A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS THE PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION AT ST. JOHN'S PRIVATE HIGH SCHOOL, PATHEIN, MYANMAR

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Abstract: This study was intended to determine the relationship between teachers' perceptions towards the principal's transformational leadership style and teachers' job satisfaction at St. John's Private High School, Pathein, Myanmar. The research was quantitative and correlational in design and used the Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MSQ). Means and Standard Deviation, and the Pearson Product Moment Correlation Coefficient were used to analyze the data for testing the hypothesis. The 60 respondents from St. John's Private High School completed the questionnaire. This study found that the level of teachers' perception towards the principal's transformational leadership style was high, the teachers were overall highly satisfied with their job. The result of the Pearson correlation coefficient for the *r*-value was .675 with a significance value of .001. The result showed that teachers had a positive relationship between the principal's transformational leadership style and job satisfaction at St. John's Private High School, Pathein, Myanmar. The study provided the researcher with valuable insight and knowledge into the role of the principal's transformational leadership style and teachers' job satisfaction practiced in the school.

Introduction
Education is the foundation for one's inherent skills to be utilized to achieve a

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successful life. In the 21st century, sustainable school development is an essential movement in the education field. Teachers are some of the people most concerned with attaining this goal because they are supporters of the improvement of students through the academic year. The principals are also regarded as the main person to improve sustainable school development, and their effective leadership is needed for the teachers to reach sustainability goals.

In every society, effective leaders are necessary to direct the organization to achieve its vision and mission. Furthermore, leadership has an important role in leading, developing, and improving the performance of people in the organization. It is a subject that has been widely researched and becomes one of the essential factors in all areas of every organization (Masood, Burns, & Backhouse, 2006). A leader's performance can have immense benefits on employees' job satisfaction. Akdol & Arikboga (2015) expressed that the absence of revealing humbleness, genuineness, and bravery, pardoning the staff for their weakness as well as increasing their potential and authorizing and praising them for their success could have adverse consequence upon job satisfaction. Hence, the organizational success dramatically depends on leaders' leadership style and the job satisfaction of the employees.

As leadership plays a significant role in education, it is needed to maintain teacher retention in the educational field. Shann (1998) suggested that teacher retention and job satisfaction are highly interrelated with each other. Therefore, there is a correlation between job satisfaction of teacher and teacher attrition through the effectiveness of principal leadership style.

Both leadership and employee job satisfaction are major factors influencing the effectiveness of an organization (Kennerley, 1989). If something happens to one of these factors the organization can easily fall. Therefore, it is necessary to realize that leadership styles straightly affect teachers' job satisfaction.

Research Objectives
The research objectives were as follows:
1. To identify the level of teachers' perception towards the principal's transformational leadership style at St. John's Private High School, Pathein, Myanmar.
2. To identify the level of teachers' job satisfaction at St. John's Private High School, Pathein, Myanmar.

3. To determine the relationship between teachers' perception of the principal's transformational leadership style and teachers' job satisfaction at St. John's Private High School, Pathein, Myanmar.

Literature review

Leadership

In every organization, leadership plays an essential role, and ethical leadership moves society to achieve a particular goal. The notion of leadership has many aspects, and its topics have broadly discussed because different meanings of leadership are defined. Ward (2019) defined leadership as the art of inspiring people to perform to attain a specific objective of the community, and in the economic setting, it signified the guiding of staff with a plan to meet the requirements of the business. According to Chuang (2013), leadership is knowing the primary means to work with the different employees; developing the organization with the desired goal and transforming the whole organization to a higher level are the effectiveness of global leadership. To sum up, leadership is viewed as a method of influencing others to complete a job or to attain an objective and focuses on creativity, vision, and long-term organizational development.

Leadership Styles

The efficacy of personal leadership is determined by the usage of leadership styles. Hersey, Blanchard, and Johnson (2012) defined leadership style as the method the leaders present while working with others in society. Leadership styles are performances utilized by leaders, to inspire followers and make decisions concerning the vision, strategy, and procedures of the group. It is the tactic in which a leader carries out strategies, stimulates people, and supplies the way to attain the specific objectives of the association.

Transformational Leadership Style

Transformational leadership is a procedure of motivational alteration and authorizing adherents to develop both themselves and association. Burkus (2010) viewed that transformational leadership emphasizes how leaders can generate essential and affirmative transformations in their followers. They attempted not only to focus on the task but also to motivate followers to attain advanced levels of performance (Bums, 1978). The capability to give a vision, delegate followers through shared leadership, and allow them to become a part of the process, are the central style of transformational leadership (Bass, 1985). Transformational leaders motivate followers to attain unexpected results as well as to improve their leadership capability. They are keen to perform more than formerly anticipated (Burkus, 2010).

Bass & Avolio (2004), divided the characteristics of transformational leadership into five elements, and they are: *Idealized attributes* that describe specific attributes of the leaders that followers would desire to develop for themselves; *Idealized behaviors* that describes how leaders can influence their followers with their behaviors; *Inspirational motivation* that is the extent to which the leader expresses a view that is attractive and inspiring to followers; *Intellectual stimulation* which refers to the actions the leader takes to encourage followers to think independently and stimulates them intellectually, thus helping them to solve problems creatively; and *Individualized consideration* that refers to the actions of the leader takes to mentor and coach and helps their subordinates to grow and develop as individuals.

Transactional Leadership Style

The theory of transactional leadership based on the method of rewards and punishments (Dubrin, 2015). This style focuses on the procedure of governing, forming, and temporary planning. Hay (2006) expressed Burns' description that transactional leaders emphasize the connection between manager and follower through the interchange of awards and punishments for the accomplishment of tasks or non-achievement.

The four factors of transactional leadership are the contingent reward, management by exception passive and active, and finally laissez-faire. Brymer & Gray (2006) affirmed that contingent reward is the transaction between the leader and the worker, which includes rewards based upon the conduct. It is the procedure of putting anticipations and awarding employees for satisfactory job completion. Active management by exception means that the leader pays close attention to the work of each follower and changes and corrects the work of the follower through the procedure of task or upon accomplishment. Passive management by exception means that the leader neglects the movement of work and gets involved when the problem arises (James & Ogbonna, 2013). Laissez-faire takes further the passive style, and it means that the leader creates an environment where the employees work independently and have the chance to make decisions by themselves.

Situational Leadership Style
Situational leadership is particular to each situation. Generally, this style is a mixture of an autocratic and participative approach. Not like transformational and transactional leadership, situational leadership emphasizes that the efficacy of leadership bases on the understanding of the condition and the proper reaction (Grint, 2011).

Leigh Anthony (2019) described situational leadership as the manager of an organization needing to adjust their leadership style, which then changes the development of the followers. In the style of situational leadership, there is a continuous change of the style based on the situation to fit the necessities of staff and the organization.

The two main behaviors of situational leadership are task behavior and relationship behavior. Task behavior is related to directing others what or how to do something, and relationship behavior is related to supporting others. The four factors of situational leadership are task behavior, relationship behavior, employee maturity, and effectiveness.

The Concept of Job Satisfaction

Job satisfaction is employees' attitudes, feelings, and reactions toward their job (Armstrong, 2006). One of the most significant issues in every society and workplace is the job satisfaction of the employee because satisfied workers can create and produce more in the workplace.

Tillman and Tillman (2008) described job satisfaction as the extent of how people feel about their job in response to pay, working conditions, management, and other probable factors thought imperative by the employee. Voon & Ayob (2011) illustrated that job satisfaction indicates the mood of workers towards their job and the association they are hired. The employees feel safe and pleased when they are content with each situation. Armstrong (2006) expressed that job satisfaction occurs when the staff experience pleasure on the job and have a positive state of mind towards the job they are assigned.

Generally, successful organizations have contented workers and always take accountability for the welfare and job satisfaction of their workers. According to Robbins (2014), the employees who are contented in their jobs do well and have a positive attitude and work ethic. However, those who are not satisfied with their jobs have negligent performance. As a result, if the negative features of a job outweigh the positive aspects, the employees will quit and find a more appropriate job.

Therefore, leaders can retain good employees for several years if they evaluate employees' job satisfaction. Voon & Ayob (2011) further stated that an organization that inspires or enhances the high level of employee job satisfaction sustains job retention more and attracts employees' attention more. Therefore, it can be agreed to conclude that job satisfaction is a personal reaction to one's particular job as partially or wholly.

Herzberg's Two-Factor Theory

In 1959, Herzberg introduced the Two-Factor Theory, which related the factors of job reinforcement to satisfaction and dissatisfaction, and the modern two-factor theory was initially originated by Herzberg, Mausner, Peterson, and Capwell in 1967. According to Pratap (2017), the fundamental key of the theory is that the elements that create satisfaction and dissatisfaction of employees in the workplace are different and act independently. Generally, what the staff wants is not good pay but a higher quality of management and interpersonal relationships. Herzberg mentioned satisfaction as motivators and dissatisfaction as hygiene factors. Motivation factors create satisfaction such as achievement, advancement, responsibility, job challenge, and recognition, and Hygiene factors provide dissatisfaction such as job security, quality of management, relationships with managers, working conditions, and salary.

Intrinsic factors or Motivators are the drivers of human behavior and connect with the internal stimulus of a person. These intrinsic factors involve individual growth and advancement, achievement, the work itself, responsibilities, and recognition of the employee.

Extrinsic factors or Hygiene factors are related to the external sources that can cause people to become dissatisfied and are connected more with basic needs and will lead them to feel dissatisfied if not provided. Status, job security, salary, and fringe benefits are Hygiene factors. Therefore, managers must realize hygiene factors because their absence can lead to dissatisfaction and unenthusiastic behavior among employees. According to Herzberg, there was a converse relationship between intrinsic and extrinsic motivators. It suggests that the presence of the intrinsic motivators tends to create motivation. In contrast, the absence of extrinsic motivators tends to decrease the motivation of the employees.

Supervisors must give attention to both intrinsic and extrinsic factors to ensure a gratified and creative labor force. If job satisfaction is desired more, intrinsic factors are required. If job dissatisfaction is needed to lessen, extrinsic factors are required.

Conceptual Framework

Figure 1 shows the conceptual framework of this study. The variable on the left side shows the principal's leadership style as transformational using a Multi-factor leadership questionnaire. The other variable shows the teachers' job satisfaction using nine variables based on the Minnesota Satisfaction Questionnaire.
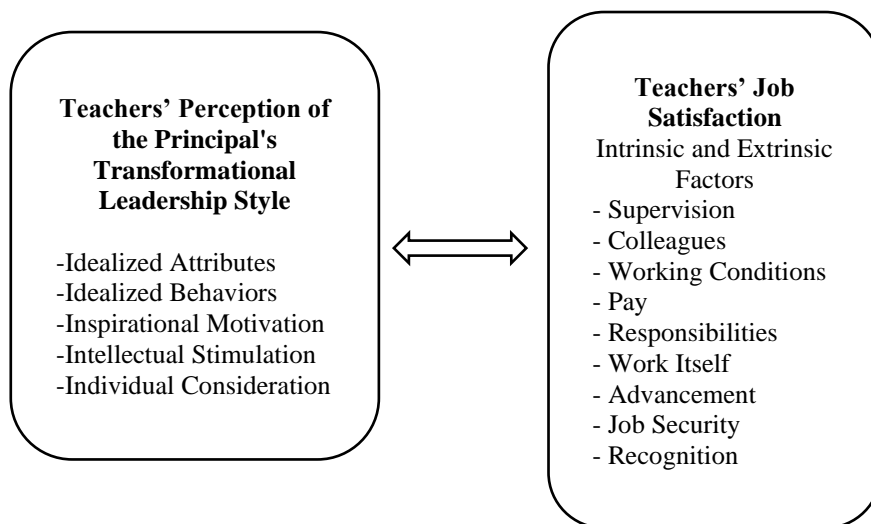
Figure 1: *Conceptual Framework*

Method
This research utilizes a quantitative research design and is a correlational study. The study used the Multifactor Leadership Questionnaire (MLQ) that was advanced by Bass and Avolio (2004) and the Minnesota Satisfaction Questionnaire (MSQ) that was improved by Weiss, Dawis, England & Lofquist (1967).

For the collected data, means and standard deviations data analysis was used to identify the level of teachers' perception towards the principal's transformational leadership style and the level of teachers' job satisfaction. Pearson Product Moment Correlation was utilized to determine the relationship between teachers' perception of the principal's transformational leadership style and teachers' job satisfaction. The population of this study was all the 60 teachers of the school, in the academic year of 2019-2020.

As the study was conducted in Myanmar, the researcher translated the questionnaire from English to Myanmar to help the participants to have a deeper understanding of the provided questionnaires. The translated questionnaire in Myanmar was carefully checked by three experts who possess a strong background in translation from English to Myanmar language. The survey was separated into three sectors: (1) Demographic, (2) the Multifactor leadership Questionnaire, and (3) the Minnesota Satisfaction Questionnaire.

The MLQ Form was formerly designed for leaders to identify and measure their leadership style as transformational or transactional. Concerning the reliability, the MLQ has demonstrated frequent results with reliability scores for each of the scales ranging from 0.74 to 0.91; this is positive and reliable. Concerning the validity, Bass & Avolio (2004) had shown strong authentication that thousands of various portions of research, including dissertations for doctorate programs and master's theses, had used the MLQ. Therefore, by this provision, researchers had the confidence to utilize the MLQ to measure the leadership parts representing transformational leadership manners.

Weis et al., (1967) have shown that the reliability scores for each of the scales of the MSQ ranged from 0.59 to 0.97, and this is consistent and reliable. They expressed that the validity of the MSQ short form was deduced from the validity of the long-form MSQ. Other proof of the validity of the short-form MSQ is accessible from studies of occupational group variances and studies of job satisfaction, as stated by the Theory of Work Adjustment (Weiss et al., 1967). Therefore, it was resolved that average reliability coefficients for the MSQ specified robust internal reliability and statistical testing levels (Weiss et al., 1967).

The researcher tested the reliability of the two instruments used in this study. The researcher did Cronbach Alpha reliability analysis of the instruments. The results are shown in Table 1.

Table 1. *Current Cronbach's Alpha Values of the instrument*

	Instrument	Cronbach's Alpha	No of items
Part I	Leadership Questionnaire (MLQ)	.948	20
Part II	Job Satisfaction Questionnaire (MSQ)	.938	19

As shown in the table, the reliability of the Multifactor Leadership Questionnaire was respectively .948 and Minnesota Satisfaction Questionnaire was at .917. Therefore, it could be drawn into that these questionnaires were regarded as reliable.

Findings
Demographic Results of Respondents
The four factors included in the demographic section of the questionnaire are gender, age, educational qualification, and teaching experience. Out of 60 respondents, 12 were males as they represented 20% of the total compared to 48 females at 80%.

The majority of respondents were above 50 years old with a frequency of 23 that made up 38.3% of the total population. The respondents with an age between 40 to 49 years old were the lowest frequency, only eight of the participants were in this demographic making up only 13.3% of the total population.

The greater number of teachers (43 teachers or 71.7%) have bachelor's degrees. Those seven teachers were with a master's degree in the percentage of 11.7%, while ten teachers with other degrees representing 16.7% of the respondents.

Finally, 29 teachers or 48.4% make up the majority of the teachers and have 15 to above years of teaching experience, due to the school hiring mostly previously retired teachers. The minority of respondents were teachers who have been working between 6 to 7 years representing 11.7% of the respondents. 16 teachers or 26.7% have 1 to 5 years of teaching experience and another eight teachers have 10 to 15 years of teaching experience making up 13.3% of the total population.

Finding for Research Objective One
The research objective one is to identify the level of teachers' perception towards the principal's transformational leadership style at St. John's Private High School, Pathein, Myanmar. The participants' perceptions were evaluated on a 5-point scale comprised of 20 questions. For objective one, teachers were requested to give their view based on five variables: idealized attributes, idealized behavior, inspirational motivation, intellectual stimulation, and individual consideration.

Table 2. *Mean and Standard Deviations of Transformational Leadership Style (n=60)*

No	Transformational Leadership Style	*M*	*SD*	Interpretation
1	Idealized Attributes	4.16	.728	High
2	Idealized Behavior	4.18	.716	High
3	Inspirational Motivation	4.22	.521	High
4	Intellectual Stimulation	4.02	.764	High
5	Individualized Consideration	4.05	.768	High
Total		4.13	.591	High

Table 2 compiles the results of teachers' perception of each of the measured attributes of the Transformational Leadership Style. The total means score of five variables are: idealized attributes were 4.16; idealized behavior was 4.18;

inspirational motivation was 4.22; intellectual stimulation was 4.02 and individualized consideration was 4.05.

The total mean score for all five facets of transformational leadership was 4.13, which is high on the interpretation scale. This result indicates that the teachers perceive the principal as transformational. Among the factors, *Inspirational Motivation* has the highest mean score with 4.22 and *Intellectual Stimulation* has the lowest mean score with 4.02.

Finding for Research Objective Two
To identify the level of teachers' job satisfaction, teachers were inquired to give their view based on intrinsic and extrinsic factors of job satisfaction. The respondents' level of satisfaction was rated on a 5-point scale. The total mean scores of job satisfaction factors are Supervision 3.91, Colleagues 3.89, working conditions 4.04, Pay 3.63, Responsibilities 3.60, Work itself 3.54, Advancement 3.72, Job security 3.82 and Recognition 3.79.

The overall mean score of job satisfaction of the teachers was 3.75 which according to the interpretation scale was regarded as high. This result indicated that the teachers are overall highly satisfied with their job at St. John's Privat High School. Below is a table of the specific breakdown of job satisfaction means in relation to the intrinsic and extrinsic factors.

Table 3. *Descriptive Results of Intrinsic and Extrinsic Job Satisfaction (n=60)*

No	Items	*M*	*SD*	Interpretation
1	Supervision	3.91	.876	High
2	Colleagues	3.89	.742	High
3	Working conditions	4.04	.738	High
4	Pay	3.63	1.057	High
5	Responsibilities	3.60	.686	High
6	Work itself	3.54	.678	High
7	Advancement	3.72	.865	High
8	Job security	3.82	.948	High
9	Recognition	3.79	.744	High
	Total	3.75	.612	High

Finding for Research Objective Three
The third research objective is to determine the relationship between teachers' perception of the principal's transformational leadership style and teachers' job satisfaction at St. John's Private High School, Pathein, Myanmar. A statistical software program was used to analyze the data according to the nominated variables. The Pearson Product Moment Correlation Coefficient

was used to analyze the relationship between the transformational leadership style and job satisfaction at the selected school. The results of the Pearson Product Correlation are shown in the table below.

Table 4. *Result of Pearson Product Moment Correlation (n= 60)*

		Teachers' Job Satisfaction	Conclusion
Teachers' perception of the principal's transformational leadership style	Person Correlation Coefficient	.675[**]	There is a significant relationship
	Sig. (2-tailed)	.001	

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

Table 4 demonstrates the Pearson correlation results of the third research objective. The two variables were found to be positively and significantly correlated (r = .675, p =.001). Hence, the result of the Pearson correlation indicated that there was a significant positive relationship between teachers' perception of the principal's transformational leadership style and teachers' job satisfaction at St. John's Private High School, Pathein, Myanmar.

Discussion
The total mean score of teachers' perceptions towards the principal's transformational leadership style was 4.13 in the range scale of 3.51 to 4.50. Each result of the measured attributes, such as idealized attributes, idealized behavior, inspirational motivation, intellectual stimulation, and individual consideration, are also interpreted as high. According to the finding, the level of teachers' perceptions towards the principal's transformational leadership style was high. This indicates that the teachers view the principal of St. John's Private High School as transformational and their attitudes towards the principal's leadership style are positive.

Managers or school principals should understand and consider the ways to inspire teachers with eagerness to improve their job satisfaction. According to Bavendam (2000), it includes encouraging teachers to do a good job, pushing for excellence, or just taking action. Hence, behaviors of transformational leaders directly influence employees' consciousness of their roles and working tasks; these leaders can further influence employees' awareness of leaders' efficiency. Bass (1985) also suggested that leaders with a transformational leadership style motivate their team members because they expect the best from everyone and hold themselves accountable for their actions. Therefore,

the transformational leadership style has positive benefits on employees' job satisfaction and effective for the success of the school.

To identify the level of teachers' job satisfaction at St. John's Private High School the researcher used a questionnaire with nineteen items covering intrinsic and extrinsic factors of job satisfaction. The findings indicated that the level of teachers' job satisfaction at St. John's Private High School was high. Hence, the result proves that teachers are satisfied with their job at school.

Job satisfaction is a measure of how employees feel about their job. According to Tillman and Tillman (2008), this can be concerning pay, management, environment, and numerous other factors. What is clear from the findings is that there are many factors that impact teachers' level of job satisfaction. Marshall (2015) concluded that there are many variables that intervene and have positive and negative impacts upon the level of teachers' job satisfaction.

Teachers may be highly motivated when job factors lead to higher job satisfaction. Herzberg (1960) clarified that the elements of job satisfaction were different from the components of job dissatisfaction. Hence, if a teacher starts removing displeasing job factors, he/she may create peace of mind but not necessarily enhance performance. This lightens the working environment rather than stimulating themselves to improve job productivity (Herzberg 1960).

Teachers' job satisfaction was an essential aspect of the school. As they play a crucial role in education and students' life, the school leaders should bear in mind assessing the level of teachers' job satisfaction to attain school achievement. Therefore, job satisfaction is a really important factor for teaching staff as it has the potential to impact on teaching and learning process of teachers in their daily tasks.

The result of the third research objective shows that there is a significant relationship between teachers' perception of the principal's transformational leadership style and teachers' job satisfaction and the relationship between these two variables is highly positive. According to the suggestion of Bass & Riggio (2006), transformational leaders are those who inspire and motivate followers to attain unexpected results and, for the time between, advance their ability to be good leaders. They assist and empower followers to grow into leaders by providing individual requirements, and by aligning the aims of subordinates with the leader, group, and the larger organization. As a result, transformational leaders can change the followers to surpass the anticipated

process of performing, as well as lead to higher degrees of followers' satisfaction and dedication to the society.

The current results of the study illustrate that the principal's transformational leadership style and teachers' job satisfaction play not only imperative parts in schools, but they are correlated to each other in educational management work. Satisfied teachers like to remain more in a job rather than seeking new employment and thus having a satisfied teaching staff will increase the levels of staff retention at a school (Popham, 2004). This certainly applies to the selected high school. Teacher job satisfaction must be taken into consideration by the school leaders when planning for sustainable school development. Hence, it can be assumed that the principal transformational leadership style undeniably seems to have an impact on teacher's job satisfaction at St. John's Private High School.

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