Figure (2.3).

Figure (2.3) Impact of Leadership Styles on Employee Performance



Source: Engda (2015)

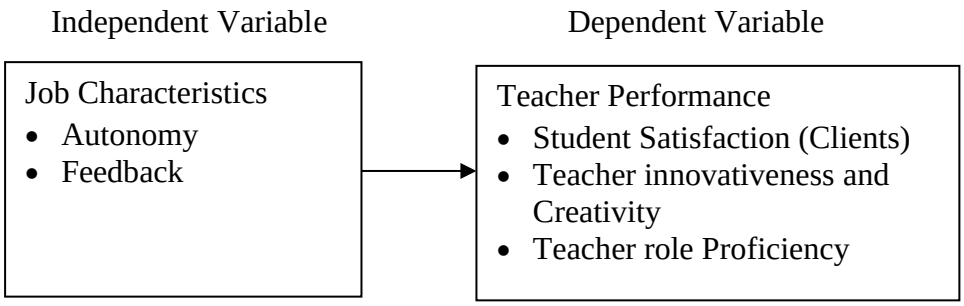
According to the findings of the study, democratic leadership was not widely used in both colleges, authoritative leadership was used, and laissez-faire leadership did not exist. The research concluded that there was a great deal of ambiguity in the practice of leadership because most executives were autocrats while employees practiced democratic leadership. The researcher suggests that empowerment should be achieved through forming teams and assigning a degree of power and authority to them, as well as reducing authoritative leadership's control by providing training that promotes professionalism and transparency.

2.6.2 Effect of Job Characteristics on Performance

Organizations are always in pursuit of finding ways to improve performance. One of the ways is to enhance employee performance by incorporating employment attributes that contribute to employee motivation, satisfaction, and commitment of the employees (Wambui, 2018). As mentioned above, the influence of job characteristics in schools can affect teacher performance in schools. Organization job characteristics can affect the performance of teachers in schools and that performance will improve if moderated by the acceptance or attachment of teachers to schools owned.

Amahwa and Mukanzi (2018) study revealed the relationship between job characteristics and the performance of teachers in public primary schools in Kakamega East Sub County. The study adopted a descriptive survey design in which 289 teachers were sampled from public primary schools and a simple random sampling method to obtain respondents from the study population. The conceptual framework of the study as shown in Figure (2.4).

Figure (2.4) Effect of Job Characteristics on Performance of Teachers



Source: Amahwa & Mukanzi (2018)

The implication of the study is that there is a significant relationship of job characteristics on teachers' performance and the school management should ensure that the school environment is conducive for teachers to ensure intrinsic motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources as well as offering incentives to teachers and rewarding them for good performance.

2.6.3 Effect of Personality Traits on Performance

A focus on the personality of the teacher could be a good way of identifying factors that influence their performance in supporting the achievement of any educational goals. According to Polk (2006), a teacher's personality attributes affect how well they function in the classroom. Personality traits might potentially be used to assess teaching efficiency. According to Krueger (1972), there are numerous studies showing that personality is a strong determinant of effective teaching. All of these factors must be present to make these agendas successfully implemented.

Rusbadrol et al. (2015) also investigated the association between personality traits and job performance among Malaysian public secondary school teachers. The study focuses on Big Five personality dimensions: Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The research findings revealed that there is a positive association between openness to experience and agreeableness and job performance. On the opposite, Neuroticism and work success have a negative correlation. Neuroticism is the most characteristic affecting work performance, and accompanied by openness to experience. The implications of this study indicate that knowing the effect of personality traits on job performance is important and supports the Ministry of Education Malaysia's use of personality tests

to hire and pick suitable candidates to become an educator. Malaysia's Ministry of Education aims to introduce a world-class teacher education to ensure the teachers are qualified to fulfill the national inspiration.

2.6.4 Mediation Effects of Commitment, Satisfaction and Involvement

Ndauka (2021) identified the role of heads of schools' leadership styles towards teachers' work commitment in Tanzania public secondary schools. This study is conducted in the Morogoro region in Tanzania, a case study design was employed. The study revealed that there is a lack of teachers' motivation, recognition, appreciation and promotions among teachers in Morogoro city public secondary schools. Although, in this study, teachers confirmed that democratic leadership style is dominated in their schools. The implication of the study indicates that public schools management use a suitable leadership style regarding the existing situation either autocratic or democratic leadership style in implementing school objectives and mitigating factors that hinder teachers' commitments.

Machumu and Kaitila (2014) identified the influence of leadership styles on teachers' job satisfaction: a case of selected primary schools in Songea and Morogoro Districts, Tanzania. The study reveals the kind of school leadership style that best suits for promoting teachers' job satisfaction. It was found that the democratic leadership style was the most dominant in best performing primary schools and low in lowest performing schools since democratic style. This study reveals that school head teachers should imbibe more of democratic than autocratic or laissez-faire leadership styles in their school administration in order to enhance high teachers' job satisfaction among teachers.

Rana et al. (2016) identified leadership styles as predictors of job involvement in teachers. The aim of the present study was to examine the effect of perceived positive styles of leadership, which consists of transformational and transactional leadership on job involvement of private and public sector colleges and universities of the Punjab province. In this study, both transformational and transactional leadership styles and their subfacets had significant positive relation to job involvement.

The results reveal that two subfacets of transformational leadership that is, Idealized Influence (attributed) and Intellectual Stimulation and two subfacets of transactional leadership, that is, Contingent Reward and Management by Exception

(active) were positive predictors of job involvement among teachers whereas Management by Exception (passive) was a negative predictor of job involvement. The study also found that transactional leadership style was the stronger predictor of job involvement as compared to the transformational leadership style.

The human relation theory of participation indicates that as long as subordinates feel that they are consulted, their ego gets contented and they become more accommodating. Research has shown that human resources practice is positively related to performance, employee productivity and satisfaction (Sumarsid et al., 2020). Motivated employees pay extra attention and time to their work, they make work as a part of their life; consider ethical responsibility and virtue to perform their tasks, take organizational goals as their own goals and feel delighted and satisfied while achieving them (Rizwan et al., 2011). In order for jobs to be effective and favorably contribute to performance of employees, job characteristics must be considered through understanding of the job itself and its place in the bigger work unit's work course process. Having a detailed knowledge of the tasks performed in the task unit and in the work, the manager then has numerous alternative ways to design a job.

In the study of Yeh and Hong (2012), the authors examined the mediating effect of organizational commitment on leadership type and job performance. They explored the important issue for an organization: how to lead employees in China to improve their job performance. This research showed that the leadership style of a leader will affect not only the organizational commitment but also the job performance. The study used survey data from employees of a Taiwanese shoe subsidiary in China to investigate the effect of leadership style on organizational commitment and job performance relationships. The research sent out 1,600 questionnaires to collect data from the Taiwanese shoe subsidiary employees in China. The relationship of leadership style, organizational commitment and job performance are illustrated in Figure (2.5).

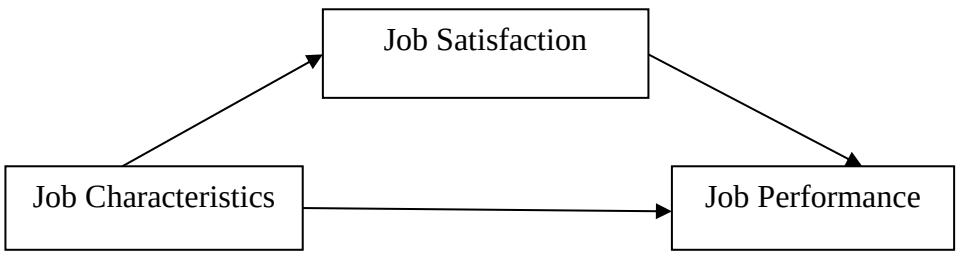
Figure (2.5) The Mediating Effect of Organizational Commitment on Leadership Style and Job Performance

Source: Yeh & Hong (2012)

The results show that leadership style is positive and significantly influences organizational commitment, and organizational commitment is positive and significantly affects job performance, and leadership style positively and significantly influences job performance, and organizational commitment has a partial mediating effect on the relationship between leadership style and job performance.

Tungkiatsilp (2013) stated that there is the effect of job characteristics and job satisfaction on job performance in the restaurant industry. The job characteristics consisted of the five key words: skill variety, Task identity, task significance, autonomy, and feedback. The data samples are collected from 300 chefs from full service restaurants in 5, 4, and 3 stars rating hotels in Bangkok. Both qualitative and quantitative methods were used in the research. The findings indicated that job autonomy was positively related to job performance while task identity and job feedback were positively related to job satisfaction, and job satisfaction was positively related to job performance. Task identity and job feedback were positively related to job performance through job satisfaction. Figure (2.6) shows the effect of job characteristics and satisfaction on job performance.

Figure (2.6) The Effects of Job Characteristics and Job Satisfaction on Job Performance

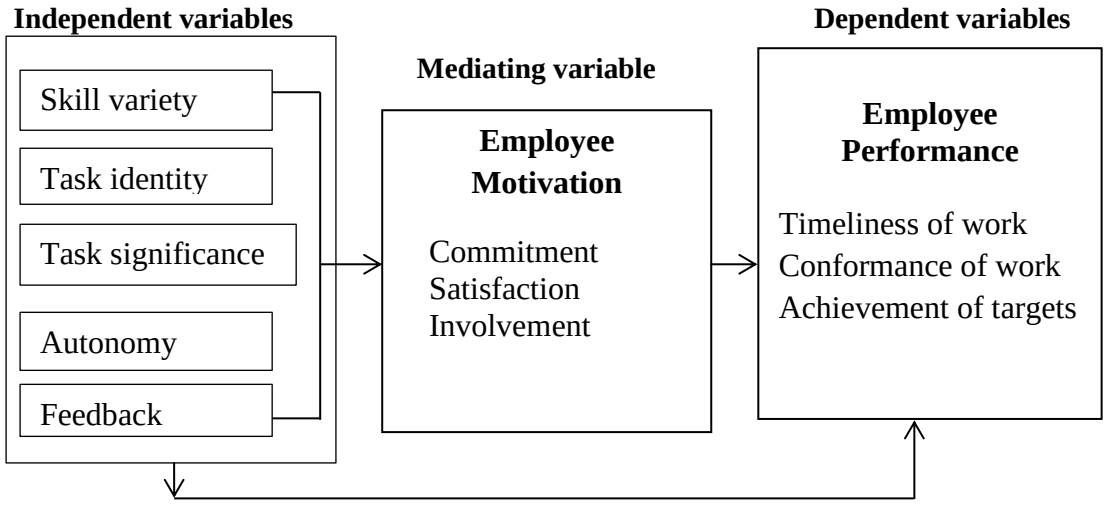


Source: Tungkiatsilp (2013)

The findings of the research showed the qualitative method that is autonomy in kitchen jobs allowed chefs to initiate more control on their working process and feel more responsible for their working outcomes that lead to more motivation and better job performance. When chefs were able to perform their job from the beginning to the end and were able to get the job feedback, they felt proud of themselves due to the competence to perform on such performance with more confidence and success that lead to job satisfaction. Being able to receive job feedback partially helps chefs to develop themselves at work, which is the basis for staff to feel better and lead to more job satisfaction. Moreover, the research reviewed that job satisfaction was an essential part that led to a better job performance because when chefs were delighted and had a preference on their job, they are more likely to attentive to their work with more determination resulting in better job outcome.

Wambui (2018) studied to determine the effect of job characteristics on the performance of employees among Private Equity Firms in Nairobi City County in Kenya. The specific objectives of the study were to determine the effect of skill variety, task identity, task significance, autonomy and feedback on employee performance among private equity firms in Nairobi City County, Kenya. The study also sought to determine the mediating effect of employee motivation on the relationship between job characteristics and the performance of employees among private equity firms. The conceptual framework of the study is shown in Figure (2.7).

Figure (2.7) Job Characteristics and Performance of Employees among Private Equity Firms

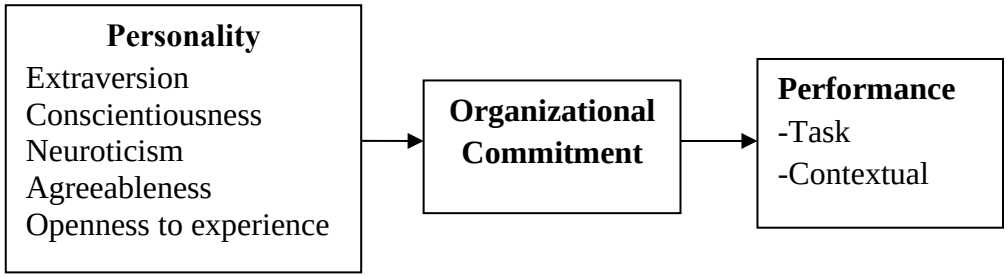


Source: Wambui (2018)

From the results, a number of skills, task identity, autonomy and feedback were found to influence employee performance, while task significance did not significantly affect employee performance. The findings indicated partial mediation on the independent variable by the mediator. The study recommends that Job characteristics should be considered respectively in planning and assessment of jobs and performance of the employees. Increased freedom in decision-making and work rotation was cited as some of the ways the Private Equity Firms could increase the motivation of workers, hence their performance.

Abdullah et al. (2013) investigated the impact of individuals' personality on the employees' commitment level and employees' performance in organization. The mediating role of employee commitment is investigated in relation to personality and performance. Moreover, the direct effect of personality was also investigated on the employees' performance because in the literature, a difference of opinion exists among the researchers and a psychologist on this relationship. The model is empirically tested on the employees in the banking sector of Pakistan. Figure (2.8) illustrates the relationship of personality, organizational commitment and performance.

Figure (2.8) Mediating Role of Organizational Commitment in the Personality and Performance



Source: Abdullah et al. (2013)

According to the data analysis, extraversion, agreeableness and conscientiousness and openness to experience are found as significant and positive predictors of employee's commitment with organization, while organizational commitment is a significant predictor of task and contextual performance of employees. Organizational commitment had a significant positive mediation effect on the relationship between personalities, factors especially extraversion, conscientiousness and openness and performance include task and contextual performance.

2.7 Conceptual Framework of the Study

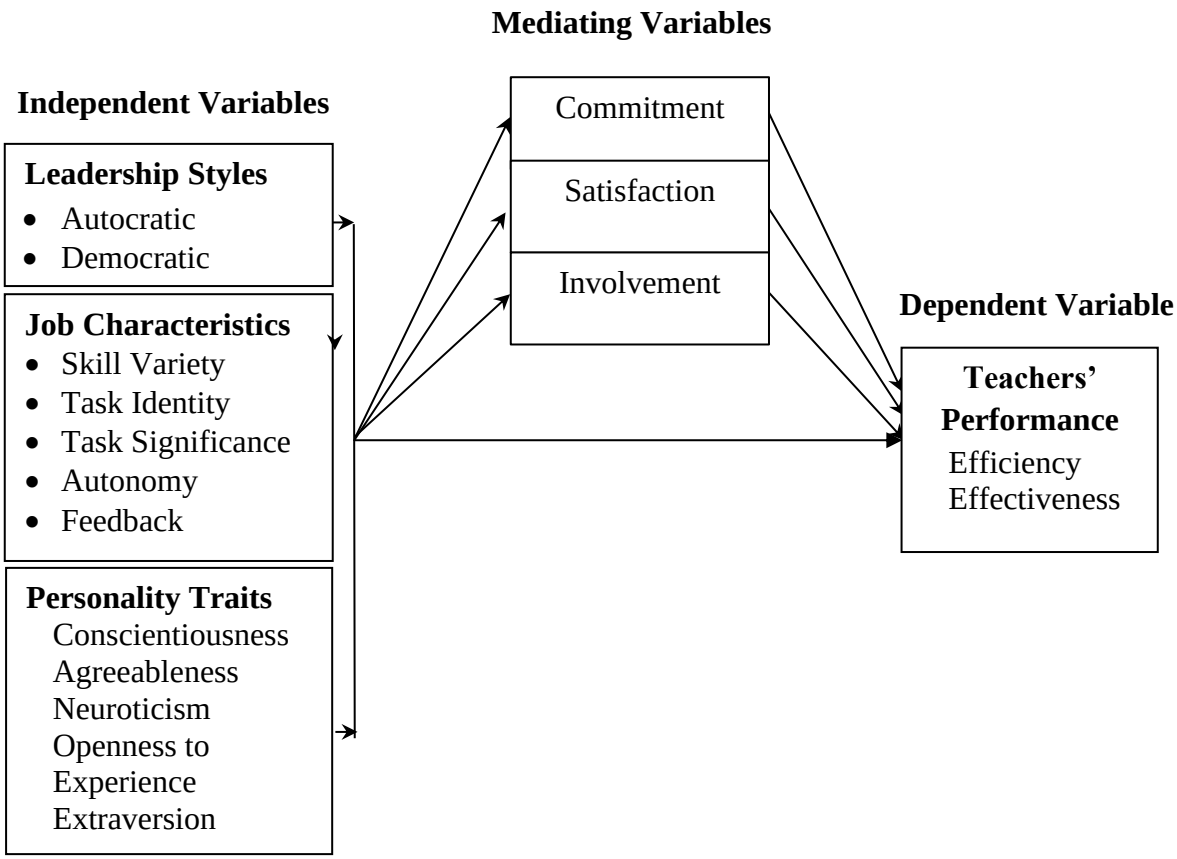
The study aims to examine how leadership styles, job characteristics, and personality traits are effect on their performance and the mediating effects of job commitment, satisfaction, and involvement on the relationship between independent variables and dependent variable.

To implement the study, the following conceptual framework is drawn based on the combination and modification of several previous studies. According to the reviewed of Jember Belete Engda (2015), leadership styles influence on employee's performance and) and Amahwa O.M. & Mukanzi, C., (2018) studied sough to establish the relationship between job characteristics and performance of teachers and Binti Rusbadrol et al. (2015) also examined association between personality traits and job performance.

And addition, in this study highlights the mediating effect that was based on the previous study, these are the mediating effect of organizational commitment on leadership type and job performance was developed by Yeh & Hong (2012) and the study also based on the mediating effect of employee motivation on the relationship between job characteristics and the performance of employees among private equity firms was developed by Wambui (2018). In addition, Apisit Tungkiatsilp (2013) defined job characteristics and job satisfaction effect on job performance which result also point out the mediating role of motivation factors on the relationship of job characteristics and employee performance. Iqra et al. (2013) defined the personality effect on organizational commitment and employees' performance and mediating role of employee commitment is investigated in relation of the study.

Based on the previous literature review and results from the previous researchers, the following conceptual framework is developed for this study in Figure (2.9).

Figure (2.9) Conceptual Framework of the Study



Source: Own Compilation (2020)

In the above conceptual framework of the study, three major sections are involved. They are independent variables such as leadership styles, job characteristics, personality traits and teachers' commitment, satisfaction and involvement as mediating variables and performance of teachers are used as dependent variables in this study.

More than one leadership styles are practiced in private educational institutions. As a result, school teachers' perception of school leaders' leadership styles are divided between autocratic and democratic styles as used in this conceptual framework. The above framework indicates the two types of leadership styles: autocratic and democratic leadership styles are taken into consideration from Lewin's leadership theory which is more relevant to use as variables to study for teachers in private high schools. Being the nature of private business for private high schools measured autocratic and democratic leadership styles in this study.

To measure the effect of job characteristics, five factors are used in this framework. Their skill variety, task identity, task significance, autonomy and

feedback are taken into consideration from Hackman and Oldham's Job Characteristics Model. Job characteristics are the best of job satisfaction for private high schools and it is affected by interaction of task characteristics, characteristics of teachers and school characteristics. If they are satisfied with overall job and personal growth opportunities, teachers have desired outcomes.

In private high schools, teachers who have good personality traits can have teachers' commitment, satisfaction, involvement and these variables are satisfied and can also do their performance well. Teachers' personalities are taken into an examined Big Five Model which is more relevant to use as a variable to study that personality of each teacher is important for the entire school. In order to examine effective performance, the effects of personality traits are analyzed in the study.

The present study examines the mediating variables for the relationship between independent variables such as leadership styles, job characteristics, and personality traits and dependent variables such as performance of teachers. Mediating variables was operationalized through commitment, satisfaction and involvement of teachers. It also analyzes whether there is no mediation or partial mediation or full mediation of teachers' commitment, satisfaction and involvement between influencing factors and performance of teachers. When creating the jobs, it is considered that if the varied work behaviors were taken into consideration, the performance of teachers would be enhanced.

The success of private high schools in today's competitive environment depends on its teachers. A teacher oversees a group of students and is in charge of the smooth running of the classroom. As a result, each teacher's performance is crucial to the success of the whole school. As the businesses are more competitive nowadays, private high schools need to study the mediating effect of teachers' satisfaction, commitment and involvement from which private high schools can have deeper understanding of the perception of teachers and benefit for long term success. In terms of teachers' performance, this conceptual framework describes how influencing factors affect teachers' commitment, satisfaction and involvement, and how teachers' performance is affected by these variables at private high schools in Yangon.

2.8 Working Definitions for the Study

The following presents the working definitions of the variables used in the study.

A private high school is a school supported by a private organization or private individuals rather than by the government and caters to need of educational development. There is a private high school that follows Myanmar Education Curriculum plus other teachers, support and care and extra activities that are helpful to improve students' quality and school success.

Leadership styles determine how a teacher feels about the school's owner/principal.

Autocratic Leadership - Leaders communicate irregularly to teaching staff with limited involvement in decision-making and less delegation.

Democratic Leadership - Leaders regularly communicate with teaching staff and to participate in decision-making for delegation of duties.

Job characteristics are defined to assess the characteristics of the job nature of a school, and tend to experience a higher level of internal work commitment, job satisfaction and work effectiveness for teachers.

Personality traits are defined not only by management in their students' performance, and classroom management strategies, but also in their interactions with colleagues as well for school success.

Teacher commitment is the degree to which the private high school teachers keep working at the school as they are agreed to do their assigned work.

Teacher satisfaction is defined as an internal force that derives teachers to invest more time and energy in keeping up involvement in the schools.

Teacher involvement is a pleasurable emotional state resulting from the appraisal of one's job or job experiences; these positive feelings result from the perception of one's job as fulfilling.

Teacher performance is defined as their duty, knowledge and teaching in a particular period in the school system for achieving students' learning and organizational goals efficiently and effectively.

CHAPTER III
RESEARCH METHODOLOGY

This chapter is composed of research design as the first part for analyzing research variables to reach the objectives of the study and the second part is the reliability test and the last part of the chapter deals with multiple regression analysis of the study.

3.1 Research Design

The study identifies the influencing factors on the performance of private high school teachers by considering the influencing factors such as leadership styles, job characteristics, and personality traits. A sample survey was firstly conducted to obtain the required information from teachers. The survey research is used in this study where questionnaires are developed with a five-point Likert scale. Then, the results were examined and the required data were collected through sample survey with the research design of descriptive approach, and regression analysis.

3.1.1 Sampling Procedure

According to the report of the Department of Basic Education (Lower Myanmar), there are 190 private schools (33 primary, 16 secondary, and 141 high) in Yangon. The target population of the study are (1190) high school teachers working in (141) high schools in Yangon. They are full time and also part time teachers in Yangon. Among 141 private high schools in Yangon, a sample of 15 private high schools was selected by using simple random sampling technique.

3.1.2 Sample Size Determination

The study was expected to be conducted in all (1190) high schools' teachers working in (141) high schools in Yangon.

To identify the sample size, the following formula of Yamane (1973) is applied:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = sample size

N = entire population

1 = theoretical constant

E = proportion of sampling error in a given situation, in this case (0.05) based on the research condition.

In this formula, the sampling deviation (e) is 0.05 (95% of level of precision).

$$n \geq \frac{1190}{1 + 1190\ (0.05)^2}$$

$$\geq 299.3 \text{ teachers}$$

Thus, the required sample size was at least 300. Then, a sample of 300 private high school teachers have been selected on a random basis from 15 selected private high schools.

3.1.3 Pilot Study

A pilot survey is firstly conducted by interviewing the private high school teachers in Yangon. During 2019, the pilot study includes 85 teachers from 5 private schools. After pilot study, the questionnaire (first version) is modified by removing some question items which are ambiguous and unnecessary. The modified final versions of the questionnaires were utilized in the final surveys which are shown in Appendix A.

3.1.4 Questionnaire Design

As the survey instrument, the structured questionnaire is developed. The questionnaire for the study is divided into two main parts of which the first part is to provide the demographic profiling of school leaders and spoke person in Private High Schools. The second part consists for the measurement of factors affecting performance of private high school teachers in Yangon. It consists of leadership styles, job characteristics, personality traits, teachers' commitment, teachers' satisfaction, teachers' involvement and performance of teachers.

Demographic Characteristics

In the demographic characteristics of respondents include gender, age, level of education, experience, level of income, and classification of part time and full time.

Leadership Styles

. It includes autocratic behavior and democratic behavior leadership styles. Each variable has at least five questions which are assessments of the characteristics from school leaders. Questionnaires were based on Adeyemi (2013) and a five-point Likert scale was used as the measurement instrument.

Job Characteristics

It includes skill variety, task identity, task significance, autonomy, and feedback. The questionnaire consisted of twenty-five questions based on at least five items in one variable described by Ozturk et al., (2014). In this part, the five-point Likert scale was used as the measurement instrument.

Personality Traits

The personality traits factor includes five parts of questions (conscientiousness, agreeableness, neuroticism, openness, and extraversion). This part of the question was based on Mruma (2013). Each variable has at least five questions to ask respondents about the characteristics of the private high school teachers. In this part, the five-point Likert scale was used as the measurement instrument.

Teacher Commitment

Mediating variables of the research is teacher commitment on the relationship between independent and dependent variable. It has five questions which are asking respondents about their commitment towards their performance caused by the mediating variables. The questionnaires are adopted from the work of Al-Madi et al., (2017). The five-point Likert scale was also used in this section.

Teacher Satisfaction

Job satisfaction is designed to measure the mediating analysis. In this part of the questionnaires are adopted by Weiss et al., (1967) which consists of six items, was used in the questionnaire. Each variable has five questions which are asking

respondents about their job satisfaction towards their performance caused by the mediating variables. This study used the five-point rating scale from very dissatisfied to very satisfied scoring from one to five respectively as the measurement instrument.

Teacher Involvement

It is designed to measure the mediating analysis of the research. The questionnaires are adopted from the job involvement questionnaire (Kanungo, 1982), five items scale designed to assess how participants feel toward their present job. The response scales on a five-point Likert scale varied between from strongly disagree to strongly agree.

Performance of Teachers

The last part of the questionnaire is teacher performance adopted from Tungkiatsilp (2013). They assert that variables of job performance have at least ten questionnaires which are asking respondents about their performance. In this study, teachers' performance includes effectiveness and efficiency in working at school. Each questionnaire measures on the independent variable that identifies and satisfies teachers' need, commitment and involvement. In this part, the five-point Likert scale was used as the measurement instrument.

To collect data and to do analysis, question items for measuring influencing factors such as leadership styles, job characteristics, and personality traits are operationalized. For this operationalization theoretical aspects, items used in some empirical studies of previous researchers and some practical issues of private high schools of education service businesses are considered.

3.1.5 Data Collection Method

In order to collect the required data for the quantitative research, selected respondents were interviewed with a structured questionnaire. The questionnaire was designed to measure the perception of respondents with five-point Likert scale questions.

The primary data were collected by using questionnaires. The survey was done as the main instrument of data collection for this study**.** Secondary sources of data were obtained from journals, books, articles, and reports and periodicals issued by the

Ministry of Education and other sources. These data were used to determine the performance of private high school teachers in Yangon.

Moreover, the analysis is to test the mediation effect on the relationship between leadership styles, job characteristics, personality traits, and teachers' performance in private high schools in Yangon. It is also analyzed one by one as variable firstly the leadership styles and performance of teachers, secondly job characteristics and performance of teachers, and finally, personality traits and performance of teachers. The performance of teachers includes efficiency and effectiveness. For this study, path analysis is used to find out the mediating effect of teachers' commitment, satisfaction, and involvement between leadership styles, job characteristics, personality traits, and performance of teachers.

3.2 Reliability Analysis of the Variables

The measure's internal consistency is indicated by reliability. Internal consistency refers to a measure's homogeneity, or the extent to which each indicator of a notion converges on a similar interpretation, and it is determined by comparing scores on subsets of the scale's components (Zikmund et al., 2010). It is used to verify that measurements are free of random error and, as a result, produce consistent findings. The reliability of the data in the present study is assessed by Cronbach's Alpha.

Cronbach's Alpha is a dependability coefficient that measures how well items in a set are positively connected with one another. It is calculated using the average inter-correlation of the items used to measure the idea. Furthermore, Cronbach's Alpha has a range of values from 0 to 1, with 0 indicating no consistency and 1 indicating total consistency. Normally, scales with a coefficient alpha between 0.80 and 0.95 are generally considered to be fairly reliable. Scales with an alpha coefficient of 0.70 to 0.80 are considered to have acceptable dependability, whereas those with an alpha coefficient of 0.60 to 0.70 are considered to have fair reliability. Poor dependability is defined as a coefficient alpha of less than 0.60 (Cronbach, 1951).

There are three factors which are assumed as factors affecting the performance of private high school teachers in Yangon. These factors are leadership styles, job characteristics and personality traits. These items are approached with a Likert scale. The reliability test for leadership styles, job characteristics and personality traits are presented in Table (3.1).

Table (3.1) Reliability Analysis of Variables

No.	Variables	No. of Items	Cronbach's Alpha
1	**Leadership Styles**		
	Autocratic Leadership Style	5	0.883
	Democratic Leadership Style	5	0.754
2	**Job Characteristics**		
	Skill Variety	5	0.830
	Task Identity	5	0.882
	Task Significant	5	0.876
	Autonomy	5	0.738
	Feedback	5	0.758
3	**Personality Traits**		
	Conscientiousness	5	0.781
	Agreeableness	5	0,784
	Neuroticism	5	0.875
	Openness to Experience	5	0.768
	Extraversion	5	0.815
4	Teachers Commitment	15	0.785
5	Teachers Satisfaction	10	0.854
6	Teachers Involvement	10	0.863
7	Teachers Performance	10	0.871

Source: Survey Data (2020)

As shown in Table (3.1), Cronbach's Alpha values of all variables are greater than 0.7. It can be concluded that the reliability or internal consistency of a set of items and which means the results are acceptable for the research is undoubtedly accepted.

3.3 Multiple Linear Regressions Model

The general multiple linear regression model is;

$$Y_i = \beta_0 + \beta_1 X_{1i} + \ldots + \beta_k X_{ki} + \varepsilon_i$$

Where

Y_i	=	Dependent Variable
$X_{1i}, X_{2i, \ldots}, X_{ki}$	=	Independent Variables
β_0	=	Intercept
$\beta_i , \ldots , \beta_k$	=	Regression Coefficients
ε_i	=	Error Term

To practice the multiple linear regression method, the necessary assumptions of this method must be tested. When running a multiple regression, there are some assumptions to check data in order for analysis to be reliable and valid.

Assumption 1 is “the relationship between the independent variables and dependent variables is linear”. The first assumption of multiple regressions is that the relationship between independent variables and dependent variables can be characterized by a straight line. This assumption can be tested by looking at the distribution of residuals. This can be tested by reviewing the normal probability plot.

Assumption 2 is that “there is no multicollinearity in data ". This assumption is to test that the independent variables are not too highly correlated. This can be done in two ways. First, in the correlations table, correlations of more than 0.8 may be problematic. If this happens, it is needed to consider removing one or more of the independent variables. Second, it can be conducted to more formally check that independent variables are not too highly correlated. For the assumption to be met (no multicollinearity in independent variables), VIFs scores to be below 10, and tolerance scores to be above 0.2 (Keith, 2019; Shieh, 2010).

Assumption 3 is that “the values of the residuals are independent”. Durbin-Watson statistics in the model summary box of SPSS output can be checked. This test is used to check the residuals are independent or uncorrelated. This statistic can vary from 0 to 4. For this assumption to be met, this value should be close to 2. Values below 1 and above 3 are caused for concern and may render analysis invalid.

Assumption 4 is that “the variance of the residuals is constant”. This assumption (assumption of homoscedasticity) is the one that variation in the residuals (or amount of error in the model) is similar at each point of the model. The scatter plot

should be like a random array of dots. If the graph looks like a funnel shape, then it is likely that this assumption has been violated.

Assumption 5 is that “the values of the residuals are normally distributed”. This assumption can be tested by looking at the P-P plot for the model. The closer the dots lie to the diagonal line, the closer to normal the residuals are distributed.

Assumption 6 is that “there are no influential cases biasing the model”. This assumption can be tested by going back to the data file and looking at the Cook’s distance values. Any values over 1 are likely to be significant outliers which may place undue influence on the model, and should therefore be removed and analysis will be rerun.

3.4 Checking for Model Adequacy

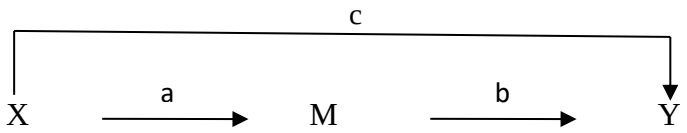
The assumptions of the multiple linear regression models were tested, and the results were presented in Appendix C. According to these findings, all normal probability plots demonstrate that observations are approximately on a straight line. The scatter plot was utilized to check for homoscedasticity, and each result revealed that no funnel form existed. As a result, the homoscedasticity assumption is satisfied. Each variable of the VIFs had a value of no more than 10 in order to check for multicollinearity. As a result, these analyses had no issues with multicollinearity. Every need was met. As a result, the results of the multiple linear regression model were reliable.

3.5 Path Analysis

This study uses path analysis to examine the effect on the performance of private high school teachers and mediating effects between independent and dependent variables. Path analysis is used to test whether direct, indirect and total effect between independent and dependent variables. Path analysis is a form of multiple regression analysis used to evaluate causal models by examining the relationships between a dependent variable and two or more independent variables, For each dependent variable, a simple linear regression analysis predicts these affecting variables. The betas from these regression models are the path coefficients that are used to display the results of a path analysis (Pedhazur, 1982).

Path analysis is a good presentation tool for results of multiple linear regressions where there are intermediate variables and indirect effects because the causal variables are correlated. Baron and Kenny (1986) also stated that mediation analyses and it is an approach where mediation effects are determined by examining the relationship between independent variable and mediator (path a), between mediator and dependent variable (path b), and the direct path between independent and dependent variable (path c).

According to Baron and Kenny (1986), the four-step approach in which several regression analyses are conducted and the significance of the coefficients is examined at each step. Among these, this analysis provides a three-step approach.

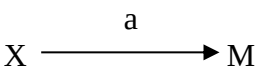
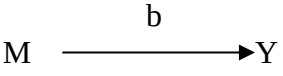
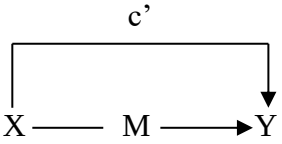


X = Independents variables

M = Mediating variables

Y = Dependent variable

Table (3.2) The Step of Mediation Analysis on Dependent Variables and Independent Variables

	Analysis	Visual Description
Step 1	Conduct a simple regression analysis with X predicting Y to test for path c alone, $Y=b_0+c\ X+e$	
Step 2	Conduct a simple regression analysis with X predicting M to test for path a, $M=b_0+a\ X+e$	
Step 3	Conduct a simple regression analysis with M predicting Y to test the significance of path b alone, $Y=b_0+b\ M+e$	
Step 4	Conduct a multiple regression analysis with X and M prediction Y, $Y=b_0+c'\ X+\ bM+\ e$	

Source: Baron & Kenny, 1986

The aim of Steps 1-3 is to evaluate those zero-order interactions between the current variables that exist. If one or more of these relationships are not-significant, researchers typically assume that mediation is not possible or likely (Mackinnon et al., 2007). Assumption that there are significant relationships from Step 1 and 3, one continues to Step 4. In the step 4 model, some type of mediation is supported if the effect of M remains significant after controlling for X. If X is no longer significant when M is controlled, the finding will support full mediation. If X is still significant (X and M both significant predict Y), partial mediation would be enabled by the finding.

CHAPTER IV
LEADERSHIP AND JOB CHARACTERISTICS IN PRIVATE HIGH SCHOOLS

This chapter presented the leadership and job nature of the private education sector. At the beginning of the chapter, it introduces the background of education and the second part describes the role of private high schools and the role of teachers in private high schools. Then, the third part discusses the leadership and job natures of private high school.

4.1 Background of Education in Myanmar

The education system is based on the United Kingdom system. Because of nearly a century of the British presence in Myanmar; the education system is based on the UK system. Almost all schools are run by government-operated, although there has been a rise in privately-funded schools (specializing in English) schools recently. In Myanmar, schools have been established not only by the Ministry of Education but also by other ministries, monasteries, and communities. However, all schools need to be approved to become authorized schools. Students who have completed Grade 12 can take the matriculation examination, which is held every year in March. Those who pass the matriculation are eligible to enter a university or an institute according to their choices and total matriculation scores.

In Myanmar, the school year starts in June and ends in March of the following year. Children who reach five (5) years old are required to enter primary school. The Ministry of Education is responsible for basic education which is described as a 5: 4:2 process, which translates into five years of schooling at the primary or elementary level (KG to Grade 4), four years at the middle school or lower secondary level (Grade 5 to 8), and two years at the high school or upper secondary level (Grade 9 and Grade 10).

In order to improve the nation's educational system, the Myanmar government is implementing both long- and short-term plans. The government of Myanmar has

made numerous attempts to develop the education sector in response to the workforce and population's demands for economic growth and the reduction of poverty. The former president's civilian administration has been enacting national reforms since 2011 to boost human resources, particularly in the educational sector. In order to meet the nation's rising demand for human capital, Myanmar's newly democratic administration, which was formed in March 2016, has made reforming of the education system a national priority.

The present basic education structure in Myanmar consists of six years of primary education (Grade 1 to Grade 6), three years of lower secondary (Grade 7 to Grade 9) and two years of upper secondary (Grade 10 and Grade 11). The Academic Year (AY) 2016-17, the Ministry of Education implemented a new basic education structure of KG+12 (kindergarten plus 12 years). Since 2016, the previous education structure (5- 4-2) (Grade 1 to 5 for primary level, Grade 6 to 9 for lower secondary level, and grade 10 to 11 for upper secondary level) has been replaced by the KG+12 (5-4-3) structure in order to be in line with the fundamental educational framework of other ASEAN nations (Ministry of Education, 2017)

4.2 The Role of Private High Schools in Myanmar

Private and state education was accepted in basic and higher education during the immediate post-independence period from 1948 until 1962. Nevertheless, private institutions were eliminated and the State dominated during the socialist era between 1962 and 1988. The 1964 Private Tuition Act provides for private schools to be set up to teach single subjects per se. To create private schools to teach the full curriculum is not permission.

According to the Basic Education Law of 1973, Myanmar has been implementing various reforms since 2010 in response to its transition to a market economy and a rapid increase in demand for skilled labor. To cope with these reforms and changes, various policies, laws, and regulations, including the modification of the Basic Education Law, have been under discussion and preparation. Intending to develop HR, Myanmar's education reform began on December 2, 2001; Private School Law was promulgated to enhance the private education sector in Myanmar.

In order to find solutions to the challenges and gaps in the current education system, since July 2012, Private School Registration Law has been in Myanmar for details of register acts of private schools. Today, private schools have sprung up at

pre-elementary, elementary, secondary, and higher education levels to cater to the popular demands of the market in English language, computing, accounting, and business-related training. Some of them deliver a wider program, and some focus on only a few subjects. Officially, private schools are not permitted to act as an alternative to the state system, although some have special specifications, such as the Yangon International School and the Yangon Diplomatic School.

Private schools are emerging as different education levels to the demands of the market in Myanmar. In 2012 to 2018, private school numbers have increased. The number of primary schools in Yangon is 33, secondary school is 16, and high school is 141 respectively. Therefore, the total number of private schools in 2017-2018 AY is 190 private schools in Yangon. The numbers of township, students and teachers in Yangon are shown in appendix – E. In this study, according to the list of Department of No (3) Basic Education under the Ministry of Education, the data collected from the schools with the highest number of teachers were selected from the schools in Yangon are shown in appendix-E.

One of the most important investments a nation can make is in education, which has huge advantages for children, parents, society and the entire nation. Children who have access to high-quality educational opportunities can do better in the early grades and will achieve better academic results in the future. Developing nations must make greater investments in high-quality early childhood initiatives.

Students and parents sought a better education system and desired the opportunity to study abroad due to the failing standards and ineffective management of the public school system. Sending children abroad is a decision that can only be made by the wealthy, therefore only they have this option. Upper class parents have made an effort to provide their children credentials that are recognized internationally despite the country's rising inflation rate.

The Myanmar education industry is attracting investments from foreign institutions and international education investors as a potential market for international schools. Because Myanmar parents want to invest in their children's education so they can access superior education while they are still in their native country, there is a larger market there. Then, regional educational institutions are also making investments in the area. To assist both the basic and higher education sectors of education, the government has altered its educational policies and regulations. Today, private schools are permitted to operate under limited government control.

4.3 The Role of Teachers in Private High Schools

The pressing challenges for today's teachers is ensuring that they continue to serve as the backbone of society, giving information and educating young people to address complex global issues, as well as providing opportunities for creativity. The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching/learning process. Teachers' role is the most important to promote effective learning. The success of any teaching and learning process depends heavily on how a teacher conducts their lessons.

All of the teachers in basic education in Myanmar are trained in different subjects depending on the level at which they teach. Since Myanmar is raising the standard of its education system, teachers with the right values require skills and knowledge to be successful professionals. Therefore, Myanmar needs a well-built system of teacher education, with a scheme that has the theoretical basis for cultivating graduates with the kinds of professional expertise, and abilities associated with the teacher's position, and the process of teaching.

According to the private school legislation law issued by the Department of Basic Education under the Ministry of Education, as shown in section (7), the disciplines of private school teachers are shown with five points. Individual teachers are only teach the subject allowed to teach, the attitude of teachers must be speech, teach and dress with dignity, teaching must be done only during the annual fee period without private teacher registration, and must be taught in full in accordance with the prescribed syllabus in the subjects to be taught responsibly or in additional subjects. All teachers who work in private schools must abide by these regulations in order for them to continue operating.

4.4 Leadership Styles and Job Nature of Private High Schools in Yangon

The framework of this study results from the in-depth interview with the teachers and members of the Board of Education from respective private high schools. It took about one and half hours to have the interviews each time and at least fifteen members of the Board of Education had been involved in these discussions.

It was observed that both an autocratic leadership style and a democratic leadership style are commonly applied in most schools. A democratic leadership style is applied in designing the curriculum and teaching and learning strategies. The

democratic leadership style of private high schools is allowing the decision to emerge out of the process of group discussion. The focus of power is more on the group as a whole and there is greater interaction within the group. An autocratic leadership style is applied in assigning the invigilation duty and taking daily classes. In a formal educational institution, to achieve success, one of the factors is an autocratic leadership style of private high schools

To assess the characteristics of the job nature of private high schools, the performance of teachers is composed of five dimensions: skill variety, task identity, task significance, autonomy, and feedback. It was found that job satisfaction is gained among teachers who've got a variety of skills since they are allowed to teach their skillful subjects and they are free to create and design the lessons to meet their students' needs.

In most schools, tasks are shared by the teachers at different levels such as class teachers, division heads, and heads of schools. In private high schools, all teachers are assigned to operate respective assigned tasks in each department and they have the opportunity to carry out the entire piece of work from start to end. Teachers in private high schools have a chance to use their ability to complete their tasks as the jobs are designed systematically and structured. Moreover, their performance and satisfaction in the workplace have increased tremendously.

As a result of assigning teachers and staff in the right place according to their skills and capacity, a great success can be made in most of the schools. The practice of task significance needs to provide the teacher perception to accept that their tasks are meaningful and essential for the well-being of others and for the success of the schools. Therefore, each specific task is important for the school's profit and the reputation of the students and their parents, and also among the competitors.

To develop autonomy among teachers and staff, freedom in teaching and designing the curriculum is placed as the first priority of the schools. Being given job autonomy can leverage their performance more effectively and strengthen their existing knowledge, extend new knowledge, and contributions at work. Therefore, the private high schools provide a certain degree of autonomy to teachers for their self-esteem and satisfaction over their jobs.

It was observed that feedback to the teachers and staff is varied from school to school since they have different school cultures and missions. For example, different

schools have varying leave policies, pay scales, and accommodations for teachers who wish to advance and expand their skills in order to help their colleagues contribute well. It is essential to evaluate teachers' performance in order to manage the school's success and award individual teachers remuneration or benefits.

CHAPTER V
ANALYSIS OF FACTORS INFLUENCING THE PERFORMANCE OF TEACHERS

This chapter consists of the demographic characteristics of respondents and factors affecting the performance of teachers using descriptive statistics and the second part consists of the mediation analysis using multiple linear regression analysis.

5.1 Background Characteristics of Respondents

The initial phase of analysis is to determine the characteristics of the respondents involved in the study. A profile of the respondents is developed in terms of background information of the personal characteristics relating to private high school teachers. General information such as gender, age, education, working experience, income, and status of 300 teachers are identified. Each characteristic has been analyzed in terms of absolute value and percentage, and the summary table of demographic characteristics is used to display these data more clearly. Table (5.1) shows the summary table of demographic characteristics of private high school teachers.

According to the Table (5.1), most of the respondents are between 40 and 50 years. According to Gender ratios of respondents, females are more than male teachers. Regarding educational level, most teachers obtain a Master degree. Other respondents include high school education and some do not finish the high school education are 9 respondents. The working experience of the respondents is between 3 and 5 years. In terms of average salary, the respondents from income levels between 150,000 and 300,000 kyats formed the majority with 116 respondents. Positions of teachers are classified into two groups: full time and part time. Among them, full time teachers have more work than part time teachers in private high schools.

Table (5.1) Profile of the Respondent Teachers (n=300)

Gender	**No.**	**%**
Male	90	30.0
Female	210	70.0
Age (Years)		
below 30	11	3.7
30-40	102	34.0
40-50	122	40.7
50 and above	65	21.7
Educational Level		
Bachelor Degree	36	12.0
Master	160	53.3
Doctoral	95	31.7
Others	9	3.0
Working Experience (Years)		
Under 3	10	3.3
3-5	165	55.0
5-8	89	29.7
8 years and above	36	12.0
Income (Kyats)		
Less than 150,000	7	2.3
150,000-300,000	116	38.7
300,000-450,000	94	31.3
450,000-600,000	31	10.3
600,000 and above	52	17.3
Work Status		
Part time	48	16.0
Full time	252	84.0

Source: Survey Data, (2020)

5.2 Influencing Factors on Performance of Teachers in Private High Schools

According to the mean values of the items, leadership styles, job characteristics and personality traits have been measured. Each variable includes a different number of items. As shown in Tables (5.2) to Tables (5.4), leadership style

variables include 10 items; job characteristics factors are measured with 25 items, personality traits are measured with 25 items.

5.2.1 Teachers' Perception on Leadership Styles

In this study, leadership styles which are assumed as influencing factors on the performance of private high school teachers are autocratic and democratic leadership styles. The results of leadership styles on the perception of private high school teachers are shown in Table (5.2).

Table (5.2) Teachers' Perception on Leadership Styles

No.	Items	Mean	Std. Deviation
1	Autocratic Leadership Style	3.76	0.95
2	Democratic Leadership Style	4.02	0.59

Source: Survey Data (2020)

As shown in Table (5.2), teachers' perception on leadership styles for two statements are at neither disagree or agree level. The survey showed that the perception of teachers on school leadership styles has more adaptable democratic leadership styles than autocratic leadership styles. It indicates most of the private high school teachers agree with the practice of democratic leadership style in schools. The democratic leadership style can be used in a stable and well-run organization. In the longer term, the democratic style of leadership, which includes giving teachers a certain freedom and involving them in decision-making, is ultimately more productive.

Additionally, the result of the autocratic leadership style reveals that private high school teachers are concerned about teaching activities and not associated with school management. It does not represent that teachers opposed an autocratic leadership style entirely; as long as they have the freedom to make their own decisions in terms of teaching activities, they are willing to accept such a style to some extent. The school leader should adopt the autocratic leadership style if they need to make a decision quickly and take immediate action. The autocratic leadership style is more effective when the group is disorganized and undisciplined.

Having adequate leadership is important to be successful in teachers' performance and schools because the success or failure of schools is frequently

ascribed to it. This is because having proper leadership is important to be successful in school management. It is a commonly accepted idea that leaders do matter and have a big impact on how well individuals and teams perform at work as well as the overall success of predetermined goals and objectives.

5.2.2 Job Characteristics at Private High Schools

The job characteristics that are assumed as influencing factors on performance of private high school teachers are access to skill variety, task identity, task significance, autonomy and feedback. The results of job characteristics of the private high schools are shown in Table (5.3).

Table (5.3) Job Characteristics at Private High Schools

No.	Items	Mean	Std. Deviation
1	Skill Varity	3.98	0.63
2	Task Identity	3.93	0.71
3	Task Significance	4.18	0.64
4	Autonomy	3.85	0.60
5	Feedback	3.87	0.62

Source: Survey Data (2020)

The mean value of each item on job characteristics is presented in Table (5.3). The overall mean value has an agreed level. It shows that the skill variety of private high school teachers have the opportunity to use a number of different skills and talents for teaching methods, personality and communication skills. Job characteristics of private high schools make teachers well-arranged jobs to do it from beginning to end through clear instruction at work with task identity. Teachers at private high schools perceive their job as important and the result of their work can significantly affect other people's ability to do their work. The schools give teachers freedom to make their own decision with regards to their own method and style of teaching style and methods. The result of the feedback shows that teachers are satisfied with their feedback whether they perform their job well or poorly. That depends on the school characteristics and their personality.

5.2.3 Personality Traits of Private High School Teachers

The personality traits assumed as influencing factors on private high school teachers are access to conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion. The results of personality traits of the private high schools are shown in Table (5.4).

Table (5.4) Personality Traits of Private High School Teachers

No.	Items	Mean	Std. Deviation
1	Conscientiousness	4.29	0.55
2	Agreeableness	4.20	0.49
3	Neuroticism	3.20	1.02
4	Openness to Experience	4.66	0.42
5	Extraversion	3.88	0.65

Source: Survey Data (2020)

According to Table (5.4), the value of the overall mean of five dimensions of personality traits of private high school teachers is slightly above agreed. In comparison to the overall mean of personality traits, openness to experience has the highest mean and conscientiousness has the second-highest mean. Agreeableness stands in third place, which is still above the overall mean of personality traits. Neuroticism and extraversion have mean values around 3.5. It means that the statements in the questionnaire represent their personality traits as substantially accurate.

Normally, it is assumed that extraversion and neuroticism are inversely related to each other. Extrovert teachers are socially confident people who are predominantly concerned with people, participate in social gatherings, and are full of energy. Neurotic teachers are generally in an emotionally unstable and moody condition, which is a lack of positive psychological adjustment. It means that teachers who score high in emotional instability are high in neuroticism. Therefore, in this study, although the mean score of extraversion is high, the mean score of neuroticism is low.

Based on the above findings, most private high school teachers are emotionally stable, willing to work hard, and put in the extra effort. Moreover, private high school teachers are good-natured, helpful, active, and optimistic and open to others and can read the moods, intentions, and desires of others. It can be concluded that the private high school teachers are the ones with the best personality traits and

need to maintain their personality traits at their highest level as they continue working in the education sector.

5.3 Mediating Variables on Performance of Teachers

Commitment, satisfaction and involvement are assumed as mediating variables on performance of private high school teachers. The results of private high school teachers' commitment, satisfaction, involvement and teachers' performance are shown in Table (5.5).

Table (5.5) Commitment, Satisfaction, Involvement and Teachers' Performance

No.	Items	Mean	Std. Deviation
1	Teachers Commitment	4.08	0.39
2	Teachers Satisfaction	3.91	0.52
3	Teachers Involvement	4.08	0.51
4	Teachers Performance	4.05	0.56

Source: Survey Data (2020)

According to the above Table (5.5) illustrates that teachers are highly committed to their school as the perception of all respondents on the commitment variable has an average weighted mean of 4.08. Based on the findings, it can be noted that private high school teachers under study are proud and loyal to their school and are willing to exert more effort in order to help their school be successful. They are also highly committed to the school that many of them have low intention to leave from the current school.

The mean score of teachers' satisfaction variable is 3.91, which reveals that teachers are highly satisfied for their increased in confidence in performing their jobs, for giving them freedom and autonomy in decision making. They are also satisfied with giving them the opportunity to interact with their students and their families and teaching facilities and teaching schedule.

The teachers are highly involved in their school as the mean score on perception of all respondents on involvement has a high mean value of 4.08. Most of the teachers have been involved not only in teaching but also in other school extra curriculum activities such as debate, sport, arts, and other competition. Moreover, school teachers have appreciation of the work, feel significant and take pride in their own job activities.

However, according to the table above, the mean value of teachers' satisfaction is lowest among the other three dimensions of teachers' commitment, involvement, and satisfaction of private high school teachers. It means that teachers' commitment and involvement is higher than their level of satisfaction regarding the allowance of job autonomy and freedom in decision making about daily work.

The mean value of teachers' performance of 4.05 indicates that teachers' job performance is high. Most of the teachers agree that they have not only sufficient knowledge about the subject matter but also the ability to teach other needed subjects. They can effectively manage, motivate, and control the class, and come to school regularly and perform the duties actively in line with the leadership style influencing them.

5.4 Analysis of Influencing Factors on Performance of Teachers in Private High Schools

In this study, the multiple linear regression analysis was performed to observe the relationship between the independent variables and dependent variables. Leadership styles, job characteristics, and personality traits are independent variables, and performance of private high school teachers is dependent variable. The dependent variable should be standardized before running the regression model as this is the widely accepted practice when calculating the standardized coefficients.

5.4.1 Effect of Leadership Styles on Performance of Teachers

To analyze the effect of leadership styles on performance of teachers, the simple linear regression was performed. In that model, the independent variables are autocratic and democratic leadership styles and the dependent variable was performance of teachers. The results for the effect of leadership styles on performance of private high school teachers are shown in Table (5.6).

Table (5.6) Effect of Leadership Styles on Performance of Teachers

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.710	0.120	-	5.944	0.000	-
Autocratic Style	-0.028*	0.015	-0.046	-1.870	0.062	1.039
Democratic Style	0.857***	0.024	0.899	36.389	0.000	1.039
R	0.909					
Adjusted R^2	0.825					
F statistic	703.427***					

Source: SPSS Output (Appendix-C)

Statistically significant indicator *** at 1% level and * 10% level

As shown in Table (5.6), the value of F-test, the overall significance of the model, is highly significant at a 1 % level. The adjusted R^2 is 0.825, which means that 82.5 % of variation in performance is accounted by autocratic leadership, democratic leadership of private high school teachers and the remaining percentage 17.5 % is due to other factors that are not included in this model.

According to the result of multiple regression analysis, the coefficient of democratic leadership is significant at 1% level, and it has a larger standardized coefficient (Beta) value. This means the democratic leadership style makes the stronger unique contribution to explaining the variation in the job performance when the variance explained by autocratic leadership style in the model is controlled.

This shows that the democratic leadership style of school leaders has more influence than the autocratic leadership style on their school teachers' performance. It is found that there is a positive relationship between democratic leadership style and performance. However, autocratic leadership style has a negatively significant effect on the performance of teachers. It means that the more autocratic leadership style is exercised by the school leaders; the performance of the teachers has declined. Teachers like freedom, adjust, and want to be involved in decision-making and teachers did not like command and order. If school administrators wish to be efficient and effective in teachers' performance, they must carefully examine the type of leadership they should adopt. Leadership has greatly influenced teachers' performance and can have a significant impact on it.

5.4.2 Effect of Job Characteristics on Performance of Teachers

This section finds out the effect of job characteristics on performance of teachers. In this study, multiple linear regression was used to test the relationship between independent variables: skill variety, task identity, task significance, autonomy, feedback and dependent variable, teachers' performance. The results are shown in Table (5.7).

Table (5.7) Effect of Job Characteristics on Performance of Teachers

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	SE	Beta			
(Constant)	0.472	0.109	-	4.340	0.000	-
Skill Variety	0.596***	0.031	0.660	19.287	0.000	2.373
Task Identity	0.068***	0.030	0.085	2.300	0.022	2.787
Task Significance	0.162***	0.032	0.184	5.073	0.000	2.665
Autonomy	0.058***	0.023	0.062	2.498	0.013	1.260
Feedback	0.126***	0.026	0.137	4.907	0.000	1.579
R	0.925					
Adjusted R^2	0.853					
F statistic	346.953***					

Source: SPSS Output (Appendix-C)

Statistically significant indicator *** at the 1% level

As shown in Table (5.7), the value of F- test, the overall significance of the model, is highly significant at a 1 % level. The adjusted R^2 is 0.853, which means that 85.3 % of variation in performance is accounted by job characteristics such as skill variety, task identity, task significance, autonomy and feedback of private high school teachers, and the remaining percentage 14.7 % is due to other factors that are not included in this model.

According to the result of multiple regression analysis, the coefficients of skill variety, task significance, feedback, autonomy and task identity are 1% significant and skill variety is significant at 1% level, and it has a larger standardized coefficient (Beta) value. This means the job characteristics have an influence on the performance

of teachers. Teachers' job characteristics are not only the welfare and image of school but also are motivators that can increase the performance of teachers.

According to the results, skill variety has a significant effect on performance of teachers. It means that teachers have a variety of skills in the schools, and teachers' performance increases. In the private high schools, the work assignments of school teachers increase job performance because teachers feel greater task identity when they are given clear and precise instructions and it improves their performance.

In addition, teachers feel that they are the main role in the school. Their task significance explicitly contributes to the work done and the improvement of the education sector. Autonomy also plays a significant role in enhancing the school teachers' performance level in the school. Empowered teachers who experienced responsibility for the outcomes of the work have high general job performance in task activities.

Job performance of school teachers is also enhanced whether the knowledge of the actual results from work activities to high work effectiveness for evaluation of their feedback is provided or not. Private high school teachers who receive feedback on how well they are performing their jobs to a high degree have a performance outcome that is better than other teachers. Overall, among five job characteristics, the skill variety had the highest beta value, so it makes the stronger contribution to explaining the variation in the job performance when the variance explained by other job characteristics in the model is controlled.

5.4.3 Effect of Personality Traits on Performance of Teachers

In the following analysis, to analyze the effect of personality traits variables such as conscientiousness, agreeableness, neuroticism, openness and extraversion on performance of teachers, a multiple linear regression analysis was used.

The results for the analysis of personality traits on performance of teachers are shown in Table (5.8). The summarized results are shown in this table.

Table (5.8) Effect of Personality Traits on Performance of Teachers

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	SE	Beta			
(Constant)	2.590	0.463	-	5.592	0.000	-
Conscientiousness	0.524***	0.051	0.507	10.269	0.000	1.219
Agreeableness	0.116**	0.059	0.101	1.962	0.051	1.327
Neuroticism	0.045	0.028	0.081	1.602	0.110	1.288
Openness	-0.327***	0.064	-0.244	-5.113	0.000	1.139
Extraversion	0.027	0.041	0.030	0.651	0.516	1.096
R	0.642					
Adjusted R^2	0.402					
F statistic	41.190***					

Source: SPSS Output (Appendix-C)

Statistically significant indicator *** at the 1% level and ** 5% level

As shown in Table (5.8), the value of F- test, the overall significance of the model, is highly significant at a 1 % level. The adjusted R^2 is 0.402, which means that 40.2 % of variation in performance is accounted by personality traits variables such as conscientiousness, agreeableness, neuroticism, openness and extraversion of private high school teachers, and the remaining percentage 59.8 % is due to other factors that are not included in this model.

According to the result of multiple regression analysis, the coefficient of conscientiousness is positive and significant at 1% level. Among five, conscientiousness and agreeableness have a positive and significant effect on the performance of teachers. As the job nature of private high schools, teachers need to be conscientious and agreeable to perform the job effectively and efficiently. Due to the age level and well-experienced, private school teachers are empathetic and enjoy their environment.

The coefficient of openness has a negative significant effect. This means that teachers are working in freedom in their teaching methods and styles, however, no creative and new activities are under the austere leader's control. Therefore, teachers who have more openness suffer from declining performance. These teachers dislike routine and prefer the change, thus they become low performance when the assigned

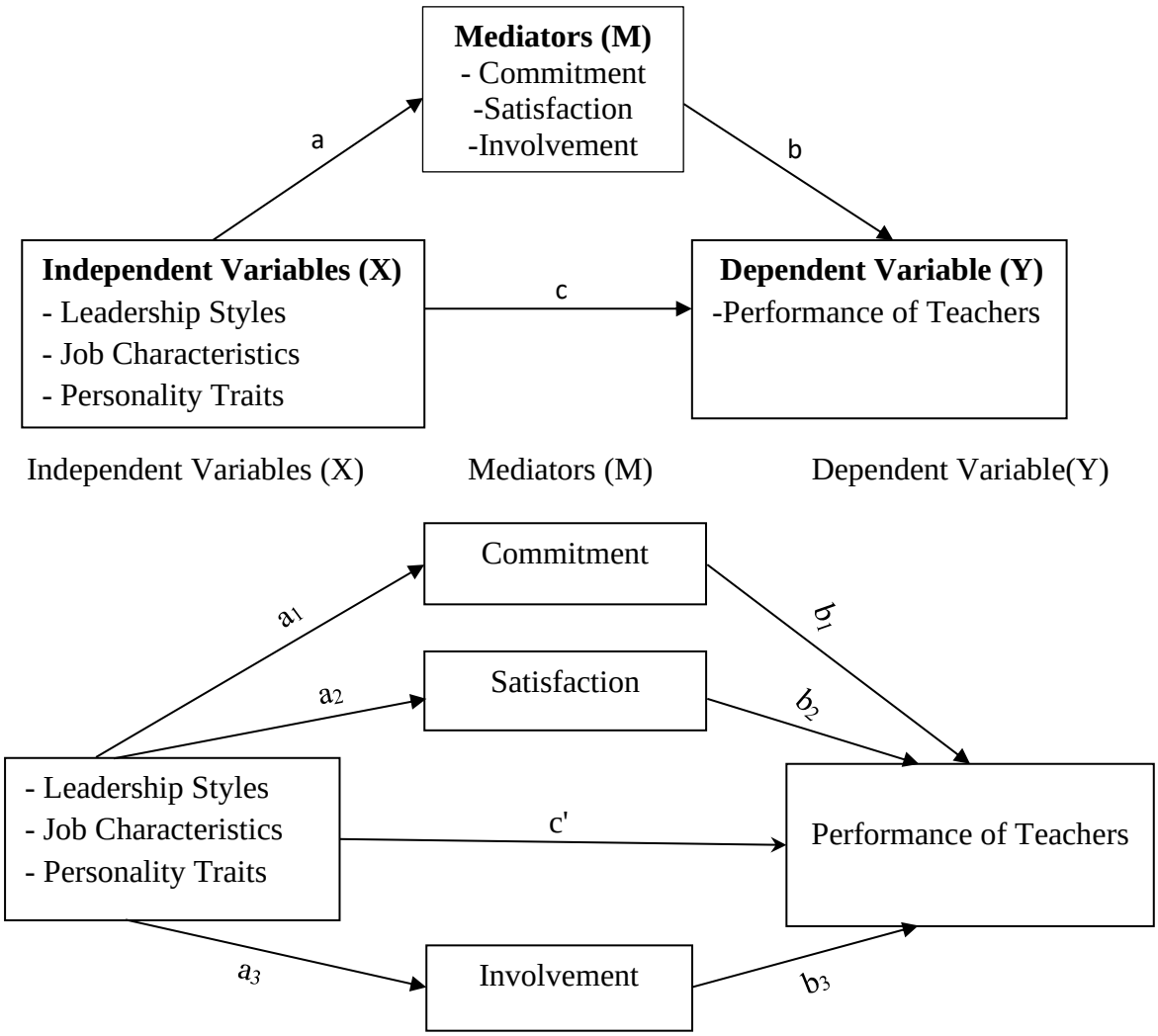
tasks are routine and monotonous. Neuroticism and extraversion personality of teachers are not significant and therefore they are not important personality factors to enhance teachers' performance.

Overall, among the five personality factors, the largest standardized coefficient (Beta) value is found in conscientiousness. This means that conscientiousness makes the strongest unique contribution to explain the variation in performance, when the variance explained by all other predictor variables such as agreeableness, neuroticism, openness and extraversion in the model is controlled.

5.5 Mediation Effects of Commitment, Satisfaction, and Involvement on the Relationship between Influencing Factors and Performance

To determine whether mediating effects of teachers' commitment, satisfaction and involvement exist between independent variables (leadership styles, job characteristics, and personality traits) and dependent variables (performance of teachers), path analysis is used. For this study, path analysis is used to find out the mediating effect of these variables between independent variables and dependent variables. These mediating variables are expected to have effects on the relationship between independent variables and dependent variables. The following Figure (5.1) displays the mediated model for estimating and testing mediation conditions.

Figure (5.1) Mediated Model for Estimating and Testing Mediation Conditions



Source: Own Compilation (2020)

5.5.1 Mediation Effects of Commitment, Satisfaction, Involvement on the Relationship between Leadership Styles and Performance of Teachers

In this section, mediating effects on teachers' commitment, satisfaction, and involvement between leadership styles and teachers' performance are shown in the following Table (5.9).

Path analysis was applied to examine whether there is any mediating effect of commitment, satisfaction, and involvement of teachers on the linkage between leadership styles and performance of teachers in this study. The indirect effect is the outcome of multiplying the coefficient of each leadership style by the mediator with the coefficient of teachers' commitment, satisfaction, and involvement in their

performance. If the total effect is greater than the direct effect, it infers that teachers' commitment, satisfaction, and involvement have a mediating effect between leadership styles and performance of teachers.

The results of the specific direct, indirect, and total effects of commitment, satisfaction, and involvement of teachers on the relationship between leadership styles and performance of teachers are shown in Table (5.9). In Table (5.9), the indirect effect through commitment, satisfaction, and involvement is calculated by multiplying contributing path coefficients. For example, the indirect effect of autocratic leadership style on the performance of teachers through teachers' commitment (0.06) is obtained by multiplying the coefficient of autocratic style on teachers' commitment (0.12) with the coefficient of teachers' commitment on performance of teachers (0.52). The total effect (-0.13) is the sum of the direct (-0.20) and indirect effects (0.07).

Table (5.9) Direct, Indirect and Total Effects of Leadership Styles

Variables	Specific Indirect	Direct Effect	Total Effect	Affected
Auto ⟶ TP	0.07***	-0.20***	-0.13***	
Commitment	0.06***			Partial Mediation
Satisfaction	-0.01			No Mediation
Involvement	0.02***			Partial Mediation
Demo ⟶ TP	0.26***	0.60***	0.87***	
Commitment	0.02			No Mediation
Satisfaction	0.19***			Partial Mediation
Involvement	0.05***			Partial Mediation

Source: SPSS Outputs (Appendix D**)**

Statistical Significance Indicate *** at 1% level

As shown in Table (5.9), the total effect of the autocratic leadership style on teachers' performance through teachers' commitment and involvement is greater than the direct effect of the autocratic leadership style. If private high schools focus on leadership styles and teachers' commitment, satisfaction and involvement has a mediated effect on performance of teachers, no mediation or partial mediation or full mediation effect will occur.

From the Table (5.9), the direct relationship between autocratic leadership and performance of teachers is negative and significant. The bootstrapping result of

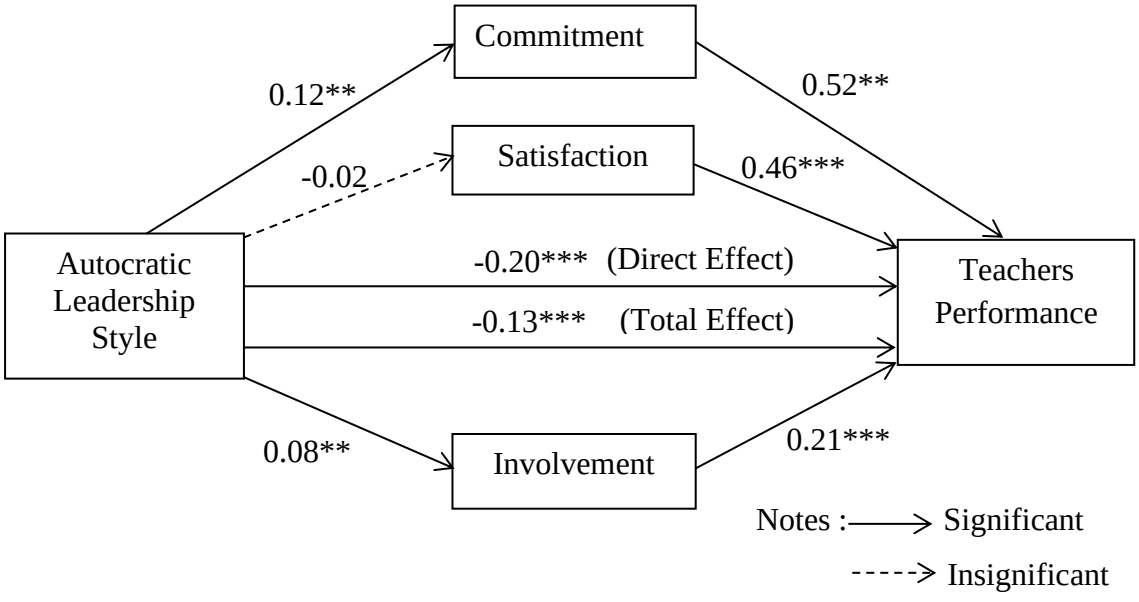
specific indirect effect from autocratic leadership style and performance of teachers through commitment is significant (b=0.06, p< 0.01), involvement is significant (b=0.02, p<0.01) and the total effect is negative and significant (b=-0.13, p< 0.01). Commitment and involvement have a partial mediation role in the relationship between autocratic leadership style and performance of teachers.

The total effect of the democratic leadership style on teachers' performance through teachers' satisfaction and involvement is greater than the direct effect of democratic leadership style. Therefore, satisfaction and involvement have a partial mediation effect on teachers' performance, but teachers' commitment has no mediation effect on teachers' performance in this study.

The direct relationship between democratic leadership style and performance of teachers is positive and significant. The bootstrapping result of specific indirect effect from democratic leadership style to performance of teachers through satisfaction (b=0.19, p< 0.01), and involvement (b=0.05, p< 0.01) is significant, and the total effect is positive and significant (b=0.87, p<0.01). Satisfaction and involvement have a partial mediation role in the relationship between democratic leadership style and the performance of teachers.

The results of the path analysis for testing leadership styles are presented in Figure (5.2 and 5.3).

Figure (5.2) Mediation Analysis for Autocratic Leadership Style and Performance of Teachers



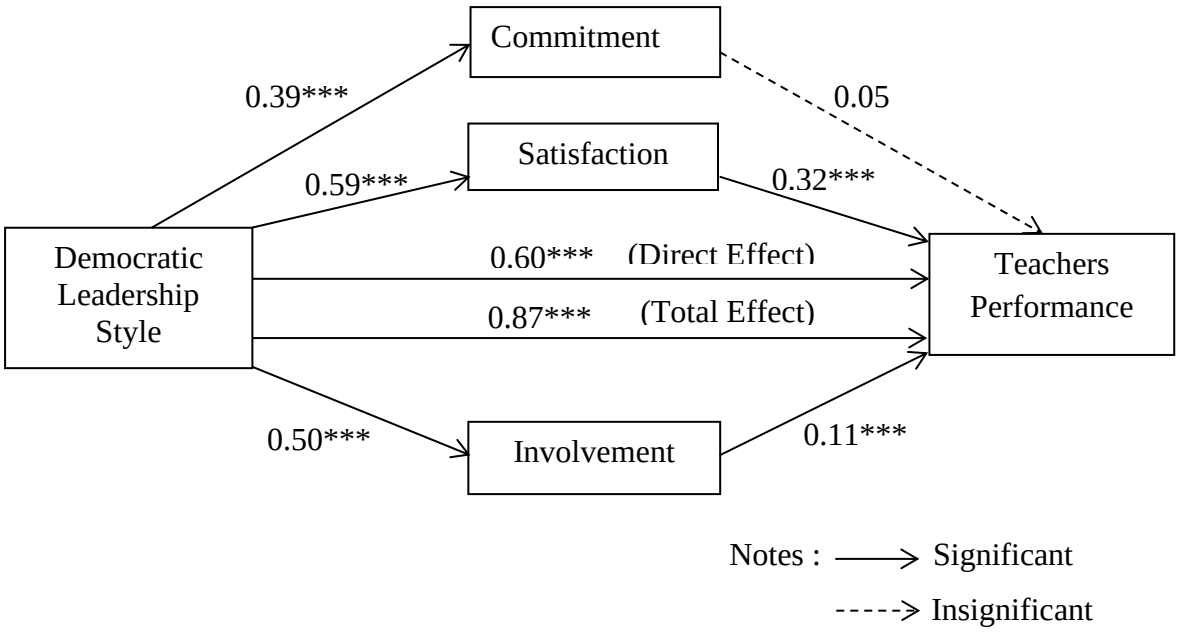
Source: SPSS Outputs
Statistically significant indicator *** at 1% level and ** 5% level

As shown in Figure (5.2), partial mediation effect of teachers' commitment and involvement occurs in the linkage between autocratic leadership style and teachers' performance because commitment and involvement link autocratic style towards teachers' performance and autocratic style has negative and significant direct effect on teachers' performance. The result of the total effect, i.e., the sum of direct and indirect effects is also negative and significant.

The coefficient of autocratic leadership style has a significant effect on teachers' commitment and involvement. Teachers' commitment and involvement have significant effects on teachers' performance and autocratic leadership style has a direct positive and significant effect on teacher performance. Commitment and involvement have indirect significant mediation effects in the relationship between autocratic leadership style and performance. The analysis shows that autocratic leadership style influences teachers' commitment and involvement in school because school teachers tend to be responsible for their activities themselves.

However, satisfaction has no mediation effect when autocratic style does not link to teachers' performance through teachers' satisfaction. According to the result, the coefficient of autocratic leadership style is not affected significantly by teachers' satisfaction. When teachers are not satisfied with the autocratic leadership style, they have inaction and are easy to drop out, causing a teacher to have low performance. Commitment and involvement are vital mediators that can improve school teachers' performance from an autocratic leadership style. Overall, the results imply that the performance of the school teachers are enhanced due to commitment and involvement regardless of their satisfaction with freedom and autonomy in performing current activities or not.

Figure (5.3) Mediation Analysis for Democratic Leadership Styles and Performance of Teachers



Source: SPSS Outputs

Statistically significant indicator *** at the 1% level

In Figure (5.3), the partial mediation effect of teachers' satisfaction and involvement occurs in the linkage between democratic leadership style and teachers' performance. Satisfaction and involvement link democratic leadership style towards teachers' performance. Democratic style has a positive direct effect on teachers' performance. The result of the total effect, i.e., the sum of direct and indirect effects, is also a positive and significant.

The coefficient of democratic leadership style has a positive and significant effect on teachers' satisfaction and involvement. Teachers' satisfaction and involvement have positive and significant effects on teachers' performance. Satisfaction and involvement have positive and significant indirect mediation effects in the relationship between democratic leadership style and performance. The analysis shows that democratic leadership style influences teachers' satisfaction and involvement in school because school teachers who feel autonomy, confidence and good relationship with other school teachers tend to achieve higher performance.

However, commitment has no mediation effect when democratic style does not link to teachers' performance through teachers' commitment. The democratic leadership style is affected significantly by teachers' commitment, whereas the performance is not affected significantly by teachers' commitment. The analysis

shows that democratic leadership style influences teachers' satisfaction and involvement. The private high school teachers are individually satisfied and involved in their activities; however, their performance is not improved due to higher commitment caused by democratic leadership. When teachers are not committed due to the democratic leadership style, they are less devoted to the job and less inclined to stay longer, causing a teacher to have low performance.

5.5.2 Mediation Analysis for Job Characteristics and Teachers Performance

In this section, mediating effects of the teachers' commitment, satisfaction, and involvement on the relationship between job characteristics and teachers' performance are shown in the following Table (5.10).

Table (5.10) Direct, Indirect and Total Effect of Job Characteristics

Variables	Specific Indirect	Direct Effect	Total Effect	Affected
SV ⟶ TP	0.21***	0.60***	0.81***	
Commitment	0.07***			Partial Mediation
Satisfaction	0.08***			Partial Mediation
Involvement	0.06***			Partial Mediation
TI ⟶ TP	0.36***	0.23***	0.59***	
Commitment	0.10***			Partial Mediation
Satisfaction	0.26***			Partial Mediation
Involvement	0.00			No Mediation
TS ⟶ TP	0.30***	0.36***	0.66***	
Commitment	0.12***			Partial Mediation
Satisfaction	0.26***			Partial Mediation
Involvement	-0.08			No Mediation
Auto ⟶ TP	0.38***	-0.18***	0.20***	
Commitment	0.07***			Partial Mediation
Satisfaction	0.24***			Partial Mediation
Involvement	0.08***			Partial Mediation
FB ⟶ TP	0.46***	0.04	0.50***	
Commitment	0.07***			Full Mediation
Satisfaction	0.31***			Full Mediation
Involvement	0.08***			Full Mediation

Source: SPSS Outputs (Appendix D**)**

Statistical significance Indicate *** at the 1% level

As shown in Table (5.10), the total effect of job characteristics on teachers' performance through teachers' commitment, satisfaction, and involvement is greater than the direct effect of job characteristics. If private high schools focus on job characteristics and teachers' commitment, satisfaction and involvement have a mediated effect on the performance of teachers, no mediation or partial mediation or full mediation effect will occur.

The direct relationship between skill variety and performance of teachers are significant, and the bootstrapping result of specific indirect effect from skill variety to performance through commitment (b=0.07, p< 0.01), satisfaction (b= 0.08, p< 0.01), and involvement (b=0.06, p< 0.01) are significant and the total effects are significant (b=0.81, p< 0.01). All variables have a partial mediation role in the relationship between skill variety and performance of teachers.

The direct relationship between task identity and performance of teachers are significant. The bootstrapping results of specific indirect effects from task identity to performance through commitment (b=0.10, p< 0.01), and satisfaction (b= 0.26, p< 0.01), are significant and the total effects are significant (b=0.59, p< 0.01). Commitment and satisfaction variables have a partial mediation role in the relationship between task identity and performance of teachers.

The direct relationship between task significance and performance of teachers is significant. The bootstrapping result of specific indirect effects from task identity to performance through commitment (b=0.12, p< 0.01), and satisfaction (b= 0.26, p< 0.01), are significant and the total effects are significant (b=0.66, p< 0.01). Commitment and satisfaction variables have a partial mediation role in the relationship between task significance and performance of teachers.

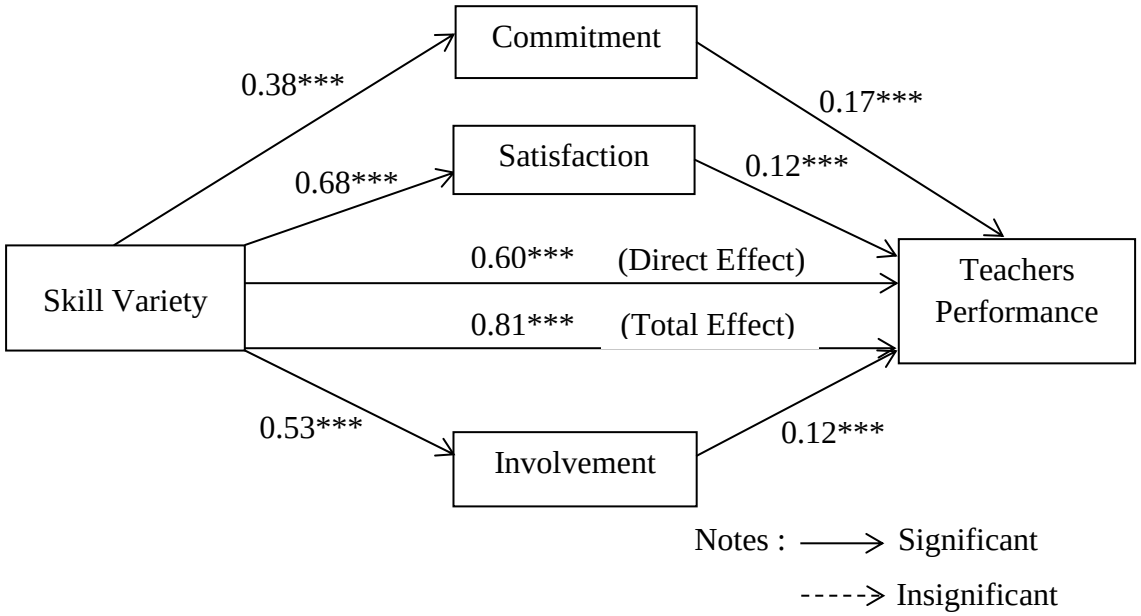
The direct relationship between autonomy and performance of teachers are negatively significant. The bootstrapping result of specific indirect effect from autonomy to performance through commitment (b=0.07, p< 0.01), satisfaction (b= 0.24, p< 0.01), and involvement (b=0.08, p< 0.01) are significant and the total effects are significant (b=0.20, p< 0.01). All variables have a partial mediation role in the relationship between autonomy and performance of teachers.

The direct relationship between feedback and performance of teachers are positive effect. The bootstrapping result of specific indirect effect from feedback to performance through commitment (b=0.07, p< 0.01), satisfaction (b= 0.31, p< 0.01), and involvement (b=0.08, p< 0.01) are significant. Again, the total effect is also

significant (b=0.50, p< 0.01). Therefore, all mediator variables such as involvement, commitment and satisfaction have full mediatory roles in linking feedback and performance of school teachers.

The results of the path analysis for testing job characteristics factors are presented in Figure (5.4 to 5.8).

Figure (5.4) Mediation Analysis for Skill Variety and Performance of Teachers



Source: SPSS Outputs

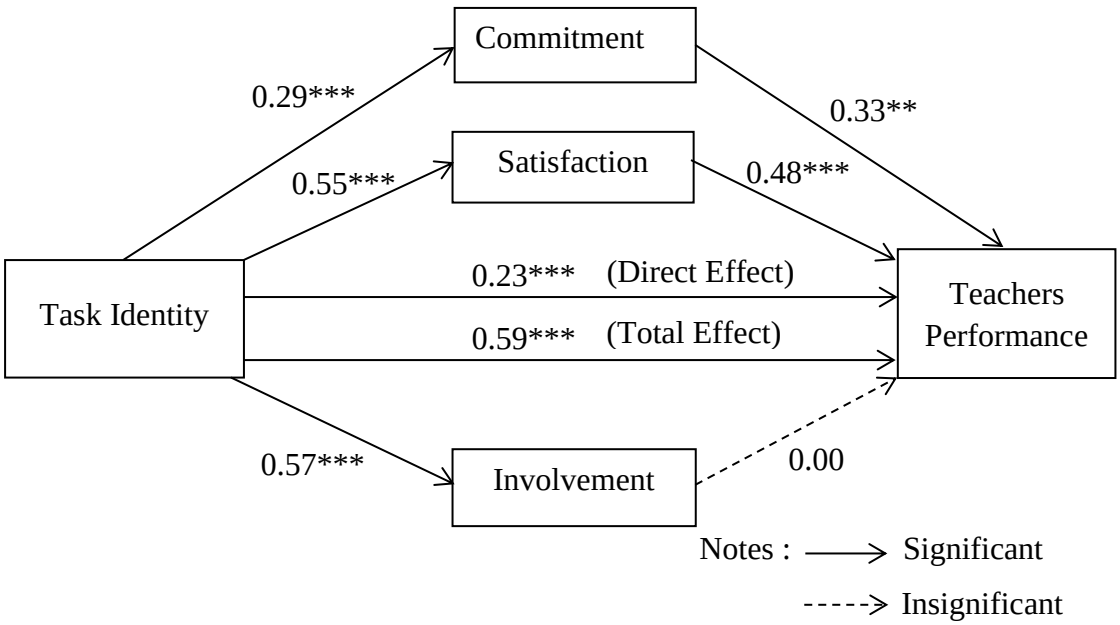
Statistically significant indicator *** at the 1% level

As shown in Figure (5.4), partial mediation effect of teachers' commitment, satisfaction and involvement occurs in the linkage between skill variety and teachers' performance because commitment, satisfaction and involvement link skill variety to teachers' performance. The results of the total effect also have a positive and significant effect, too. The coefficients of skill variety are positive and significant on teachers' commitment, satisfaction and involvement, and these three variables have a positive and significant effects on teachers' performance. The skill variety has positive and significant indirect effect on performance. The result of the total effect, i.e., the sum of direct and indirect effects is also positive and significant.

The analysis shows that teachers have positive experiences of meaningfulness, depending on their skill variety, and teachers are attached to private high schools because they have a variety of skills in the teaching work. Teachers who feel secure and have confidence in their work can improve job performance.

Teachers' with a variety of skills are motivated, involved and satisfied with their current activities, and these positive attributes help them to increase their performance. Overall, the results imply that performance of the school teachers are enhanced due to commitment, satisfaction and involvement that are stimulated by possessing a wide range of job related skills.

Figure (5.5) Mediation Analysis for Task Identity and Performance of Teachers



Source: SPSS Outputs

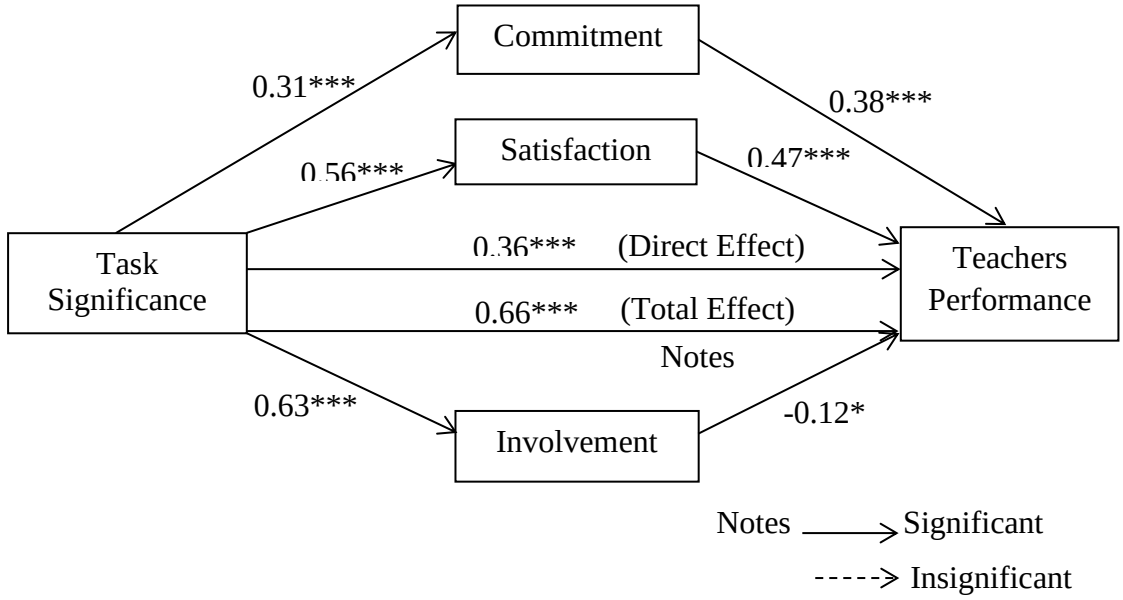
Statistically significant indicator *** at the 1% level and ** 5% level

In Figure (5.5), the partial mediation effect of teachers' commitment and satisfaction occurs in the linkage between task identity and teachers' performance. Commitment and satisfaction link task identity towards teachers' performance. Task identity has positive direct effect on teachers' performance. The result of the total effect, i.e., the sum of direct and indirect effects is also positive and significant.

The coefficients of task identity have positive and significant effects on teachers' commitment and satisfaction. Teachers' commitment and satisfaction have positive and significant effects on teachers' performance. Commitment and satisfaction have positive and significant indirect mediation effects in the relationship between task identity and performance. The analysis shows that task identity influences teachers' commitment and satisfaction in school because school teachers identify themselves with their jobs and schools feel pride in their jobs, take responsibility for job being assigned and autonomy, show confidence and ability in their abilities tend to be achieved higher performance in their teaching activities.

However, involvement has no mediation effect when task identity does not link to teachers' performance through teachers' involvement. The task identity is affected significantly by teachers' involvement, whereas the performance is not affected significantly by teachers' involvement. The analysis shows that task identity influences teachers' satisfaction and commitment. The private high school teachers are individually satisfied and committed in their activities; however, their performance is not improved due to higher involvement caused by task identity. Although teachers' involvement can be enhanced due to task identity, their identification and denotation to task activities alone do not cause to enhance the effective and efficient job performance. Although school teachers are satisfied and committed to their work, no one involved in their work has not attained optimum performance, and the job they perform does not produce excellent results.

Figure (5.6) Mediation Analysis for Task Significance and Performance of Teachers



Source: SPSS Outputs

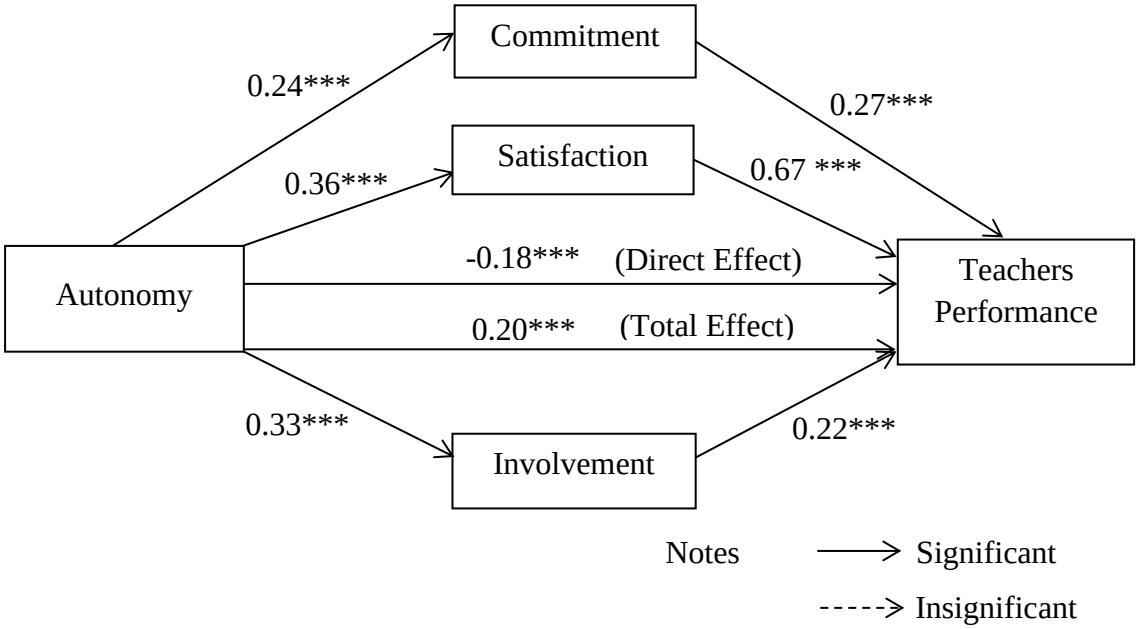
Statistically significant indicator *** at the 1% and * 10% level

As shown in Figure (5.6), the partial mediation effect of teachers' commitment, satisfaction, and involvement occurs in the linkage between task significance and teachers' performance because commitment, satisfaction, and involvement link task significance towards teachers' performance and task significance have a positive and significant direct effect on teachers' performance.

The results of the total effect also have a positive and significant effect, too. The coefficient of task significance has an indirect effect on teachers' commitment, satisfaction and involvement, and these variables have an indirect effect on teachers' performance and significance has a positive and significant effect on teacher performance.

The analysis shows job characteristics positively on the task significance of private high schools. School teachers are satisfied with their work and most of the teachers also feel that their work has a positive impact on their performance. Moreover, schools take into account in their task assignment that the person in charge of specifying a job description needs to take into consideration certain aspects that affect the teachers' job performance.

Figure (5.7) Mediation Analysis for Autonomy and Performance of Teachers



Source: SPSS Outputs

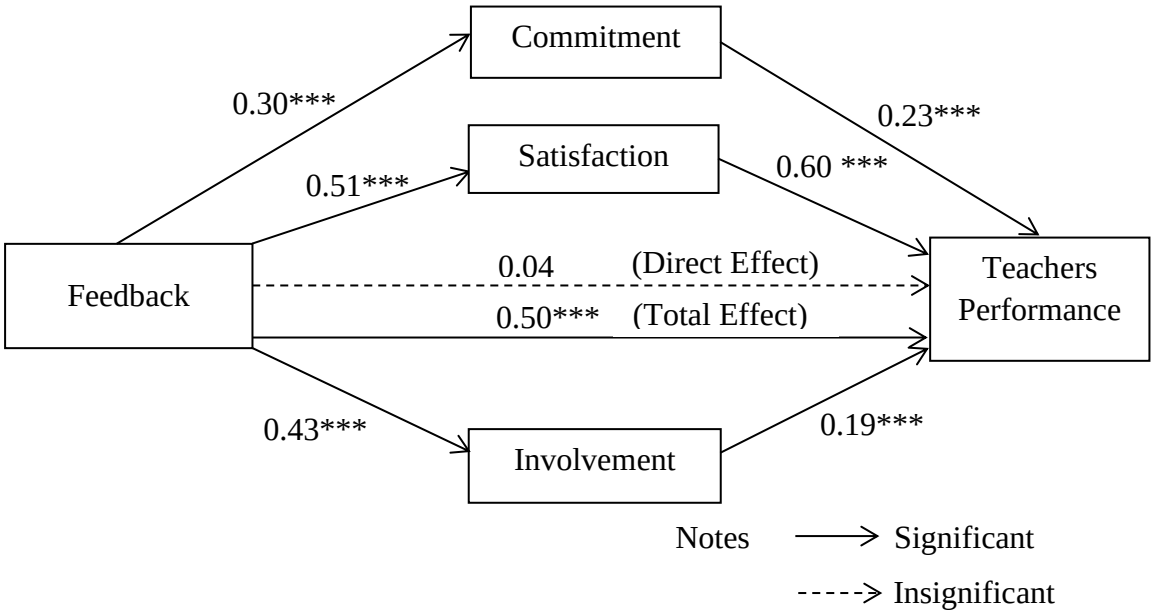
Statistically significant indicator *** at the 1% level

As shown in Figure (5.7), partial mediation effect of teachers' commitment, satisfaction and involvement occurs in the linkage between task autonomy and teachers' performance because commitment, satisfaction and involvement link task autonomy towards teachers' performance and task autonomy has negative and significant direct effect on teachers' performance. The results of the total effect also have a positive and significant effect too. The coefficient of task autonomy has an indirect effect on teachers' commitment satisfaction and involvement, and these

variables have an indirect effect on teachers' performance and task autonomy has positive and significant effect on teacher performance.

The analysis shows that teachers have previous positive experiences of responsibility based on job autonomy, and teachers are attached to private high schools that they have responded with aspects of their teaching work. It means that task autonomy for teachers is that an individual is given freedom, choice, and liberty to precede a task, such as self-time management for a task and the way to be done.

Figure (5.8) Mediation Analysis for Feedback and Performance of Teachers



Source: SPSS Outputs

Statistically significant indicator *** at the 1% level

As shown in Figure (5.8), the full mediation effect of teachers' commitment, satisfaction and involvement occurs in the linkage between feedback and teachers' performance because commitment, satisfaction and involvement links feedback towards teachers' performance and feedback has a positive direct effect on teachers' performance. The results of the total effect also have a positive and significant effect too. The coefficient of feedback has an indirect effect on teachers' commitment satisfaction and involvement, and these variables have an indirect effect on teachers' performance and feedback has a positive and significant effect on teacher performance.

The analysis shows that teachers have knowledge of results from their job itself and their feedback is the degree to obtain direct and understandable information

about their performance and effectiveness of carrying out their required work activities. Moreover, whether their feedback is good or bad depends on the need for basic needs as well as the need for growth-need strength.

5.5.3 Mediation Analysis for Personality Traits and Teachers Performance

In this section, mediating effects on the teachers' commitment, satisfaction, involvement between personality traits and teachers' performance are shown in the following table.

Table (5.11) Direct, Indirect and Total Effect of Personality Traits

Variables	Specific Indirect	Direct Effect	Total Effect	Affected	R-sq.	F
Cons ⟶ TP	0.50***	0.11**	0.61***		0.71	178.10***
Commitment	0.09***			Partial Mediation		
Satisfaction	0.33***			Partial Mediation		
Involvement	0.09***			Partial Mediation		
Agree ⟶ TP	0.31***	-0.10**	0.21***		0.71	178.59***
Commitment	0.07***			Partial Mediation		
Satisfaction	0.20***			Partial Mediation		
Involvement	0.04***			Partial Mediation		
Neuro ⟶ TP	0.01	0.08***	0.09**		0.72	191.14***
Commitment	-0.01			No Mediation		
Satisfaction	0.01			No Mediation		
Involvement	0.01***			Partial Mediation		
Open ⟶ TP	-0.17	-0.27***	-0.45***		0.74	208.41***
Commitment	0.00			No Mediation		
Satisfaction	-0.14			No Mediation		
Involvement	-0.03			No Mediation		
Extra ⟶ TP	0.17	-0.07**	0.00		0.71	179.16***
Commitment	0.01			No Mediation		
Satisfaction	0.06***			Full Mediation		
Involvement	0.00			No Mediation		

Source: SPSS Outputs (Appendix D**)**

Statistical significance Indicate *** at the 1% level

As shown in Table (5.11), the total effect of personality traits on teachers' performance through teachers' commitment, satisfaction, and involvement is greater than the direct effect of personality traits. If private high school focuses on teachers' personality and teachers' commitment, satisfaction and involvement has mediated effect on performance of teachers, no mediation or partial mediation, or full mediation effect will occur.

The direct relationship between conscientiousness and performance of teachers is positive and significant, the bootstrapping result of specific indirect effect from conscientiousness to performance through commitment (b=0.09, p< 0.01), satisfaction (b= 0.33, p< 0.01), and involvement (b=0.09, p< 0.01) are significant. Again, the total effect is also positive and significant (b=0.61, p< 0.01). Therefore, all variables have a partial mediation role in the relationship between conscientiousness and performance of teachers.

The direct relationship between agreeableness and performance of teachers is negative and significant. The bootstrapping result of specific indirect effect from agreeableness to performance through commitment (b = 0.07, p< 0.01), satisfaction (b = 0.20, p< 0.01), and involvement (b = 0.04, p< 0.01) are significant. Again, the total effect is also positive and significant (b = 0.21, p< 0.01). Therefore, all variables have a partial mediation role in the relationship between agreeableness and performance of teachers.

The direct relationship between neuroticism and performance of teachers is positive and significant. The bootstrapping result of specific indirect effect from neuroticism to performance through involvement (b = 0.01, P < 0.01) are significant. Again, the total effect is also positive and significant (b = 0.09, P < 0.01). Therefore, involvement has a partial mediation role in the relationship between neuroticism and performance of teachers.

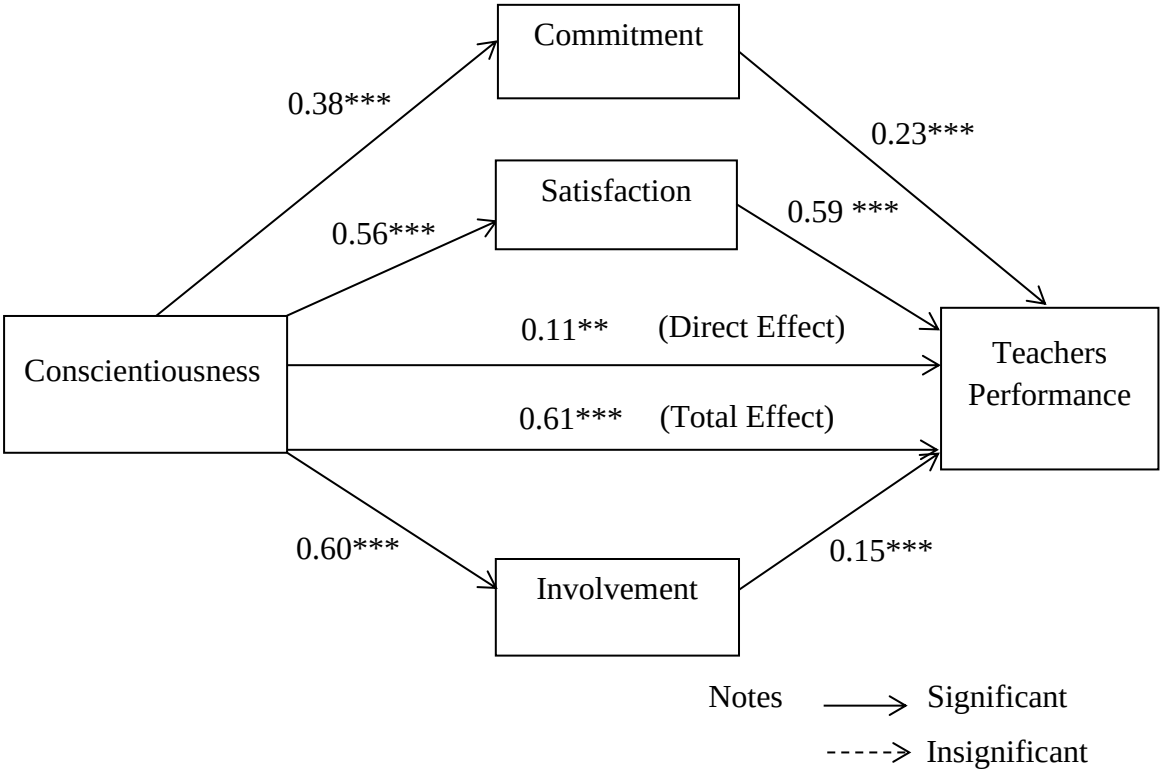
The direct relationship between openness to experience is negative and significant, and the bootstrapping result of specific indirect effects from openness to experience through commitment, satisfaction, and involvement are insignificant, and the total effects are negative and significant too. There is no mediation role in the relationship between openness to experience and the performance of teachers.

The direct relationship between extraversion and performance of teachers are negative and significant. The bootstrapping result of specific indirect effect from extraversion to performance through satisfaction (b= 0.06, P< 0.01) involvement is

positive and significant. Again, the total effect is also insignificant. Therefore, the satisfaction variable has a partial mediation role in the relationship between extraversion and performance of teachers.

The result of the mediating effect on the commitment, satisfaction, and involvement of teachers between personality traits and performance of teachers are shown in Figure (5.9 to 5.13).

Figure (5.9) Mediation Analysis for Conscientiousness and Performance of Teachers



Source: SPSS Outputs

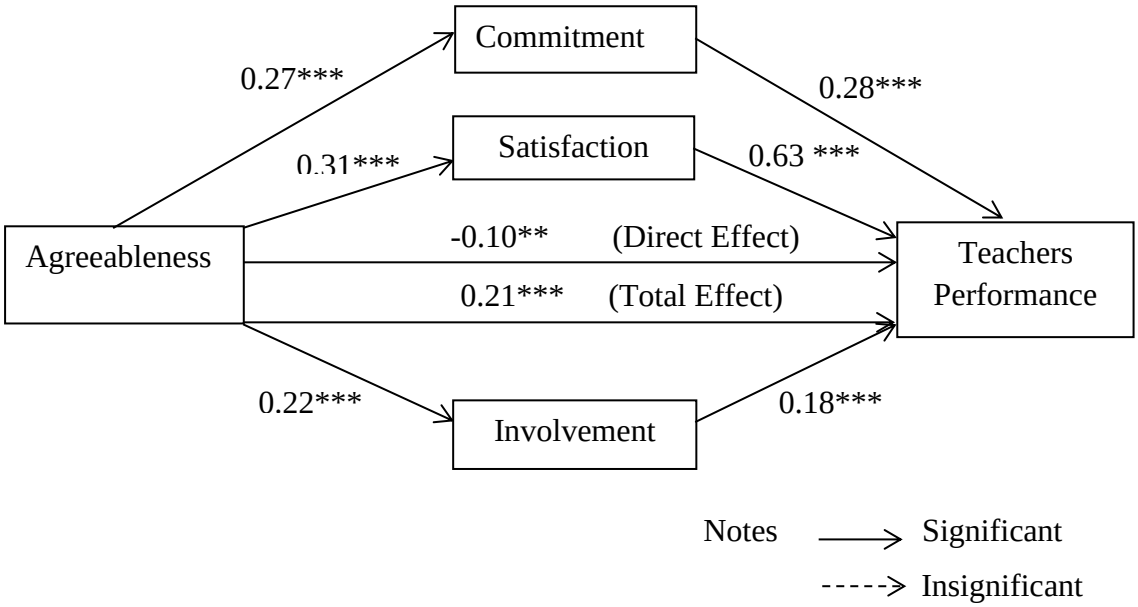
Statistically significant indicator *** at the 1% level and ** 5% level

As shown in Figure (5.9), the partial mediation effect of teachers' commitment, satisfaction, and involvement occurs in the linkage between conscientiousness and teachers' performance because commitment, satisfaction, and involvement link conscientiousness towards teachers' performance and conscientiousness has positive and significant direct effect on teachers' performance. The results of the total effect also have a positive and significant effect, too. The coefficient of conscientiousness has an indirect effect on teachers' commitment satisfaction and involvement, and these variables have an indirect effect on teachers'

performance and conscientiousness has a positive and significant effect on teacher performance.

The analysis shows that teachers, who have energetically and dynamically planned, organize everything, and focus on the goals that help them to do their job effectively. Private high schools continue to upgrade their schools and ensure strong-minded teachers have better success in schools. Teachers' satisfaction, commitment, and involvement help to strengthen the conscientiousness of teachers on their performance of teachers.

Figure (5.10) Mediation Analysis for Agreeableness and Performance of Teachers



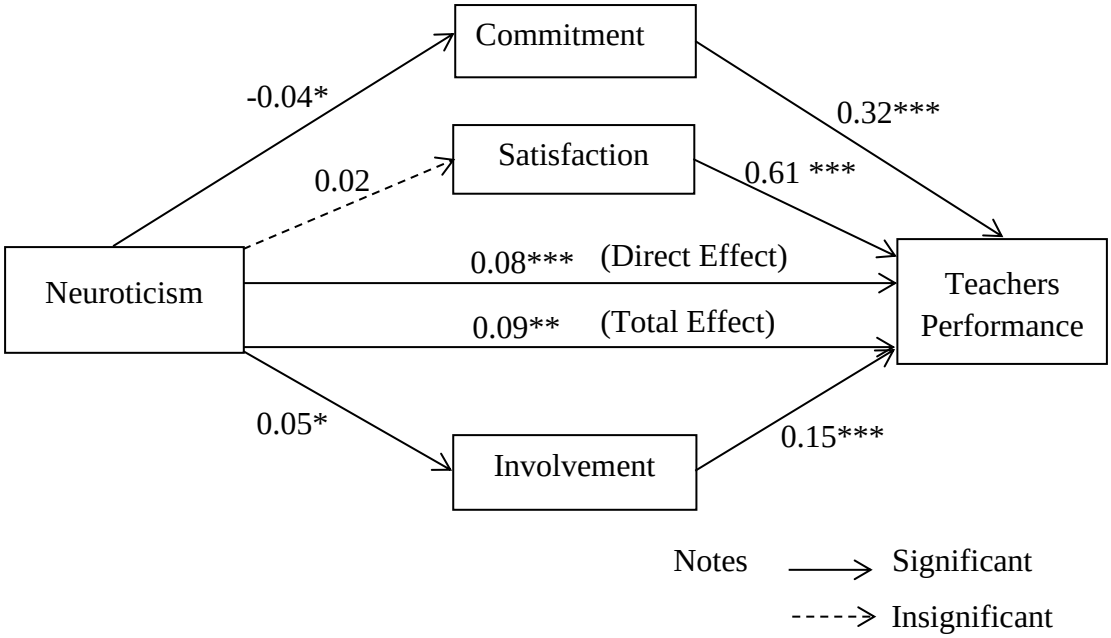
Source: SPSS Outputs

Statistically significant indicator *** at the 1% level

As shown in Figure (5.10), the partial mediation effect of teachers' commitment, satisfaction, and involvement occurs in the linkage between agreeableness and teachers' performance because commitment, satisfaction, and involvement link agreeableness towards teachers' performance and agreeableness has a negative and significant direct effect on teachers' performance. The results of the total effect also have a positive and significant effect, too. The coefficient of agreeableness has an indirect effect on teachers' commitment, satisfaction and involvement, and these variables have an indirect effect on teachers' performance and agreeableness has a positive and significant effect on teacher performance.

The analysis shows that agreeable teachers feel empathy with others and are willing to assist others. As private high schools have selfless and sympathetic teachers who can give social benefit in the working environment, students and their parents and partners with their job appreciate them for their performance.

Figure (5.11) Mediation Analysis for Neuroticism and Performance of Teachers



Source: SPSS Outputs

Statistically significant indicator *** at the 1% level, ** 5% level and * 10% level

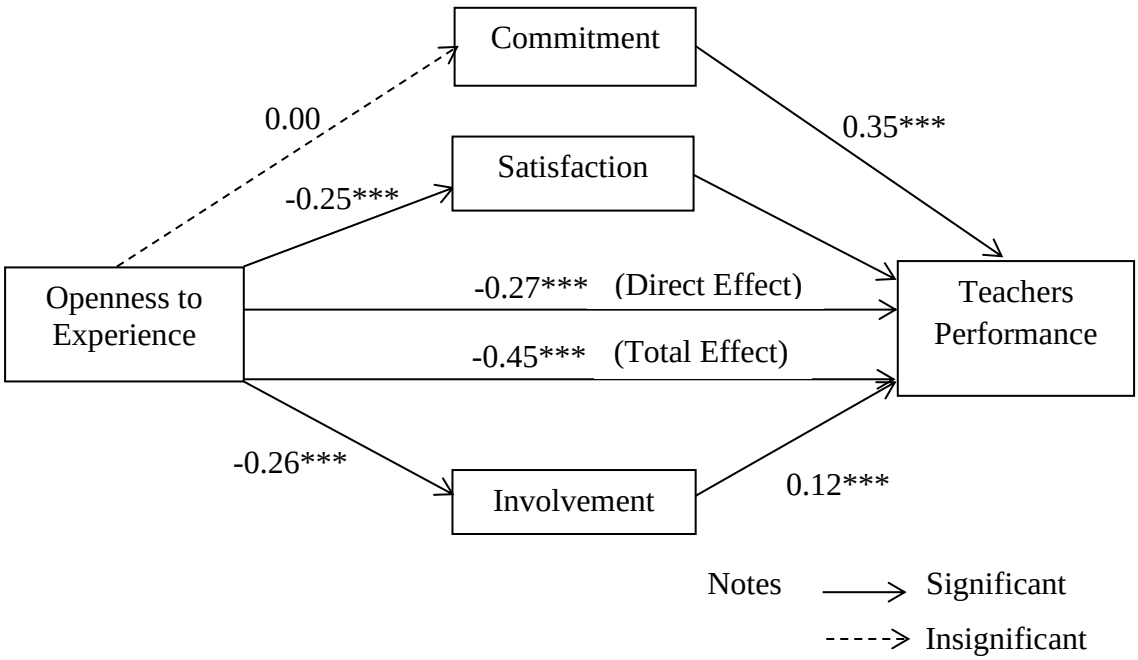
As shown in Figure (5.11), the partial mediation effect of teachers' involvement occurs in the linkage between neuroticism and teachers' performance because involvement links neuroticism towards teachers' performance. Neuroticism has a positive and significant direct effect on teachers' performance. The results of the total effect, i.e., the sum of direct and indirect effects, also have a positive and significant effect, too.

The coefficient of neuroticism has a significant effect on teachers' commitment and involvement. Teachers' commitment and involvement have significant effects on teachers' performance and neuroticism has a direct positive and significant effect on teacher performance. Commitment and involvement have indirect significant mediation effects in the relationship between neuroticism and performance. The analysis shows that neuroticism influences teachers' commitment and involvement in school because school teachers tend to be responsible for their activities themselves.

However, satisfaction has no mediation effect when neuroticism does not link to teachers' performance through teachers' satisfaction. According to the result, the coefficient of neuroticism is not affected significantly by teachers' satisfaction. When teachers are not satisfied due to neuroticism, these teachers sometimes can have unreasonable and illogical ideas which can lead to negative consequences and cause them to have low performance. Commitment and involvement are vital mediators that can improve school teachers performance from neuroticism.

Overall, the results imply that performance of the school teachers are enhanced due to higher commitment and involvement of neurotic teachers. Satisfaction does not play a key role in improving performance of teachers with neoteric personality traits. Neurotic teachers are likely to develop negative attitudes and behaviors towards their work. These negative emotions will lead to negative work-related behaviors and attitudes and less satisfaction. On the other hand, these teachers are more aware of the issue and what should be done as doing an act as opposed to others; they have a complete understanding of the paths for higher performance.

Figure (5.12) Mediation Analysis for Openness to Experience and Performance of Teachers



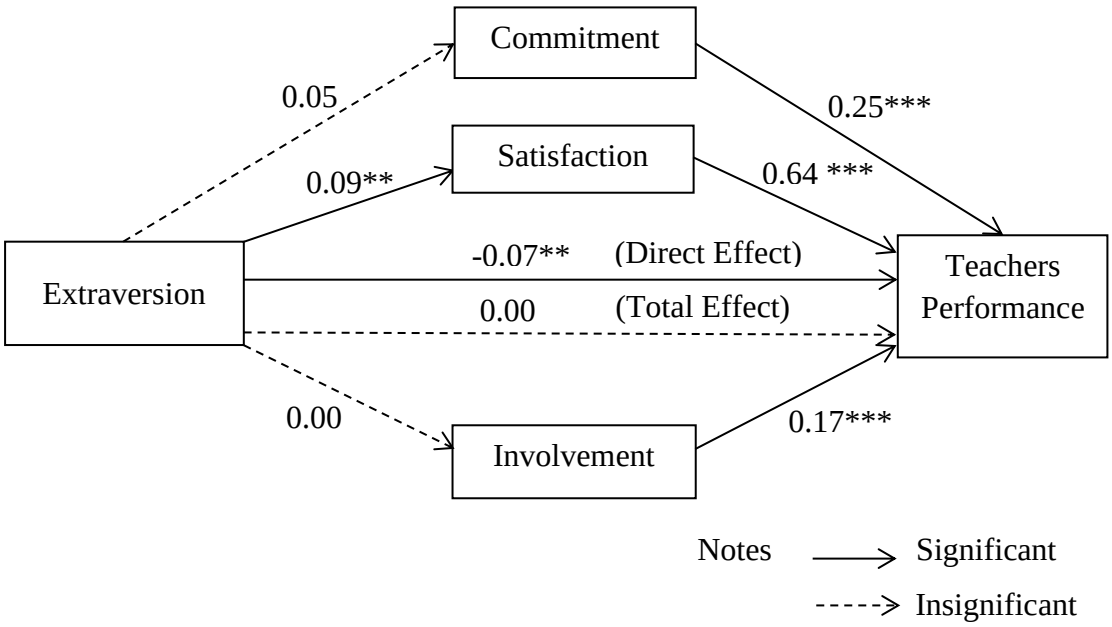
Source: SPSS Outputs

Statistically significant indicator *** at the 1% level

As shown in Figure (5.12), no mediation effect of teachers' satisfaction, commitment, and involvement takes place when openness does not link to teachers' performance through customer satisfaction, commitment, and involvement. But openness has a negatively significant direct effect on the performance of teachers. The results of the total effect also have a negative and significant effect, too. It also finds that the coefficient of openness is not affected significantly on customer satisfaction. Openness has a negative and significant indirect effect on performance of teachers for satisfaction and involvement. Openness has no significant indirect effect on performance of teachers for commitment.

The analysis shows that the higher the score of openness, the less performance of teachers because private high school teachers have no satisfaction, commitment, and involvement in their work. As private high school leaders control performance and can give social benefit to teachers, teachers are more committed and involved to do their work for schools.

Figure (5.13) Mediation Analysis for Extraversion and Teacher Performance



Source: SPSS Outputs

Statistically significant indicator *** at the 1% level and ** 5% level

As shown in Figure (5.13), the partial mediation effect of customer satisfaction occurs when extraversion links to teachers' performance through customer satisfaction, and extraversion has a negative direct effect on the performance of teachers. The total effects of extraversion on the performance of teachers are also

not significant, either. The coefficient of extraversion has a positive and significant indirect effect on teachers' satisfaction; teachers' satisfaction also has an indirect effect on the performance of teachers. The analysis shows that extroverted teachers cope with daily stresses more easily and probably they receive more help when faced with a problem. These greater problem-solving activities using outside help cause extrovert teachers to get higher satisfaction that leads to higher job performance. However, extroverted teachers do not feel highly involved and committed to enhance high job performance.

CHAPTER VI
CONCLUSION

This chapter starts with a discussion on the findings from the study of the relationship between leadership styles, job characteristics, personality traits, and performance of private high school teachers in Yangon. It also presents some suggestions and recommendations for the policymakers and school management teams on how to manage the performance of school teachers with their satisfaction, commitment, and involvement. Finally, it concludes with suggestions and recommendations to extend this study in the future.

6.1 Findings and Discussions

To achieve the four research objectives, both secondary and primary data were used for analysis. The primary data were collected using a simple random sampling method of 300 private high school teachers with structured questionnaires during 2019-2020. The surveyed questionnaire consists of two main parts. The first part was about demographic profiling of school teachers in private high schools. The second part consisted of the measurement of factors affecting teachers' performance in private high schools in Yangon. To analyze the data, multiple linear regression methods were applied.

The first objective of this study is to identify the factors affecting the performance of private high school teachers in Yangon. The influencing factors include leadership styles consisting of autocratic and democratic, job characteristics factors consisting of skill variety, task identity, task significance, autonomy, feedback, and personality traits factors consisting of conscientiousness, agreeableness, neuroticism, openness to experience, extraversion. The performance of teachers is evaluated by efficiency and effectiveness.

For the first objective of the study, multiple linear regressions analyses were applied. In detail analysis, the democratic leadership style has a positive and significant effect on teachers' performance. It can be concluded that the practice of

democratic leadership style promotes teachers' performance. If the school teachers are empowered to participate in decision making process and problem solving activities in their work environment, and share their ideas in management of school, the school teachers enhance performance for increased commitment, motivation, and ability to achieve the successful outcomes. High empowered teachers are able to collaborate with other teachers to accomplish the assigned tasks.

Autocratic leadership style indicates a negative and significant effect on teachers' performance. This result implies that the increased exercise of autocratic leadership from their school management can decline their job performance. The use of a leader-center approach by management reduces their inability to participate in decision making and their willingness to express their own ideas. This leadership approach reduces their willingness, ability and commitments to accomplish the task performance in collaboration with other teachers. Teachers' acceptance of the autocratic leadership style is at a low; nonetheless, they displayed acceptance in their decision- making for teaching activities. Therefore, school leaders giving orders and laying out procedures clearly shall be in place.

According to the results, job characteristics, such as skill variety, task identity, task significance, autonomy and feedback, indicate positive and significant performance of school teachers. These characteristics are important for performance because the job characteristics are primary motivators that can enhance the task performance of school teachers. The skill variety has a significant relationship with teachers' performance. School teachers who possess many varieties of skills and use a favorite teaching method, take responsibility to complete their tasks are able to achieve their task goals easily to increase their performance. School teachers who are given opportunities to use their skills and well instructions are easier to accomplish teaching responsibilities and achieve better job performance. Moreover, task identity also indicates the significant relationship with the performance of teachers. This indicates that school teachers do the job completely from beginning to end and an identifiable piece of work with a visible outcome, as opposed to doing only a portion of the job, are able to achieve high task performance as it offers a sense of responsibility and task accomplishment.

The task significance has a significant relationship with the performance of teachers. This implies that school teachers perform better when they observe the interrelations between different pieces of work that are in the progress within or

outside their schools. Their job performance increases when they feel pride from the positive impact of their jobs on others in teachers and students. It was found that autonomy has also a significant relationship with the performance of teachers. The reason is respondents felt that being given the freedom they required to carry out their jobs led to success in their jobs and ultimately, improved their performance. The freedom to decide on job requirements and task schedules can increase their motivation and willingness to participate in job related activities. It was found that feedback has also a significant relationship with the performance of teachers. This implies that when the teachers are given direct and understandable information about their performance, their willingness, abilities and motivation to accomplish the task increase. The positive effects of feedback on performance, such as allowing teachers to know the results of task performance and nature of their performance may provide them inspiration to successfully accomplish their tasks.

Due to the job nature and being a private high school, personality factors of teachers such as conscientiousness, agreeableness and openness are significant for job performance effectively and efficiently. The results also found that conscientiousness and agreeableness are personality traits that are vital for improving school teachers' performance. Conscientiousness has a stronger positive significant effect on performance. This means that school teachers who are hardworking, careful, and thorough about their work tend to form relational contracts in their exchange relationship with the school. Moreover, the current study revealed that agreeableness had a significant effect on the performance of teachers. Teachers with agreeableness are idealistic and dedicated, so they achieve greater job performance and personal accomplishment in teaching.

Conceptually, teachers with openness personality are innovative, imaginative and open to outside new ideas. According to analysis, openness to experience has a negative and significant effect on the performance of teachers. This negative significant result implies that an increase in openness reduces the job performance of school teachers. Although openness allows teachers to choose their teaching strategies and approaches and carry out innovative or creative activities, openness is not effective for job performance of school teachers under the strict control of the leader. In addition, openness reduces the commitment of school teachers because openness individuals are adventurous and have diverse interests. Consequently, openness

teachers reduce motivation and commitment which is essential for enhancing job performance.

Personality traits of neuroticism indirectly impede teachers from maximizing their potential in working. Most private school teachers are emotionally stable and confident while engaging with students. Thus, the relationship between neuroticism and performance of teachers has no significance. However, the result of extraversion has no significant relationship to the performance of teachers. It means that although school teachers have enthusiasm, they have no outgoing and sociable conditions to ensure the quality of school performance. When teachers are facing daily stress and problems, not cope with optimistic emotions in certain situations to improve job performance.

The second objective of the study is to examine the mediation effect of job commitment, satisfaction and involvement on the relationship between leadership styles and performance of teachers. In this research, three variables such as commitment, satisfaction and involvement, are referred to as mediating variables that are not only to encourage the performance of private school teachers to perform in the most effective and efficient way but also to develop school performance.

According to the result, commitment and involvement have significant and partial mediation on the relationship between autocratic leadership style and performance of teachers. It means that teachers take part in the process and have the authority to make decisions in the classroom without the permission or power of their leaders and are able to obtain superior and sustained task performance. Otherwise, satisfaction has no mediation role and no significance in the relationship between autocratic leadership style and performance of teachers. This finding reveals that teachers' do not like autocratic leaders and the autocratic leaders decline their commitment, satisfaction and involvement which has adverse consequences on lowering teachers job performance.

Moreover, satisfaction and involvement have a partial mediation role and significance on the relationship between democratic leadership style and performance, however, commitment has no mediation role and no significance on the relationship between democratic leadership style and performance of teachers. It means that democratic leaders can enhance teachers’ satisfaction and involvement which in turn improve job performance. However, democratic leaders cannot improve commitments of the school teachers, and the lower commitment of school teachers caused by

democratic leaders reduces the job performance. The democratic leadership style is more effective for teachers' performance due to improving teachers' satisfaction and involvement in working at school.

The objective three of the study is to examine the mediating effect of commitment, satisfaction and involvement on the relationship between characteristics and teachers' performance. Teachers' performance can be improved through their job satisfaction, commitment and involvement due to job characteristics of teachers.

According to the mediation results, commitment, satisfaction and involvement are partial mediators in the relationship between skill variety and performance of teachers. It means that school teachers who have knowledge and various skills feel satisfied, motivated and involved to task responsibly can improve the students' quality and school performance. The operation of teaching jobs that require a variety of skills may increase the job satisfaction level of teachers because they have more skills and ability to show their talents and to learn on new opportunities that would lead to more happiness at work. Additionally, autonomy is a partial mediator in the relationship between commitment, satisfaction and involvement and performance of teachers. It means that task autonomy gives teachers a freedom, choice and liberty to precede a task, such as self-time management for a task and the way to be done. Autonomy enhances teachers with a high level of motivation, commitment, satisfaction and involvement that are essential for improving job performance of school teachers.

However, involvement has no mediation role and no significance in the relationship between task identity, task significance and performance of teachers. This indicates teachers who are involved in their work do not attain optimal performance and the works they undertake do not produce excellency. The mediation effects of commitment and involvement are found on the relationship between feedback and performance of teachers. They are significant and full mediation. When teachers learn about the information of their performance results, it will make them feel more satisfied at work by motivating them to overcome the obstacles, develop what they are already good at and beyond and thus improve their performance. If the teaching staff are satisfied and motivated with feedback, they are motivated and committed to job activities which can stimulate their job performance.

The objective four of the study is to examine the mediation effect of commitment, satisfaction and involvement on the relationship between personality traits and teachers' performance. The broad five personality types identified in the Big

Five personality traits model are conscientious, agreeableness, neuroticism, openness, and extraversion, which are very useful in predicting different kinds of work-related attitudes and behaviors of teachers' performance.

Of the Big Five personality traits, conscientious teachers have higher levels of performance than other teachers because they are more self-confident, perceive a clearer linkage between their effort and their performance, and are more likely to set goals and commit to them. The result shows that satisfaction, commitment and involvement is partially mediated and strongly significant in the relationship between two personality factors, such as agreeableness, conscientiousness, and teachers' performance. Involvement has partial mediation effects; however, commitment and satisfaction have no mediation effect in the relationship between neuroticism and performance of teachers. It means that neurotic teachers are more involved in task related activities which tend to increase job performance of school teachers. By contrast, neurotic teachers are less satisfied and committed to their job activities due to their unstable emotional states. As a result, those neurotics' less satisfied and committed teachers are not able to pursue and accomplish task activities to achieve higher performance.

The analysis shows no mediation of satisfaction, commitment and involvement on the relationship between openness and teachers' performance. The results imply that when teachers are sociable and open minded, they are unlikely to show commitment and involvement. Therefore, three mediators are unlikely to be useful for enhancing job performance of teachers who have an open minded personality. Except for satisfaction, other mediators such as commitment and involvement show no mediatory role in the relationship between extraversion and teachers' performance. The results imply that extraverted teachers who demonstrate a lot of excitement and enthusiasm in helping their students achieve higher job performance as they feel satisfied from fulfilling intended academic goals of their students and themselves. According to these findings, extraversion is effective on job performance in a positive way and teachers' job satisfaction affects students' performance and educational improvement. However, commitment and involvement are unlikely to be useful mediators that can enhance the job performance of school teachers as a result of extraversion.

In summary, the regression analysis shows that all leadership styles, teachers' personality traits and job characteristics do not directly effect on teachers'

performance. However, according to the mediating analysis, it is found that all factors except autocratic leadership, neuroticism and extraversion in personality traits are effect on the teacher performance found to be mediated through the mediation of satisfaction, commitment and involvement. Therefore, it can be concluded to improve the job performance of teachers depend on good leadership style, job characteristics and personality traits that are create for school leaders. Teachers' personality traits, job characteristics and leadership styles can be treated as a portion of a larger chain, whereas, the satisfaction, commitment and involvement are the middle rings that link these factors with effective and efficient job performance of school teachers.

6.2 Suggestions and Recommendations

Based on the findings of this study, some relevant suggestions and recommendations for education institutions, school leaders and school teachers can be made for the decision-making for the schools. In this study, the performances of private high school teachers are having a significant impact on educational institutions.

In the view of the school leaders**,** the performance of their school teachers is greatly proportional to the school success, and student enrollment rate. The performance of teachers directly affects how, what, and why students learn, and indirectly influences the way in which they get opportunities. Additionally, the good performance of school teachers depends on the school leaders' leadership styles and school teachers' job characteristics and their personality. From leadership factors, it is suggested that school teachers should be invited to participate in the decision making process to get high performance of school teachers and make practice a more appropriate democratic leadership style in order to increase teachers' performance. School leaders should also allow teachers to set their own goals and targets and to use their own targets where appropriate and allow them to be involved in decision making for higher performance. Moreover, the school teachers should be determined what needs to be done and how to generate the assignments by school leaders. School teachers should be made aware of what is important for them and the schools as a whole, and encourage them to seize the opportunities and challenges around them creatively.

More support and contribution from school leaders/owners that are needed to increase the performance of teachers in schools for the fulfillment of their satisfaction.

There are teachers who are actively participating in the school's activities. These teachers need to be appreciated by school leaders/owners and students for higher commitment and involvement. To do so, the other teachers need to motivate themselves to become actively involved in school. Private high schools will have a better image when they have more satisfied and involved teachers.

The findings of the recent study may offer insightful information to policy makers or administration of educational bodies regarding the significance of understanding one's personality traits in order to be an educator in the teaching field. A teacher is more likely to put out effort and strive for excellence in the classroom if they have the correct personality. The school administration can use advice on how to pick and motivate teachers throughout the employment process. It's not always safe to assume that an applicant has the motivation and temperament needed to be an educator just based on their body language or degree of confidence during the interview. The study findings might offer to understand the significance of personalities. Having the right personality attributes, especially consciousness and agreeableness, are the foundation of effective job performance. Thus, the findings are advantageous to schools since they give them helpful information when selecting teachers to fill open positions as educators.

Private high schools mainly depend upon satisfied and committed teachers. Committed teachers are the contributor for the private education industry and being involved in teaching is more profitable in today's business. Thus, it is important for the owners and leaders of private high schools to foster a better understanding and focus on factors that actually persuade effective job performance.

6.3 Implications of the Study

Based upon the empirical findings, this study contributes some practical implications in terms of teachers' perceptions on school management and some guidelines for managing teachers' attitudes and behaviors resulting from their perceptions on private high schools in Yangon. If school leaders do not pay close attention to leadership styles and job characteristics, it can produce serious problems. The perception of leadership styles, job characteristics and personality traits determine the performance of school teachers. Teachers are concerned with attaining their performance targets. Moreover, school leaders have a key role to play in setting

direction and creating a positive school culture including the proactive school mindset.

The numbers of private schools have increased every year in Myanmar. Sustainable school development has become an essential movement in the education sector. School teachers and school administrators are responsible for designing and implementing appropriate strategies for sustainable school development. The findings of current research contribute to creating awareness to management of education institutions to produce teachers who possess true quality and are qualified to be educators. The results of the study also contribute to the wealth of knowledge and understanding in the realm of human resource practitioners and policy makers to stand as successful educational institutions by developing high performing teachers.

Schools' policy makers should nurture and imbibe democratic leadership style among teachers in order to enhance their job performance. They are also advised to ensure school teachers have the chance to be involved in decision making, to exercise their creativity and imagination and empower them to design their job activities for greater motivation and higher job performance. They should design and implement a job to include the characteristics such as skill variety, task identity, task significantce, autonomy and feedback. Thus, schools' policy makers should consider factors that increase motivation through good leadership style, good job characteristics, and build best personality traits in teachers as they enhance their performance.

This study also contributes to the growing body of literature on personality, attitude, and teaching success of school teachers. The findings of the awareness of personality and attitude differences helps leaders and educational authorities to know the characteristics of teachers who are better performers and to place them in positions where they will probably succeed and meet the needs of educational institutions. The successful teachers can contribute to nurturing and developing future human resources that are essential for socio-economic development of the country.

6.4 Needs for Further Study

This section explains the recommendations for future studies and the limitations of current study. In this study, the data were collected from private school teachers in the Yangon area. Future study should be extended to include surveys of public schools in order to improve the generalizability of the findings of the study. Further studies need to obtain larger sample sizes where questionnaires can be

distributed to more teachers from schools in upper and lower Myanmar. The data obtained from the whole nation will generate a more accurate and comprehensive picture to capture the performance of private school teachers in education institutions from the respondents.

This study can be used as an empirical foundation to conduct further research on Myanmar's educational sector. Since this study is conducted based on a survey of private high schools in Yangon, further studies can extend to other public and non-government schools such as monastic schools, in Myanmar to have a more comprehensive understanding. The present research examined the effect of factors such as leadership styles, job characteristics and personality traits on performance of teachers in the Yangon area. Therefore, it would be potentially worthwhile for future research to validate the generalizability of this research in different types of organizations. Thus, further study should focus to study the success of the school, the satisfaction of students and thereby to improving job performance of teachers as a consequence of school teachers' performance.

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Appendix - A

Questionnaire

Questionnaires for School Leaders

Kindly answer the following questions as honestly as possible. Your name or name of your school is not required; this will help to ensure maximum confidentiality.

Background Information

Put a tick (✓) in the spaces provided.

1. Please indicate your gender

( ) Male ( ) Female

2. What is your marital status?

( ) Married ( ) Single

3. What is your highest academic qualification?

( ) Bachelor Degree

( ) Master Degree

( ) Doctoral Degree

( ) Others, please be specific ( )

4. What is your age?

( ) Below 35 years, ( ) 35-45 years, ( ) 45-55 years,( ) Over 55 years

5. Work experience

( ) Less than 1 year, ( ) 1-5 years, ( ) 6-10 years, ( ) more than 10 years

6. For how long have you served as a head teacher in this school?

****

Background Characteristics of Teachers

1. What is your gender?

( ) Male ( ) Female

2. What is your age?

( ) Below 30 years, ( ) 30-40 years, ( ) 40-50 years, ( ) 50 above

3. What is your highest education level?

( ) Bachelor Degree, ( ) Master Degree

( ) Doctoral Degree, ( ) others, please be specific ( )

4. How many years have you been in your current school?

( ) Under 3 years, ( ) 3-5 years, ( ) 5-8 years, ( ) 8 years and over

5. Level of your income (per month):

( ) Less than 150,000 kyats, ( ) 150,000 – 300,000 kyats,

( ) 300,000 – 450,000 kyats, ( ) 450,000 – 600,000 kyats,

( ) 600,000 and above

6. Do you work part time or full time?

( ) part time ( ) full time

These questions reflect your own perception of your organization (school).Please write (✓) at cell which you would prefer in the table and answer.

KEY: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree
5 = Strongly Agree

Leadership Style

No.	Items	1	2	3	4	5
1	**Autocratic** Having no freedom to discuss any school problem					
2	Making decisions without consulting teachers					
3	Having no opportunities to express teachers' views					
4	Having no teachers' own judgment in solving problems					
5	Having no enough freedom to make teachers' own decisions their given responsibility					
6	**Democratic** Having family type management style					
7	Inviting teachers to participate in the decision-making process					
8	Some of leaders' responsibilities are delegated to the teachers					
9	Involving in the planning process in the school					
10	Accepting teacher's school affairs questions					

Job Characteristics

No.	Items	1	2	3	4	5
1	**Skill Variety** Being require many different skills, using favorite teaching methods					
2	Assigning optional duties					
3	Taking responsibility to complete the work					
4	Giving opportunity to do different skills					
5	Well structure for the improvement of the school					
6	**Task identity** Allowing to compete the work started					
7	Giving arrangement to do job from beginning to end					
8	Having job structure to feel a sense of responsibility for the outcomes					
9	Having job design to carry out several tasks					
10	Having clear instruction					
11	**Task Significance** Affecting a lot of other people by the work well ability					
12	Failure of several other jobs due to failure of duties					
13	Being very important in the broader scheme of things, that is, in the general workplace					
14	Doing all the work arranged by the school from the start to the end and it affects the school					
15	Being important that the relative economic contribution of tasks has critical to the survival of the school					
16	**Autonomy** Letting to do own business during teachers' leisure hours					
17	Providing opportunity for independent thought and action					
18	Designating as a superintendent depending on the outcomes of teachers' attempts					
19	Giving a chance to use the personal initiative and judgment in carrying out the work					
20	Giving considerable autonomy at work					
21	**Feedback** Knowing the outcome if teachers do the work obligatorily					
22	Being able to know whether it is performed well					
23	Providing the information about at the work					
24	Being able to monitor the progress of any work					
25	Knowing whether the job has been performed well or poorly at schools					

Personality Traits

No.	Items	1	2	3	4	5
	Conscientiousness					
1	Seeing myself as one who is emotionally stable, not easily upset					
2	Seeing myself as one who does things efficiently					
3	Seeing myself as one who plans my work and who works my plan					
4	Seeing myself as one who can solve the problems in my school					
5	Seeing myself as one who is an energetic and imaginative person					
	Agreeableness					
6	Seeing myself as one who has a forgiving nature					
7	Seeing myself as one who generates a lot of enthusiasm					
8	Seeing myself as one who likes to cooperate with others					
9	Seeing myself as one who is helpful and unselfish with others					
10	Seeing myself as one who is courteous with others					
	Neuroticism					
11	Seeing myself as one who has a lot of worries					
12	Seeing myself as one who has unconfident					
13	Seeing myself as one who has remain calm under pressure					
14	Seeing myself as one who has rarely get irritated					
15	Seeing myself as one who can easily change mood					
	Openness to experience					
16	Seeing myself as one who is imaginative					
17	Seeing myself as one who is a deep thinker					
18	Seeing myself as one who is thinking about new idea					
19	Seeing myself as one who is sensitive and curious					
20	Seeing myself as one who is cultivated and independent minded					
	Extraversion					
21	Seeing myself as one who is enthusiastic					
22	Seeing myself as one who has really enjoy large parties and gatherings					
23	Seeing myself as one who is outgoing and sociable					
24	Seeing myself as one who has easily associate with people					
25	Seeing myself as one who likes to talk a lot					

Teachers' Commitment

No.	Items	1	2	3	4	5
	Affective Commitment					
1	Spending the rest of my career in the school happily					
2	Feeling like 'part of my family' at this school					
3	Having a great deal of personal meaning in the school					
4	Having feeling that the school's problems are my own problems.					
5	Encouraging to teaching of try the best					
	Normative Commitment					
6	Having in very fond of teaching					
7	Devoting life to the school					
8	Imagining that no leaves from school					
9	Feeling guilt due to left the school					
10	Feeling obliged to serve well					
	Continuance Commitment					
11	It would be very hard for me to leave my school now even if wanted to.					
12	Feeling my life disorder if I left the school.					
13	Considering for leaving the school that a few options					
14	Haven't other choices except this career					
15	Necessity to be at the school now					

Teachers' Satisfaction

No.	Items	1	2	3	4	5
1	Increasing confidence when performing work related tasks with effective leadership style					
2	Having freedom in doing activities					
3	Satisfying with autonomy making decisions about daily tasks					
4	Satisfying with the opportunities which provide to interact with students and families					
5	Satisfying with the chance that provide teaching with own style					
6	Satisfying with the teaching facilities in teaching period					
7	Satisfying with the chance to do something that makes use of my abilities					
8	Satisfying with availability of further professional development opportunity					
9	Satisfying those co-workers get along with each other					
10	Having a strong desire to become a teacher					

Teachers' Involvement

No.	Items	1	2	3	4	5
1	Being an interest that a centered of school					
2	Having involved in school activities					
3	Being personal life goals that job-oriented					
4	Being a great motivator that my existence					
5	Having spent most of time at school					
6	Finishing task on target					
7	Dedicating in school with personally					
8	Trying to enhance the qualitative level of the school					
9	Having help each other and work together					
10	Thinking that deserve with hard work					

Performance of Teachers

No.	Items	1	2	3	4	5
1	Getting opportunity to complete when starting the work					
2	Motivating the students to observe the school discipline					
3	Fulfilling other responsibilities other than teaching					
4	Teaching to the students' successful result					
5	Collaboration with others to be productive					
6	Consulting with colleagues in solving class problems					
7	Participating co-curricular activities actively					
8	If someone changes my responsibilities then I adjust myself					
9	Applying knowledge, skills and abilities for the students					
10	Looking for ways to improve my performance					

Thank you very much for your time!!!

Appendix - B

The Correlations between Leadership Styles and Performance

		Performance	Autocratic	Democratic
Performance	Pearson Correlation	1	-.220**	.908**
	Sig. (2-tailed)		.000	.000
	N	300	300	300
Autocratic	Pearson Correlation	-.220**	1	-.194**
	Sig. (2-tailed)	.000		.000
	N	300	300	300
Democratic	Pearson Correlation	.908**	-.194**	1
	Sig. (2-tailed)	.000	.000	
	N	300	300	300

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

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

The Correlations between Job Characteristics and Performance

		Per	SV	TI	TS	Auto	FB
Performance	Pearson Correlation	1	.899**	.737**	.749**	.215**	.545**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
Skill Varity	Pearson Correlation	.899**	1	.704**	.697**	.216**	.476**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	300	300	300	300	300	300
Task Identity	Pearson Correlation	.737**	.704**	1	.751**	.277**	.485**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	300	300	300	300	300	300
Task Signif:	Pearson Correlation	.749**	.697**	.751**	1	.279**	.431**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	300	300	300	300	300	300
Autonomy	Pearson Correlation	.215**	.216**	.277**	.279**	1	.437**
	Sig. (2-tailed)	.000	.000	.000	.000		000
	N	300	300	300	300	300	300
Feedback	Pearson Correlation	.545**	.476**	.485**	.431**	.437**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	300	300	300	300	300	300

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

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

The Correlations between Personality Traits and Performance

		Per	Cons	Agree	Neuro	Open	Extra
Performance	Pearson Correlation	1	.589**	.186*	.160**	-.334**	-.005
	Sig. (2-tailed)	300	.000	.001	.003	.000	.469
	N		300	300	300	300	300
Conscientiousness	Pearson Correlation	.589**	1	.302**	.114*	-.177**	-.031
	Sig. (2-tailed)	.000		.000	025	.001	.294
	N	300	300	300	300		300
Agreeableness	Pearson Correlation	.186**	.302**	1	-.315**	.192**	.133**
	Sig.(2-tailed)	.001	.000		.000	.000	.011
	N	300	300	300	300	300	300
Neuroticism	Pearson Correlation	.160**	.114**	-.315**	1	.254**	-.288**
	Sig. (2-tailed)	.003	.025	.000		.000	.000
	N	300	300	300	300	300	300
Openness	Pearson Correlation	-.334**	-.177**	.192**	-.254**	1	.037
	Sig.(2-tailed)	.000	.001	.000	.000		.261
	N	300	300	300	300	300	300
Extraversion	Pearson Correlation	-.005	-.031	.133**	-.288**	.037	1
	Sig. (2-tailed)	.469	.294	.011	.000	.261	
	N	300	300	300	300	300	300

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

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

Appendix - C

Leadership Styles, Job Characteristics, Personality Traits and Performance of Teachers

1. Leadership Styles and Performance of Teachers

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909[a]	.826	.825	.23733

a. Predictors: (Constant), democratic, autocratic

b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.240	2	39.620	703.427	.000[b]
	Residual	16.728	297	.056		
	Total	95.968	299			

a. Dependent Variable: Performance

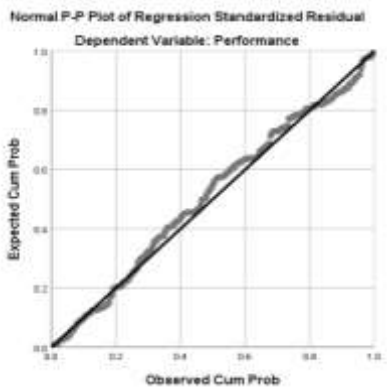
b. Predictors: (Constant), democratic, autocratic

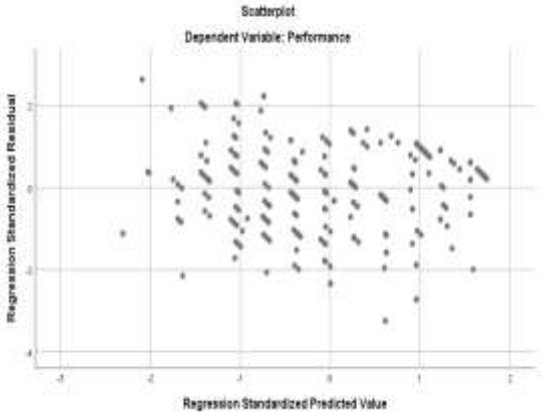
Coefficients[a]

Model		Unstandardized Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.710	.120		5.944	.000		
	autocratic	-.028	.015	-.046	-1.870	.062	.962	1.039
	democratic	.857	.024	.899	36.389	.000	.962	1.039

a. Dependent Variable: Performance

Charts





2. Job Characteristics and Performance of Teachers

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.925[a]	.855	.853	.21749	1.880

a. Predictors: (Constant), Feedback, Task Identity, Task Significance, Skill Varity, Autonomy
b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.061	5	16.412	346.953	.000[b]
	Residual	13.907	294	.047		
	Total	95.968	299			

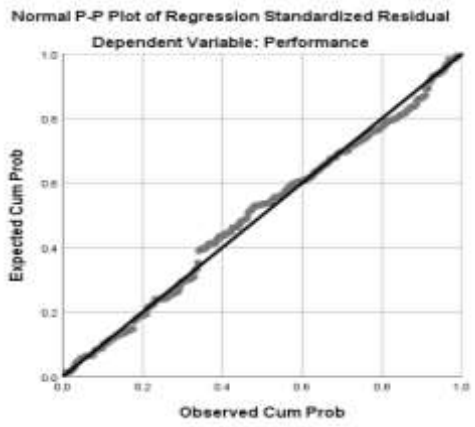
a. Dependent Variable: Performance
b. Predictors: (Constant), Feedback, Task Identity, Task Significance, Skill Varity, Autonomy

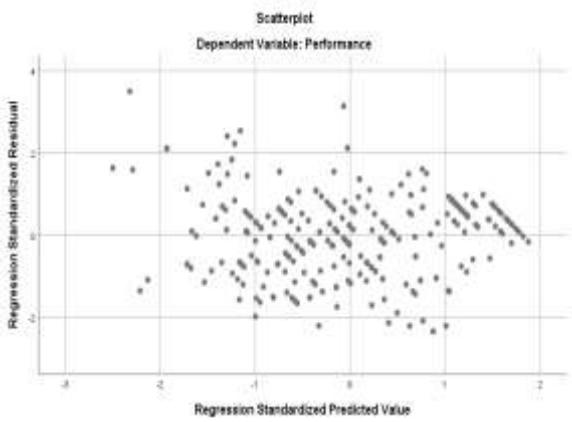
Coefficients[a]

Model		Unstandardized Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.472	.109		4.340	.000		
	Skill varity	.596	.031	.660	19.287	.000	.421	2.373
	Task Identity	.068	.030	.085	2.300	.022	.359	2.787
	Task Significance	.162	.032	.184	5.073	.000	.375	2.665
	Autonomy	.058	.023	.062	2.498	.013	.794	1.260
	Feedback	.126	.026	.137	4.907	.000	.633	1.579

a. Dependent Variable: Performance

Charts





3. Personality Traits and Performance of Teachers

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.642[a]	.412	.402	.43813	1.555

a. Predictors: (Constant), Extraversion, Conscientiousness, Openness to experience, Neuroticism, Agreeableness
b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.533	5	7.907	41.190	.000[b]
	Residual	56.435	294	.192		
	Total	95.968	299			

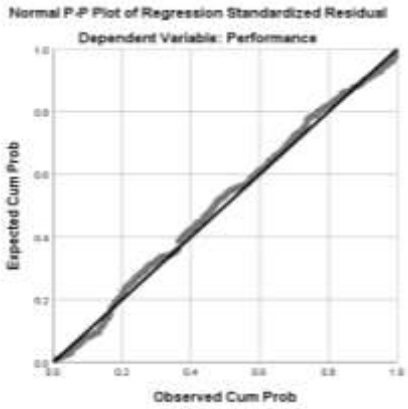
a. Dependent Variable: Performance
b. Predictors: (Constant), Extraversion, Conscientiousness, Openness to experience, Neuroticism, Agreeableness

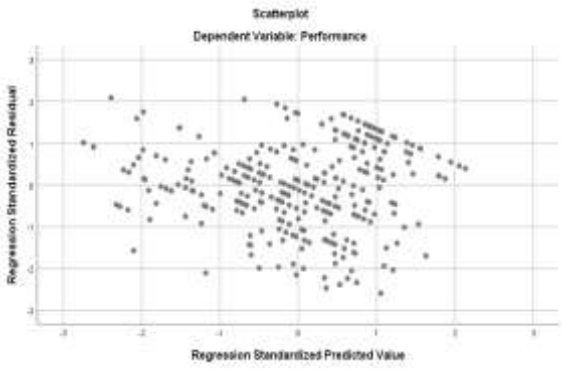
Coefficients[a]

Model		Unstandardized Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.590	.463		5.592	.000		
	Conscientiousness	.524	.051	.507	10.269	.000	.820	1.219
	Agreeableness	.116	.059	.101	1.962	.051	.753	1.327
	Neuroticism	.045	.028	.081	1.602	.110	.777	1.288
	Openness to experience	-.327	.064	-.244	-5.113	.000	.878	1.139
	Extraversion	.027	.041	.030	.651	.516	.913	1.096

a. Dependent Variable: Performance

Charts





4. Commitment, Satisfaction, Involvement and Performance of Teachers

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.837[a]	.701	.698	.31115	1.209

a. Predictors: (Constant), Involvement, Commitment, Satisfaction
b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.312	3	22.437	231.757	.000[b]
	Residual	28.657	296	.097		
	Total	95.968	299			

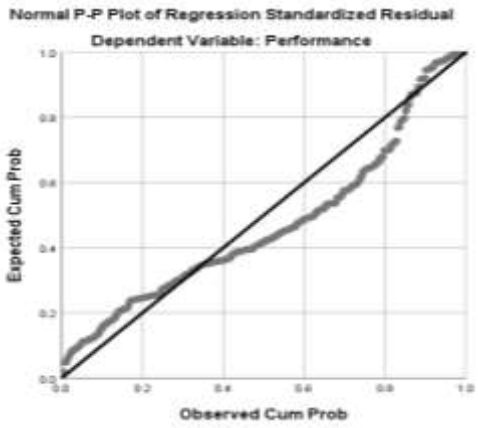
a. Dependent Variable: Performance
b. Predictors: (Constant), Involvement, Commitment, Satisfaction

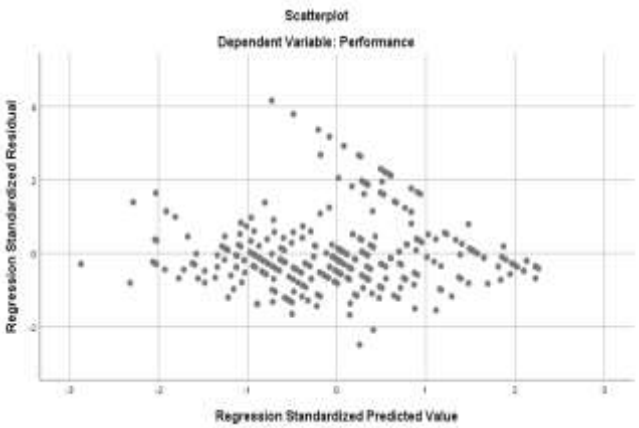
Coefficients[a]

Model		Unstandardized Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.126	.190		-.665	.507		
	Job Commitment	.238	.071	.163	3.347	.001	.423	2.366
	Job Satisfaction	.619	.051	.576	12.037	.000	.441	2.269
	Job Involvement	.193	.055	.176	3.497	.001	.399	2.508

a. Dependent Variable: Performance

Charts





Appendix - D

Mediating Analysis

Leadership Styles, Job Characteristics, Personality Traits and Performance of Teachers

1. Autocratic Style and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : auto
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300

**************************************************************************
OUTCOME VARIABLE:
 Com

Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .29        .09        .14      28.15       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       3.63        .09      41.10        .00       3.45       3.80
auto            .12        .02       5.31        .00        .08        .17

Standardized coefficients
          coeff
auto        .29

**************************************************************************
OUTCOME VARIABLE:
 JS

Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .03        .00        .28        .23       1.00     298.00        .63

Model
              coeff         se          t          p       LLCI       ULCI
constant       3.96        .13      31.70        .00       3.72       4.21
auto           -.02        .03       -.48        .63       -.08        .05

Standardized coefficients
          coeff
auto       -.03

**************************************************************************
OUTCOME VARIABLE:
 Invo

Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .14        .02        .26       5.82       1.00     298.00        .02
```

Model

	coeff	se	t	p	LLCI	ULCI
constant	3.79	.12	31.30	.00	3.56	4.03
auto	.08	.03	2.41	.02	.01	.14

Standardized coefficients

	coeff
auto	.14

****

OUTCOME VARIABLE:
Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.89	.80	.07	286.44	4.00	295.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	.06	.16	.40	.69	-.25	.38
auto	-.20	.02	-11.63	.00	-.24	-.17
Com	.52	.06	8.11	.00	.39	.64
JS	.46	.04	10.18	.00	.37	.55
Invo	.21	.05	4.59	.00	.12	.30

Standardized coefficients

	coeff
auto	-.34
Com	.35
JS	.43
Invo	.19

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	14.20	1.00	294.00	.00
M2*X	25.16	1.00	294.00	.00
M3*X	.52	1.00	294.00	.47

********** TOTAL EFFECT MODEL **********

OUTCOME VARIABLE:
Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.22	.05	.31	15.20	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	4.55	.13	34.66	.00	4.29	4.81
auto	-.13	.03	-3.90	.00	-.20	-.07

Standardized coefficients

	coeff
auto	-.22

```
************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
 Effect       se          t         p       LLCI       ULCI       c_ps   c_cs
  -.13        .03      -3.90       .00      -.20       -.07       -.23   -.22

Direct effect of X on Y
 Effect       se          t         p       LLCI       ULCI      c'_ps   c'_cs
  -.20        .02     -11.63       .00      -.24       -.17       -.36   -.34

Indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .07        .04        .00        .16
Com          .06        .02        .03        .11
JS          -.01        .02       -.04        .03
Invo         .02        .01        .00        .04

Partially standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .13        .07        .00        .28
Com          .11        .04        .05        .20
JS          -.01        .03       -.07        .05
Invo         .03        .02        .00        .07

Completely standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .12        .07        .00        .25
Com          .10        .03        .05        .18
JS          -.01        .03       -.07        .05
Invo         .03        .02        .00        .06
```

2. Democratic Style and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : demo
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
************************************************************************
OUTCOME VARIABLE: Com
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .59        .35        .10     161.68       1.00     298.00        .00
Model
              coeff         se          t          p       LLCI       ULCI
constant       2.52        .12      20.31        .00       2.28       2.76
demo            .39        .03      12.72        .00        .33        .45
Standardized coefficients
           coeff
demo         .59
************************************************************************
```

OUTCOME VARIABLE: JS

Model Summary

R	R-sq	MSE	F	df1	df2	p
.67	.44	.15	238.13	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.53	.16	9.82	.00	1.22	1.84
demo	.59	.04	15.43	.00	.52	.67

Standardized coefficients

	coeff
demo	.67

****

OUTCOME VARIABLE: Invo

Model Summary

R	R-sq	MSE	F	df1	df2	p
.58	.34	.18	151.64	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2.05	.17	12.33	.00	1.72	2.38
demo	.50	.04	12.31	.00	.42	.58

Standardized coefficients

	coeff
demo	.58

****

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.95	.91	.03	716.25	4.00	295.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	-.26	.11	-2.48	.01	-.47	-.05
demo	.60	.02	25.47	.00	.56	.65
Com	.05	.04	1.26	.21	-.03	.13
JS	.32	.03	10.30	.00	.26	.38
Invo	.11	.03	3.41	.00	.04	.17

Standardized coefficients

	coeff
demo	.63
Com	.03
JS	.30
Invo	.10

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	5.15	1.00	294.00	.02
M2*X	2.31	1.00	294.00	.13
M3*X	3.42	1.00	294.00	.07

```
************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE: Performa
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .91        .82        .06    1391.69       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant        .57        .09       6.07        .00        .39        .76
demo            .87        .02      37.31        .00        .82        .91

Standardized coefficients
         coeff
demo        .91

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on
 Effect      se          t          p       LLCI       ULCI       c_ps    c_cs
   .87      .02      37.31        .00        .82        .91       1.53     .91

Direct effect of X on Y
 Effect      se          t          p       LLCI       ULCI      c'_ps    c'_c
   .60      .02      25.47        .00        .56        .65       1.06     .63

Indirect effect(s) of X on Y:
         Effect     BootSE   BootLLCI   BootULCI
TOTAL        .26        .03        .22        .32
Com          .02        .02       -.02        .06
JS           .19        .03        .13        .25
Invo         .05        .02        .02        .09

Partially standardized indirect effect(s) of X on Y:
         Effect     BootSE   BootLLCI   BootULCI
TOTAL        .46        .05        .38        .57
Com          .03        .03       -.03        .10
JS           .33        .06        .24        .45
Invo         .09        .03        .03        .16

Completely standardized indirect effect(s) of X on Y:
         Effect     BootSE   BootLLCI   BootULCI
TOTAL        .28        .03        .23        .33
Com          .02        .02       -.02        .06
JS           .20        .03        .14        .26
Invo         .06        .02        .02        .10

**************************************************
```

3. Skill Varity and Performance of Teachers

```
  Model  : 4
     Y  : Performa
     X  : SV
     M1  : Com
     M2  : JS
     M3  : Invo
```

Sample Size: 300

****

OUTCOME VARIABLE: Com

Model Summary

R	R-sq	MSE	F	df1	df2	p
.62	.38	.09	181.82	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2.56	.11	22.47	.00	2.34	2.79
SV	.38	.03	13.48	.00	.33	.44

Standardized coefficients

	coeff
SV	.62

****

OUTCOME VARIABLE: JS

Model Summary

R	R-sq	MSE	F	df1	df2	p
.81	.66	.09	583.18	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.19	.11	10.40	.00	.96	1.41
SV	.68	.03	24.15	.00	.63	.74

Standardized coefficients

	coeff
SV	.81

****

OUTCOME VARIABLE: Invo

Model Summary

R	R-sq	MSE	F	df1	df2	p
.64	.41	.16	206.95	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.98	.15	13.46	.00	1.69	2.27
SV	.53	.04	14.39	.00	.45	.60

Standardized coefficients

	coeff
SV	.64

****

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.92	.85	.05	406.50	4.00	295.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	.00	.14	.00	1.00	-.27	.27
SV	.60	.04	16.69	.00	.53	.67
Com	.17	.05	3.35	.00	.07	.27
JS	.12	.05	2.56	.01	.03	.21

```
Invo            .12        .04       2.97        .00        .04        .20
Standardized coefficients
          coeff
SV          .67
Com         .12
JS          .11
Invo        .11

Test(s) of X by M interaction:
              F        df1        df2          p
M1*X       1.62       1.00     294.00        .20
M2*X       8.06       1.00     294.00        .00
M3*X      28.16       1.00     294.00        .00

************************** TOTAL EFFECT MODEL ****************************

OUTCOME VARIABLE: Performa
Model Summary
          R       R-sq        MSE          F        df1        df2        p
        .90        .81        .06    1262.96       1.00     298.00      .00

Model
              coeff         se          t          p       LLCI       ULCI
constant        .82        .09       8.89        .00        .64       1.00
SV              .81        .02      35.54        .00        .77        .86

Standardized coefficients
        coeff
SV        .90

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
Effect         se          t        p       LLCI       ULCI     c_ps   c_cs
 .81        .02      35.54        .00        .77        .86     1.43    .90

Direct effect of X on Y
Effect      se          t         p       LLCI       ULCI     c'_ps   c'_cs
.60        .04      16.69        .00        .53        .67     1.06    .67

Indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .21        .04        .15        .30
Com          .07        .02        .03        .11
JS           .08        .04        .02        .17
Invo         .06        .02        .02        .10

Partially standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .37        .07        .25        .53
Com          .12        .04        .05        .20
JS           .15        .07        .03        .31
Invo         .11        .04        .03        .19

Completely standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .23        .04        .16        .33
```

```
Com          .07        .02        .03        .12
JS           .09        .04        .02        .19
Invo         .07        .02        .02        .12

************************************************************************
```

4. Task Identity and Performance of Teachers

```
Model  : 4
    Y  : Performa
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
************************************************************************
OUTCOME VARIABLE: Com
Model Summary
  R       R-sq        MSE          F        df1        df2          p
.53        .29        .11     119.44       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       2.93        .11      27.39        .00       2.72       3.14
TI              .29        .03      10.93        .00        .24        .35

Standardized coefficients
        coeff
TI        .53

************************************************************************


OUTCOME VARIABLE: JS
Model Summary
   R       R-sq        MSE          F        df1        df2          p
 .74        .55        .12     369.97       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       1.74        .11      15.16        .00       1.51       1.96
TI              .55        .03      19.23        .00        .49        .61

Standardized coefficients
        coeff
TI        .74

************************************************************************
OUTCOME VARIABLE: Invo
Model Summary
  R       R-sq        MSE          F        df1        df2          p
.79        .62        .10     481.95       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       1.84        .10      17.70        .00       1.63       2.04
TI              .57        .03      21.95        .00        .52        .62
```

Standardized coefficients

	coeff
TI	.79

****

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.85	.73	.09	194.49	4.00	295.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	-.06	.18	-.30	.76	-.42	.30
TI	.23	.05	5.04	.00	.14	.32
Com	.33	.07	4.70	.00	.19	.47
JS	.48	.06	8.41	.00	.37	.59
Invo	.00	.07	-.07	.95	-.13	.13

Standardized coefficients

	coeff
TI	.29
Com	.23
JS	.44
Invo	.00

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	.14	1.00	294.00	.71
M2*X	1.43	1.00	294.00	.23
M3*X	24.50	1.00	294.00	.00

********** TOTAL EFFECT MODEL **********

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.74	.54	.15	353.87	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.74	.12	13.98	.00	1.50	1.99
TI	.59	.03	18.81	.00	.53	.65

Standardized coefficients

	coeff
TI	.74

********** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **********

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.59	.03	18.81	.00	.53	.65	1.04	.74

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.23	.05	5.04	.00	.14	.32	.40	.29

Indirect effect(s) of X on Y:

```
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .36        .06        .25        .47
Com          .10        .02        .05        .14
JS           .26        .05        .17        .37
Invo         .00        .04       -.08        .07

Partially standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
TOTAL        .63        .10        .44        .84
Com          .17        .04        .09        .25
JS           .46        .10        .29        .67
Invo         .00        .07       -.14        .13

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
TOTAL        .45        .07        .32        .59
Com          .12        .03        .07        .18
JS           .33        .07        .21        .47
Invo         .00        .05       -.10        .09

**************************************************************************
```

5. Task Significance and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : TS
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
**************************************************************************
OUTCOME VARIABLE: Com
Model Summary
     R       R-sq        MSE          F        df1        df2          p
   .51        .26        .11     105.98       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       2.78        .13      21.81        .00       2.53       3.03
TS              .31        .03      10.29        .00        .25        .37

Standardized coefficients
        coeff
TS        .51

**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
      R       R-sq        MSE          F        df1        df2          p
    .69        .47        .15     264.79       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       1.55        .15      10.58        .00       1.26       1.84
TS              .56        .03      16.27        .00        .50        .63
```

```
Standardized coefficients
        coeff
TS        .69

************************************************************************
OUTCOME VARIABLE: Invo
Model Summary
      R       R-sq        MSE          F        df1        df2          p
    .78        .62        .10     477.00       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       1.44        .12      11.80        .00       1.20       1.68
TS              .63        .03      21.84        .00        .57        .69

Standardized coefficients
        coeff
TS        .78

************************************************************************
OUTCOME VARIABLE: Performa
Model Summary
     R       R-sq        MSE          F        df1        df2          p
   .87        .76        .08     227.43       4.00     295.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       -.31        .17      -1.77        .08       -.65        .03
TS              .36        .04       8.05        .00        .27        .45
Com             .38        .07       5.62        .00        .24        .51
JS              .47        .05       9.31        .00        .37        .57
Invo           -.12        .06      -1.92        .06       -.25        00

Standardized coefficients
          coeff
TS          .41
Com         .26
JS          .44
Invo       -.11

Test(s) of X by M interaction:
              F        df1        df2          p
M1*X       1.36       1.00     294.00        .25
M2*X        .00       1.00     294.00        .94
M3*X      19.14       1.00     294.00        .00

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE: Performa
Model Summary
      R       R-sq        MSE          F        df1        df2          p
    .75        .56        .14     381.06       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       1.29        .14       8.97        .00       1.00       1.57
TS              .66        .03      19.52        .00        .59        .73
```

```
 Standardized coefficients
         coeff
 TS        .75

 ************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

 Total effect of X on Y
Effect        se         t         p       LLCI       ULCI       c_ps    c_cs
  .66        .03      19.52      .00        .59        .73       1.17     .75

 Direct effect of X on Y
Effect        se         t         p       LLCI       ULCI      c'_ps    c'_cs
  .36        .04       8.05      .00        .27        .45        .63      .41

 Indirect effect(s) of X on Y:
           Effect     BootSE   BootLLCI   BootULCI
 TOTAL        .30        .05        .21        .39
 Com          .12        .02        .07        .17
 JS           .26        .05        .18        .36
 Invo        -.08        .05       -.17        .01

 Partially standardized indirect effect(s) of X on Y:
           Effect     BootSE   BootLLCI   BootULCI
 TOTAL        .54        .08        .37        .70
 Com          .21        .04        .13        .29
 JS           .47        .08        .31        .63
 Invo        -.14        .08       -.30        .01

 Completely standardized indirect effect(s) of X on Y:
           Effect     BootSE   BootLLCI   BootULCI
 TOTAL        .34        .05        .24        .44
 Com          .13        .03        .08        .19
 JS           .30        .05        .20        .40
 Invo        -.09        .05       -.19        .01

 ************************************************************************
```

6. Autonomy and Performance of Teachers

```
 Model  : 4
     Y  : Performa
     X  : A
    M1  : Com
    M2  : JS
    M3  : Invo

 Sample Size:  300

 ************************************************************************
 OUTCOME VARIABLE: Com
 Model Summary
    R       R-sq        MSE          F        df1        df2          p
   .38        .14        .13      50.16       1.00     298.00        .00

 Model
              coeff         se          t          p       LLCI       ULCI
 constant      3.14        .13      23.39        .00       2.88       3.41
 A              .24        .03       7.08        .00        .18        .31
```

```
Standardized coefficients
       coeff
A        .38

**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
 R       R-sq        MSE          F        df1        df2          p
.41        .17        .23      61.48       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       2.52        .18      14.06        .00       2.17       2.87
A               .36        .05       7.84        .00        .27        .45

Standardized coefficients
       coeff
A        .41

**************************************************************************
OUTCOME VARIABLE: Invo
Model Summary
     R       R-sq        MSE          F        df1        df2          p
    .39        .15        .23      54.49       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       2.79        .18      15.75        .00       2.44       3.14
A               .33        .05       7.38        .00        .25        .42

Standardized coefficients
       coeff
A        .39

**************************************************************************
OUTCOME VARIABLE: Performa
Model Summary
       R       R-sq        MSE          F        df1        df2          p
     .85        .73        .09     200.44       4.00     295.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant        .12        .19        .65        .52       -.24        .49
A              -.18        .03      -5.70        .00       -.24       -.12
Com             .27        .07       3.99        .00        .14        .40
JS              .67        .05      13.44        .00        .57        .76
Invo            .22        .05       4.25        .00        .12        .33

Standardized coefficients
          coeff
A          -.19
Com         .19
JS          .62
Invo        .20
```

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	.19	1.00	294.00	.66
M2*X	1.00	1.00	294.00	.32
M3*X	3.99	1.00	294.00	.05

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE: Performa
Model Summary

R	R-sq	MSE	F	df1	df2	p
.22	.05	.31	14.46	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	3.28	.21	15.86	.00	2.87	3.68
A	.20	.05	3.80	.00	.10	.31

Standardized coefficients

	coeff
A	.22

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.20	.05	3.80	.00	.10	.31	.36	.22

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
-.18	.03	-5.70	.00	-.24	-.12	-.32	-.19

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.38	.06	.27	.49
Com	.07	.02	.03	.11
JS	.24	.04	.16	.33
Invo	.08	.03	.03	.13

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.67	.09	.49	.86
Com	.12	.04	.05	.20
JS	.42	.07	.29	.58
Invo	.13	.05	.05	.23

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.41	.06	.30	.52
Com	.07	.02	.03	.12
JS	.26	.04	.17	.35
Invo	.08	.03	.03	.14

****

7. Feedback and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : FB
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
     R       R-sq        MSE          F        df1        df2          p
   .48        .23        .12      90.78       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       2.90        .13      23.15        .00       2.66       3.15
FB              .30        .03       9.53        .00        .24        .37

Standardized coefficients
        coeff
FB        .48

**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
       R       R-sq        MSE          F        df1        df2          p
     .60        .36        .18     166.73       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       1.93        .16      12.40        .00       1.62       2.23
FB              .51        .04      12.91        .00        .43        .59

Standardized coefficients
        coeff
FB        .60

**************************************************************************
OUTCOME VARIABLE: Invo
Model Summary
       R       R-sq        MSE          F        df1        df2          p
     .51        .26        .20     107.38       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       2.41        .16      14.83        .00       2.09       2.73
FB              .43        .04      10.36        .00        .35        .51

Standardized coefficients
        coeff
FB        .51
**************************************************************************
```

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.84	.70	.10	174.44	4.00	295.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	-.15	.19	-.81	.42	-.53	.22
FB	.04	.04	1.20	.23	-.03	.12
Com	.23	.07	3.27	.00	.09	.37
JS	.60	.05	10.86	.00	.49	.70
Invo	.19	.06	3.33	.00	.08	.29

Standardized coefficients

	coeff
FB	.05
Com	.16
JS	.55
Invo	.17

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	.94	1.00	294.00	.33
M2*X	1.79	1.00	294.00	.18
M3*X	1.76	1.00	294.00	.19

********************** TOTAL EFFECT MODEL ***************************

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.54	.30	.23	125.63	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	2.12	.17	12.10	.00	1.77	2.46
FB	.50	.04	11.21	.00	.41	.59

Standardized coefficients

	coeff
FB	.54

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.50	.04	11.21	.00	.41	.59	.88	.54

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.04	.04	1.20	.23	-.03	.12	.08	.05

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.46	.05	.37	.55
Com	.07	.03	.02	.12
JS	.31	.05	.21	.41
Invo	.08	.03	.02	.15

```
Partially standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .80        .08        .67        .96
Com          .13        .04        .04        .21
JS           .54        .09        .38        .72
Invo         .14        .06        .03        .27

Completely standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL        .50        .04        .42        .58
Com          .08        .03        .02        .13
JS           .33        .05        .23        .44
Invo         .09        .04        .02        .16

**************************************************************************
```

8. Conscientiousness and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : C
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
**************************************************************************
OUTCOME VARIABLE: Com
Model Summary
      R       R-sq        MSE          F        df1        df2          p
    .53        .28        .11     117.16       1.00     298.00        .00

Model
             coeff         se          t          p       LLCI       ULCI
constant      2.46        .15      16.34        .00       2.17       2.76
C              .38        .03      10.82        .00        .31        .45

Standardized coefficients
       coeff
C        .53

**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
      R       R-sq        MSE          F        df1        df2          p
    .58        .33        .19     149.99       1.00     298.00        .00

Model
             coeff         se          t          p       LLCI       ULCI
constant      1.52        .20       7.72        .00       1.13       1.90
C              .56        .05      12.25        .00        .47        .65

Standardized coefficients
       coeff
C        .58

**************************************************************************
```

```
OUTCOME VARIABLE: Invo
Model Summary
    R       R-sq        MSE          F        df1        df2          p
  .64        .41        .16     205.65       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI    ULCI
constant       1.50        .18       8.25        .00       1.14    1.85
C               .60        .04      14.34        .00        .52
.68

Standardized coefficients
       coeff
C        .64

**************************************************************************
OUTCOME VARIABLE: Performa
Model Summary
    R       R-sq        MSE          F        df1        df2          p
  .84        .71        .10     178.10       4.00     295.00        .00

Model
           coeff         se          t          p       LLCI       ULCI
constant    -.24        .19      -1.25        .21       -.63        .14
C            .11        .04       2.41        .02        .02        .19
Com          .23        .07       3.23        .00        .09        .37
JS           .59        .05      11.39        .00        .49        .7
Invo         .15        .06       2.49        .01        .03        .26

Standardized coefficients
          coeff
C           .10
Com         .16
JS          .55
Invo        .13

Test(s) of X by M interaction:
              F        df1        df2          p
M1*X        .05       1.00     294.00        .83
M2*X        .01       1.00     294.00        .92
M3*X       4.53       1.00     294.00        .03

************************ TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE: Performa
Model Summary
    R       R-sq        MSE          F        df1        df2          p
  .59        .35        .21     158.40       1.00     298.00        .00

Model
           coeff         se          t          p       LLCI       ULCI
constant    1.44        .21       6.87        .00       1.03       1.85
C            .61        .05      12.59        .00        .51        .70

Standardized coefficients
       coeff
C        .59
```

```
************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

      Total effect of X on Y
 Effect         se        t        p       LLCI       ULCI       c_ps    c_cs
    .61        .05      12.59    .00         .51        .70       1.08     .59

      Direct effect of X on Y
 Effect         se        t        p       LLCI       ULCI      c'_ps   c'_cs
    .11        .04       2.41    .02         .02        .19        .19     .10

      Indirect effect(s) of X on Y:
               Effect     BootSE   BootLLCI   BootULCI
      TOTAL        .50        .04        .43        .59
      Com          .09        .03        .03        .15
      JS           .33        .05        .24        .43
      Invo         .09        .04        .00        .18

      Partially standardized indirect effect(s) of X on Y:
               Effect     BootSE   BootLLCI   BootULCI
      TOTAL        .89        .06        .78       1.02
      Com          .15        .05        .05        .26
      JS           .58        .09        .43        .76
      Invo         .15        .08        .01        .31

      Completely standardized indirect effect(s) of X on Y:
               Effect     BootSE   BootLLCI   BootULCI
      TOTAL        .49        .04        .42        .56
      Com          .08        .03        .02        .14
      JS           .32        .05        .23        .41
      Invo         .08        .04        .00        .17

************************************************************************
```

9. Agreeableness and Performance of Teachers

```
      Model  : 4
          Y  : Performa
          X  : Agree
         M1  : Com
         M2  : JS
         M3  : Invo

      Sample Size:  300
************************************************************************
      OUTCOME VARIABLE: Com
      Model Summary
          R       R-sq        MSE          F        df1        df2          p
          .34        .12        .13      38.83       1.00     298.00       .00

      Model
                 coeff         se          t          p       LLCI       ULCI
      constant    2.96        .18      16.24        .00       2.60       3.31
      Agree        .27        .04       6.23        .00        .18        .35

      Standardized coefficients
                 coeff
      Agree        .34
************************************************************************
```

```
      OUTCOME VARIABLE: JS
      Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .29        .08        .26      27.43       1.00     298.00        .00

      Model
                  coeff         se          t          p       LLCI       ULCI
      constant     2.60        .25      10.37        .00       2.11       3.09
      Agree         .31        .06       5.24        .00        .19        .43

      Standardized coefficients
                  coeff
      Agree         .29

**************************************************************************
      OUTCOME VARIABLE: Invo
      Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .21        .05        .25      14.15       1.00     298.00        .00

      Model
                  coeff         se          t          p       LLCI       ULCI
      constant     3.14        .25      12.54        .00       2.65       3.64
      Agree         .22        .06       3.76        .00        .11        .34

      Standardized coefficients
                  coeff
      Agree         .21

**************************************************************************
      OUTCOME VARIABLE: Performa
      Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .84        .71        .10     178.59       4.00     295.00        .00

      Model
                  coeff         se          t          p       LLCI       ULCI
      constant      .11        .21        .54        .59       -.30        .53
      Agree        -.10        .04      -2.53        .01       -.17       -.02
      Com           .28        .07       3.85        .00        .14        .42
      JS            .63        .05      12.36        .00        .53        .74
      Invo          .18        .06       3.28        .00        .07        .29

      Standardized coefficients
                  coeff
      Agree        -.09
      Com           .19
      JS            .59
      Invo          .16

      Test(s) of X by M interaction:
                     F        df1        df2          p
      M1*X         .06       1.00     294.00        .81
      M2*X        4.68       1.00     294.00        .03
      M3*X         .10       1.00     294.00        .75

************************ TOTAL EFFECT MODEL ****************************
```

```
      OUTCOME VARIABLE: Performa
      Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .19        .03        .31      10.66       1.00     298.00        .00

      Model
                 coeff         se          t          p       LLCI       ULCI
      constant    3.15        .28      11.39        .00       2.61       3.70
      Agree        .21        .07       3.27        .00        .08        .34

      Standardized coefficients
                 coeff
      Agree        .19

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

      Total effect of X on Y
 Effect      se          t          p       LLCI       ULCI       c_ps   c_cs
 .21        .07       3.27        .00        .08        .34        .38    .19

      Direct effect of X on Y
 Effect      se          t          p       LLCI       ULCI     c'_ps   c'_cs
 -.10       .04      -2.53        .01       -.17       -.02       -.17   -.09

      Indirect effect(s) of X on Y:
                 Effect     BootSE   BootLLCI   BootULCI
      TOTAL         .31        .06        .20        .43
      Com           .07        .02        .03        .13
      JS            .20        .04        .12        .29
      Invo          .04        .02        .00        .09

      Partially standardized indirect effect(s) of X on Y:
                 Effect     BootSE   BootLLCI   BootULCI
      TOTAL         .55        .10        .35        .75
      Com           .13        .04        .05        .22
      JS            .35        .08        .21        .51
      Invo          .07        .04        .01        .16

      Completely standardized indirect effect(s) of X on Y:
                 Effect     BootSE   BootLLCI   BootULCI
      TOTAL         .27        .05        .17        .37
      Com           .06        .02        .03        .11
      JS            .17        .04        .10        .25
      Invo          .03        .02        .00        .08

************************************************************************
```

10. Neuroticism and Performance of Teachers

```
      Model  : 4
          Y  : Performa
          X  : Nu
         M1  : Com
         M2  : JS
         M3  : Invo

      Sample Size:  300
************************************************************************
```

```
      OUTCOME VARIABLE: Com
      Model Summary
           R       R-sq        MSE          F        df1        df2        p
         .10        .01        .15       2.78       1.00     298.00      .10

      Model
                 coeff         se          t          p       LLCI       ULCI
constant          4.20        .07      57.02        .00       4.05       4.34
  Nu              -.04        .02      -1.67        .10       -.08        .01

      Standardized coefficients
              coeff
      Nu       -.10

**************************************************************************
      OUTCOME VARIABLE: JS
      Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .04        .00        .28        .46       1.00     298.00        .50

      Model
                 coeff         se          t          p       LLCI       ULCI
      constant      3.84        .10      38.35        .00       3.64       4.04
       Nu            .02        .03        .68        .50       -.04        .08

      Standardized coefficients
              coeff
      Nu        .04

**************************************************************************
      OUTCOME VARIABLE: Invo
      Model Summary
           R       R-sq        MSE          F        df1        df2        p
         .09        .01        .26       2.47       1.00     298.00      .12

      Model
                coeff         se          t          p       LLCI       ULCI
      constant    3.93        .10      40.25        .00       3.74       4.12
      Nu           .05        .03       1.57        .12       -.01        .10

      Standardized coefficients
              coeff
      Nu        .09

**************************************************************************
      OUTCOME VARIABLE: Performa
      Model Summary
           R       R-sq        MSE          F        df1        df2        p
         .85        .72        .09     191.14       4.00     295.00      .00

      Model
                 coeff         se          t          p       LLCI       ULCI
      constant     -.46        .20       -2.33        .02       -.85       -.07
      Nu            .08        .02        4.63        .00        .05        .12
      Com           .32        .07        4.45        .00        .18        .45
      JS            .61        .05       12.18        .00        .51        .70
      Invo          .15        .05        2.67        .01        .04        .25
```

Standardized coefficients

	coeff
Nu	.15
Com	.22
JS	.56
Invo	.13

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	.40	1.00	294.00	.53
M2*X	.00	1.00	294.00	.98
M3*X	7.61	1.00	294.00	.01

********** TOTAL EFFECT MODEL **********

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.16	.03	.31	7.85	1.00	298.00	.01

Model

	coeff	se	t	p	LLCI	ULCI
constant	3.77	.11	35.42	.00	3.56	3.98
Nu	.09	.03	2.80	.01	.03	.15

Standardized coefficients

	coeff
Nu	.16

********** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **********

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.09	.03	2.80	.01	.03	.15	.16	.16

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.08	.02	4.63	.00	.05	.12	.14	.15

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.01	.03	-.05	.06
Com	-.01	.01	-.03	.00
JS	.01	.02	-.03	.05
Invo	.01	.01	.00	.02

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.01	.05	-.09	.11
Com	-.02	.01	-.05	.00
JS	.02	.03	-.04	.09
Invo	.01	.01	.00	.04

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.01	.05	-.09	.11
Com	-.02	.01	-.05	.00
JS	.02	.03	-.05	.09
Invo	.01	.01	.00	.04

****

11. Openness to Experience and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : Open
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
**************************************************************************
OUTCOME VARIABLE: Com
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .01        .00        .15        .01       1.00     298.00        .93

Model
              coeff         se          t          p       LLCI       ULCI
constant       4.10        .25      16.47        .00       3.61       4.60
Open            .00        .05       -.09        .93       -.11        .10

Standardized coefficients
          coeff
Open       -.01

**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .20        .04        .27      12.16       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       5.06        .33      15.27        .00       4.40       5.71
Open           -.25        .07      -3.49        .00       -.39       -.11

Standardized coefficients
          coeff
Open       -.20

**************************************************************************
OUTCOME VARIABLE: Invo
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .21        .05        .25      14.31       1.00     298.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant       5.29        .32      16.40        .00       4.66       5.93
Open           -.26        .07      -3.78        .00       -.40       -.13

Standardized coefficients
          coeff
Open       -.21

**************************************************************************
```

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.86	.74	.09	208.41	4.00	295.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.18	.27	4.39	.00	.65	1.71
Open	-.27	.04	-6.48	.00	-.36	-.19
Com	.35	.07	5.14	.00	.22	.49
JS	.57	.05	11.64	.00	.47	.66
Invo	.12	.05	2.23	.03	.01	.22

Standardized coefficients

	coeff
Open	-.21
Com	.24
JS	.53
Invo	.11

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	.50	1.00	294.00	.48
M2*X	.82	1.00	294.00	.37
M3*X	.00	1.00	294.00	.97

************************** TOTAL EFFECT MODEL ****************************

OUTCOME VARIABLE: Performa

Model Summary

R	R-sq	MSE	F	df1	df2	p
.33	.11	.29	37.44	1.00	298.00	.00

Model

	coeff	se	t	p	LLCI	ULCI
constant	6.14	.34	17.93	.00	5.46	6.81
Open	-.45	.07	-6.12	.00	-.59	-.30

Standardized coefficients

	coeff
Open	-.33

************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
-.45	.07	-6.12	.00	-.59	-.30	-.79	-.33

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
-.27	.04	-6.48	.00	-.36	-.19	-.49	-.21

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	-.17	.05	-.27	-.07
Com	.00	.02	-.04	.04
JS	-.14	.04	-.21	-.07
Invo	-.03	.02	-.08	.01

```
Partially standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL       -.31        .09       -.47       -.12
Com          .00        .03       -.06        .07
JS          -.25        .06       -.38       -.13
Invo        -.05        .04       -.13        .02

Completely standardized indirect effect(s) of X on Y:
          Effect     BootSE   BootLLCI   BootULCI
TOTAL       -.13        .04       -.20       -.05
Com          .00        .01       -.03        .03
JS          -.10        .03       -.16       -.05
Invo        -.02        .02       -.06        .01

**************************************************************************
```

12. Extraversion and Performance of Teachers

```
Model  : 4
    Y  : Performa
    X  : Ex
   M1  : Com
   M2  : JS
   M3  : Invo

Sample Size:  300
**************************************************************************
OUTCOME VARIABLE: Com
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .08        .01        .15       2.08       1.00     298.00        .15

Model
              coeff         se          t          p       LLCI       ULCI
constant       3.89        .14      28.60        .00       3.62       4.16
Ex              .05        .03       1.44        .15       -.02        .12

Standardized coefficients
        coeff
Ex        .08

**************************************************************************
OUTCOME VARIABLE: JS
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .11        .01        .28       3.81       1.00     298.00        .05

Model
              coeff         se          t          p       LLCI       ULCI
constant       3.55        .18      19.34        .00       3.19       3.91
Ex              .09        .05       1.95        .05        .00        .18
Standardized coefficients
        coeff
Ex        .11

**************************************************************************
```

```
OUTCOME VARIABLE: Invo
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .00        .00        .27        .00       1.00     298.00        .96

Model
              coeff         se          t          p       LLCI       ULCI
constant       4.09        .18      22.60        .00       3.73       4.44
Ex              .00        .05       -.05        .96       -.09        .09

Standardized coefficients
        coeff
Ex        .00

**************************************************************************
OUTCOME VARIABLE: Performa
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .84        .71        .09     179.16       4.00     295.00        .00

Model
              coeff         se          t          p       LLCI       ULCI
constant        .12        .21        .57        .57       -.29        .53
Ex             -.07        .03      -2.66        .01       -.13       -.02
Com             .25        .07       3.56        .00        .11        .39
JS              .64        .05      12.40        .00        .54        .74
Invo            .17        .06       3.14        .00        .06        .28

Standardized coefficients
          coeff
Ex         -.08
Com         .17
JS          .59
Invo        .16

Test(s) of X by M interaction:
              F        df1        df2          p
M1*X        .01       1.00     294.00        .92
M2*X        .64       1.00     294.00        .42
M3*X       3.17       1.00     294.00        .08

************************ TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE: Performa
Model Summary
          R       R-sq        MSE          F        df1        df2          p
        .00        .00        .32        .01       1.00     298.00        .94

Model
              coeff         se          t          p       LLCI       ULCI
constant       4.07        .20      20.47        .00       3.68       4.46
Ex              .00        .05       -.08        .94       -.10        .10

Standardized coefficients
        coeff
Ex        .00
```

********** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **********

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.00	.05	-.08	.94	-.10	.10	-.01	.00

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
-.07	.03	-2.66	.01	-.13	-.02	-.13	-.08

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.07	.04	-.02	.16
Com	.01	.01	-.01	.03
JS	.06	.03	.00	.12
Invo	.00	.01	-.02	.02

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.12	.08	-.03	.28
Com	.02	.02	-.01	.06
JS	.10	.06	.00	.22
Invo	.00	.02	-.04	.03

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.08	.05	-.02	.18
Com	.01	.01	-.01	.04
JS	.07	.04	.00	.14
Invo	.00	.01	-.02	.02

****

Appendix-E

Number of Private Schools in Yangon

No.	Academic Year	High	Middle	Primary	Total
1	2012-2013	25	1	1	27
2	2013-2014	24	2	5	31
3	2014-2015	29	3	5	37
4	2015-2016	97	10	20	127
5	2016-2017	123	9	28	160
6	2017-2018	141	16	33	190
7	2018-2019	156	12	37	205
8	2019-2020	175	14	48	237
9	2020-2021	189	22	61	272
10	2021-2022	180	20	41	241
11	2022-2023	172	21	37	230
Total		1311	130	316	1757

Source: Department of Basic Education (Lower Myanmar, 2012- 2022)

Number of Township, Schools, Students and Teachers in Yangon

No.	Townships	No. of Schools	Students(High)	Teachers(High)
1	Insein	10	1773	86
2	Mingaladon	10	1408	85
3	Hmawbi	3	272	25
4	Hlegu	4	290	32
5	Taik Kyi	8	874	63
6	Htantabin	1	155	7
7	Shwepyithar	8	203	78
8	Hlaingtharyar	14	1764	75
9	Thingangyun	12	1793	119
10	Yankin	1	385	17
11	South Okkalapa	5	646	37
12	North Okkalapa	6	900	66
13	Tharkayta	6	672	48
14	Tamwe	4	222	29
15	Botahtaung	1	16	4
16	Mingalartaungnyunt	2	174	18
17	North Dagon Myothit	5	823	43
18	East Dagon Myothit	3	549	24
19	South Dagon Myothit	3	354	24
20	Thanlyin	5	253	37
21	Kuantan	1	192	9
22	Khayan	1	44	5
23	Kun Chan Kone	1	114	4
24	Dala	2	227	24
25	Alone	1	9	5
26	Lanmadaw	1	419	14
27	Kyimyintdaing	1	57	7
28	Sanchaung	3	166	21
29	Kamayut	4	533	41
30	Hlaing	5	535	39
31	Mayangone	3	565	36
32	Bahan	5	768	47
33	Dagon	2	401	21
Total		141	17,556	1190

Source: Department of Basic Education (Lower Myanmar, 2017- 2018)

Number of Schools, Township, Students and Teachers for Pilot Survey

No.	No. of Schools	No. of Teachers	No. of Students	Address
1	Khaing Kyaw	5	159	No.21, Marlar Myaing (2) Street, Hlaing
2	TSEC	32	424	No.23/25, Aye Yeaik Mon (4) Street, Hlaing
3	San PyinNyar Yeaik Tar	19	764	Ywar Ma Kyaung Street, Hlaing
4	Unique	10	130	No.10, Min Kyaung Street, near CB Bank, Kyaik Wine Mayangone
5	Great Light	29	686	No.7, Tamine (2) Street, Mayangone (1) Quarter
	Total	**85**	**2163**	

Source: Ministry of Basic Education Yangon (2017-2018)

Selected Private High Schools and Teachers in Yangon

No.	Townships	No. of Schools	No. of Teachers
1	Insein	Aung Kaung San	16
		Winner Academy	12
	Hmawbi	Top & Top Star	50
		Kaung Sat	10
		KYS	5
2	Thingangyun	Gondooutheinnaing	19
		Pyinnyar Nan Daw	50
		Mother Home	22
3	Thanlyin	TTEC	24
		VEMC	15
4	Hlaing	San Pyinnyar Yeik Tar	19
		Kaing Kyaw	5
		TSEC	15
		Unique	10
	Bahan	Kaung Htet Kyaw	28
Total	**6**	**15**	**300**

Source: Department of Basic Education (Lower Myanmar, 2017- 2018)