



A CORRELATION STUDY OF TEACHERS' WORK MOTIVATION AND
PRINCIPAL LEADERSHIP BEHAVIORS BASED ON PATH-GOAL THEORY IN
KAREN STATE, MYANMAR

SAW MAUNG SOE AUNG

I.D. No. 6329532

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
In Educational Administration and Leadership
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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PRINCIPAL LEADERSHIP BEHAVIORS BASED ON PATH-GOAL THEORY IN
KAREN STATE, MYANMAR

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Field of Study: EDUCATIONAL ADMINISTRATION AND LEADERSHIP

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ABSTRACT

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Key Words: WORK MOTIVATION, LEADERSHIP BEHAVIORS, PATH-GOAL
THEORY

Name: SAW MAUNG SOE AUNG

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The main purpose of this study was to investigate the relationship between teachers' work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar. The study was conducted in the 2021-2022 academic year with 79 school teachers. A quantitative study was conducted with the following (1) to identify the principal's leadership behaviors perceived by teachers in a private school in Karen State, Myanmar, and (2) to identify the level of teachers' work motivation in a private school in Karen State, Myanmar, and (3) to determine whether there is a significant relationship teachers' perception of their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar. The study's theoretical framework used Ryan and Deci (2000)'s Self-determination Theory and House's (1996) Path-Goal Theory. The data from the survey was computed into the Statistical Package for the Social Sciences (SPSS) to calculate the mean and standard deviation for research objectives one and two and the Pearson Product-Moment Correlational Coefficient method for research objective three. The study resulted in teachers' perceptions of principal leadership behaviors in a private school in Karen State was 3.32, which is interpreted as a

moderate level on a scale of 2.51-3.50. It also revealed that the teachers' perceptions of their level of work motivation at Karen State was 3.68, which is considered a high level in the range of 3.51-4.50. Additionally, a relationship between teachers' perceptions of their work motivation and principal leadership behaviors was found to be moderately correlated, $r=0.428$, $p<.001$. These findings support the study hypothesis that these two variables have a relationship at the target school. The recommendation for the target school principal is to utilize a variety of leadership behaviors to handle the complex situations that occur within school organizations in order to maintain positive levels of work motivation among teachers.



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CHAPTER I

INTRODUCTION

Chapter 1 presents the background of the study, the statement of the problem, the research questions with corresponding objectives, and the research hypothesis. It also includes the theoretical framework, conceptual framework of this study, the scope of the study, followed by the definitions of terms, and concludes with the significance of the study.

Background of the Study

Myanmar is known as Burma in Southeast Asia. It is also called the "Golden Land" with its abundant resources, agricultural farmlands, tropical weather, and one of the most ethnically diverse countries. According to the timeline of historical events, Myanmar was ruled by a monarchy from 1059 until 1878, when it became a British Indian province during the reign of the last King Mindon (Topich & Leitich, 2013). Myanmar was governed by British authority from the time the former King was taken to India until it was conquered by the Japanese Imperial Army from 1942 to 1945 (Lwin, 2000). Myanmar later gained its independence in 1948 and was ruled by an elected government. At that time, Myanmar was recognized for its better education system. However, this well-known status did not exist long enough for its people to experience and comprehend fully because the country fell under military rule shortly after its independence in 1962.

From April 1962-2015, Myanmar was controlled by an authoritarian government until the National League for Democracy (NLD) party led by Aung San Suu Kyi, won the election and formed the civilians' government in 2015 but twenty-five percent of the parliamentary seats and three ministerial posts (military, home affairs, and border affairs) was still occupied by the army. As the result, all the public schools were still utilizing top-down management or centralized system until now. However, there have been many improvements since the first National Education Strategic Plan (2016-2021) was implemented throughout five years of the

NLD government (Lwin, 2019). Many challenges still exist, such as insufficient funding, equipment, and materials, inadequate student-teacher ratio, and classroom size (Soe et al., 2017). Leading to achievement at all educational levels has made the responsibilities of educational policymakers, educators, administrators, principals, and teachers highly demanding during this transitional period (Ministry of Education, 2020).

Within the educational sector, principal leadership and teacher motivation are two critical variables in school work since both of these variables assist schools in achieving their goals. Sindhu (2012) stated that the school's reputation and success greatly depend on the quality of both principal and teachers. The principal plays a key role and has responsibilities including planning, organization, administration, supervision or directing, and school evaluation or controlling. In addition, the school principal has to maintain relationships with teachers, students, and parents. Influential school leaders are the ones who can create a supportive environment in the school and involve teachers in decision-making (Barnett & McCormick, 2003). Similarly, principals' leadership behaviors are associated with their decision-making styles, which can influence teachers' performance, satisfaction, and motivation levels (Hariri et al., 2007).

Teacher motivation is another critical concern for educational leaders and principals because teacher motivation affects student motivation (Jesus & Lens, 2005). Sinclair (2008) identified teacher motivation as something that influences "what attracts individuals to teach, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they interact with their courses and the teaching profession. Price (2008) stated that motivated teachers are more likely to create motivated students. When teachers are motivated, it is reflected in their practice making the teaching-learning process effective. Additionally, a motivated teacher is more enthusiastic about teaching and performs better, which then reflects in the student's' achievement (Melecio,

2020). Furthermore, if teachers are motivated, they feel a part of a caring organization, produce satisfactory results, and stay long-term in their profession (Aung, 2014).

Nowadays, the principal and teacher relationship has become critical, and many factors affect how teachers and principals view their relationship (Edgerson, Kritsonis, and Herrington, 2006). For instance, the factors such as school reform efforts, funding, disciplinary concerns, and extracurricular activities are influenced by the relationship between teacher and principal. Interactions between teachers and principals (both official and informal) are aimed to enhance teaching and learning. However, current educational situation in Myanmar is still critical because people in Myanmar are suffering not only from COVID-19 but also from a political crisis. The pandemic has affected the education system in and it has highlighted the various limitations, particularly insufficient electricity and inaccessibility to the internet for online education. On the other hand, most of the teachers have both stopped teaching and voluntarily joined the civil disobedience movement. Therefore, all types of schools and education leaders must do all necessary to maintain teachers who are satisfied or motivated with their positions and want to continue working in order to keep the education system running again (Mary & Hlaing, 2021).

Statement of the Problem

Even though Myanmar's education system is in transition and reform, principals' leadership and productivity in motivating and supporting teachers, particularly in applying situational leadership and development opportunities for teachers remain insufficient (Thu, 2021). Since the education system in Myanmar still utilizes a traditional or centralized system, there was little space for stakeholders' participation in decision-making (Lwin, 2019). Therefore, teachers are rarely given a chance to participate in decision-making processes and are asked to obediently follow the decisions and plans made by administrators and educational leaders (Lay, 2020). In addition, the quality of education in public schools is low in terms of the 4As (available, accessible, acceptable, and adaptable). Therefore, upper and middle-class students' parents choose private schools since they can afford them (Lwin, 2007). However, many parents in the lower class still cannot afford to keep their children in

private schools because most families are living below the poverty line (World Bank Group, 2014).

The target school is the only one functioning in Karen State within seven townships with the goal of supporting Karen young people from rural areas by offering opportunities to complete their high school and to pursue further education. Saw Thar Mya Aung, a Karen ethnically educated person founded this school in 1971 and transferred into a private school, which is not completely operational like other private schools in 2004. The school follows the same curriculum as the other public schools, which includes subjects such as Myanmar, English, Mathematics, Chemistry, Physics, Ecology, and Biology which were designed by the Ministry of Education (MoE). In addition, the school also provides extra-curriculum such as basic computer classes, Karen literacy, Karen traditional dancing, and English Basic (4) skills. Approximately 300 students from different townships in Karen State whose families find it difficult to support their children's education enroll at the target school every year. Funding for school operations comes from only fund-raising activities and students' tuition fees. Since funds are hard to come by, school leaders are required to develop school policies especially in setting budget systems in order to keep schools running smoothly and sustainably for it the future.

The relationship between teachers' work motivation and school principal leadership behaviors in the target school is undetermined since no research has been undertaken to examine the effectiveness of school leaders and teachers' satisfaction or motivation. However, some research on these variables has been conducted by LaRaw, 2017; Meinda, 2018; Latt, 2019; and Aung, 2020 in Myanmar in different school contexts. Studying teachers' work motivation and principal leadership behaviors based on Path-Goal Theory will provide many benefits for the target school. The findings of this research could provide guidance to school principals in considering the perspectives of the school teachers or staff members that he or she might need to adopt a different leadership approach or behavior in the required situations. Path-Goal Theory also suggests that school leaders should not apply only one leadership behavior to handle the complicated situations that appear within a school organization. Therefore, if school leaders practice appropriate leadership behavior that increases teacher satisfaction or motivation, the benefits include not only increased student performance but also an improved school reputation.

Research Questions

1. What are the principal's leadership behaviors based on Path-Goal Theory perceived by the teachers in a private school in Karen State, Myanmar?
2. What are the levels of teacher's work motivation in a private school in Karen State, Myanmar?
3. Is there any significant relationship between teachers' perception of their work motivation and principal leadership behaviors based on Path-Goal Theory in private school in Karen State, Myanmar?

Research Objectives

1. To identify principal's leadership behaviors based on Path-Goal Theory perceived by teachers in a private school in Karen State, Myanmar.
2. To identify the levels of teacher's work motivation in a private school in Karen State, Myanmar.
3. To determine whether there is a significant relationship between teachers' perception of their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar.

Research Hypothesis

There is a significant relationship between teachers' perception of their work motivation and principal leadership behavior based on Path-Goal Theory in a private school in Karen State, Myanmar, at a significant level of .05.

Theoretical Framework

This study is supported by two main theories: Path-Goal Theory (House, 1996) and Self-determination Theory (Ryan & Deci, 2000), which are explained in further detail below.

Path-Goal Theory: the path-goal theory was developed by Robert House and published in 1971, based on an early version of the leadership theory by M. G. Evans. The path-goal

theory examines how leaders encourage their teams to achieve specific purposes. House's path-goal theory provided four leadership behaviors from which leaders might choose depending on their followers and the work. According to House's path-goal theory, it is necessary to use a range of leadership behaviors in order to manage the complex challenges that arise within a school organization. The four styles of Path-Goal leadership behaviors are explained below.

- **Directive:** It refers to a leader instructing follower on their responsibilities, such as what is expected of them, how it should be done, and when it should be completed. It has been discovered that providing specific requirements and reducing uncertainty would provide followers with the clarity that need to concentrate on their tasks. A directed leader develops clear performance requirements and expresses these to followers.
- **Supportive:** It refers to leaders considering followers as equals and respecting their position. Supportive leadership involves being approachable and personable as a leader, as well as caring for the well-being and individual requirements of followers. Leaders that use supportive behaviors go above and beyond their way to make work enjoyable for followers, which gives followers the self-esteem they need to rise to the challenge.
- **Participative:** It refers to leaders communicating with followers, attempts to obtain their ideas and opinions, and includes their suggestions in the group or organizational decisions as well as asking followers to participate in decision-making. This leadership style may also lead to improved group performance by through member participation and commitment to shared organization goals.
- **Achievement-oriented:** It refers to leaders demonstrating a high level of confidence in their followers' capacity to identify and achieve challenging goals in order to establish high expectations for their followers. Achievement-oriented leader encourages followers to

perform work at the greatest level possible and sets a high level of achievement for his or her people and strives for continual improvement.

Self-determination Theory (SDT): The Self-determination theory of Ryan and Deci (2000) provided the theoretical concept for this study's motivation construct, which categorized motivation into three main categories: amotivation, intrinsic motivation, and extrinsic motivation. SDT has further categorized into three categories based on internalization: external regulation, introjected regulation, and identified regulation. Amotivation was not applied in this study as it is described as a lack of motivation to do the activity. The four dimension of work motivation are discussed below in further detail.

- **External regulation:** It refers to performing a task to receive rewards or avoid punishments imposed by others. External regulation is also a type of extrinsic motivation that is primarily motivated by getting benefits or avoiding punishment from others or related to compliance.
- **Introjected regulation:** It refers to the capacity to maintain behavioral control in the face of internal pressures such as ego involvement, shame, and guilt. Introjected regulation is a form of extrinsic motivation since it is driven by both internal pressure and internal rewards and punishments.
- **Identified regulation:** It refers to performing a task because one recognizes its worth or significance and acknowledges it as one's own. It is suggesting this type of internalization is anonymous. However, it differs from intrinsic motivation in that the activity is performed for the intrinsic interest it indicates rather than for intrinsic enjoyment.
- **Extrinsic regulation:** It refers to an activity or action is done due to the individual discovers it interesting and enjoyable. Since the source of motivation is self-awareness, integrated regulation in the SDT continuum is considered internally regulated.

Conceptual Framework

This study investigates the relationship between principals' leadership behaviors and teachers' work motivation. The purpose of this study was to determine whether there was a

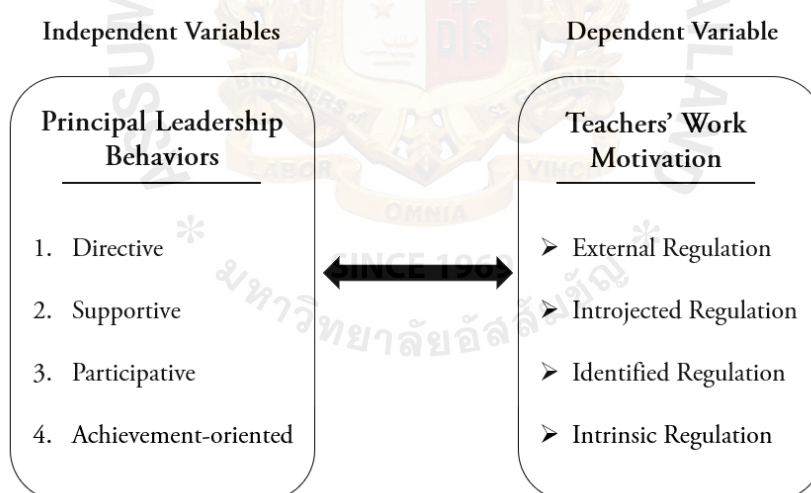
relationship between teachers' perceptions of their work motivation and principal leadership behaviors based on the Path-Goal Theory in a private school in Karen State, Myanmar.

The two main variables in this study were principals' leadership behaviors and teachers' motivation. The study used the same dimensions established by House's (1996) Path-Goal Theory to evaluate teachers' perceptions of all four types of leadership behaviors, which namely directive, supportive, participative and achievement-oriented. Teachers' levels of work motivation, on the other hand, were evaluated in four dimensions are known as regulatory styles based on Ryan and Deci's (2000) Self-determination Theory, namely external regulation, introjected regulation, identified regulation, and intrinsic regulation.

The following figure 1 shows the conceptual framework of this study.

Figure 1

Conceptual Framework of this Study



Scope of the Study

This chapter clearly describes the boundaries of this study in regard to five main aspects: theoretical scope, variable Scope, research design scope, demographic scope, and instrumental scope.

Theoretical Scope of This Study

There were two theories utilizing in this study: the Path-Goal Theory (House, 1996) to investigate principal leadership behaviors and the Self-Determination Theory (Ryan & Deci, 2000) to investigate teacher's work motivation.

Variable Scope of This Study

The study addresses the following two variables: leadership behaviors and teacher's work motivation. The independent variable in four categories known as directive, supportive, participative, and achievement-oriented was used for principal leadership behavior.

Dependent variable in four dimensions namely external regulation, introjected regulation, identified regulation, and internal regulation was used for teachers' work motivation.

Research Design Scope of This Study

This research used a quantitative correlational research design to investigate the teachers' perception of their work motivation and principal leadership behaviors based on the Path-Goal Theory in a private school in Karen State, Myanmar.

Demographic Scope of This Study

The participants of this study were 79 full-time teachers from a private school in Karen State, Myanmar, who contributed as follows; 18 teachers from the primary school level, 29 teachers from the middle school level, and 32 teachers from the high school level.

Instrumental Scope of this Study

The instrument scope of this study comprised of three components of the questionnaire that studied this investigation: Part (I) questionnaire provides demographic information for the participants (gender, age, and working experience as a teacher and teaching level), Northouse (2018)'s the Path-Goal Leadership Questionnaire which includes 20-items used for Part II questionnaire. The Multidimensional Work Motivation Scale

(MWMS) originally developed by Ryan and Deci (2000) in Self-determination Theory which consists 16-items used for Part III questionnaire.

Definition of Terms

The following operational terms are defined in for this study:

Private High School refers to a school, which is offering with Grade1 to 12 and located in Karen State, Myanmar.

Principal's leadership behaviors refer to the practices, which is using by a principal to motivate, support, and advises the teachers at the target school to achieve the established goals.

Path-Goal Theory refers to the concept that explains how leaders may assist followers in reaching their purposes by choosing appropriate behaviors that are best suited to the requirements of the followers and the environment in which the followers are working. Four leadership behaviors namely directive, supporting, participative, and achievement-oriented include in this theory (House, 1996).

Directive Leadership refers to a leadership style in which followers are given directions regarding their task, including what is expected of them, how it should be done, and when it should be completed. It is believed that providing specific requirements and reducing uncertainty would provide followers with the clarity required to focus on their tasks. Directive leadership is measured in items 1, 2, 3, 4, and 5.

Supportive leadership refers to leadership styles in which followers are considered as equals and respected their position. Supportive leadership involves being approachable and personable as a leader, as well as caring for the well-being and individual requirements of followers. Supportive leadership is measured in items 6, 7, 8, 9, and 10.

Participative Leadership refers to leadership style which are communicating with followers, attempts to obtain their ideas and opinions, asking followers to participate in

decision-making and includes their suggestions in the group or organizational decisions as well as. Participative leadership is measured in items 11, 12, 13, 14, and 15.

Achievement-oriented leadership refers to leadership style which are setting strong and challenging goals, demanding improvements in school performance, emphasizing better outcomes, and showing confidence that followers will achieve and perform at high levels. Achievement-oriented leadership is measured in items 16, 17, 18, 19, and 20.

Teacher(s) refers to a group or individual full-time teachers and permanent staff who teach, guide, and help the students in the classroom in a private high school in Karen State, Myanmar.

Teachers' Perception refers to teachers' opinions or feelings on the school principal's leadership behaviors, as well as their own evaluation of their personal work motivation in a private school in Karen State, Myanmar.

Work Motivation refers to the teacher's motivation, which has a direct influence on their performance at work. This could be intrinsic or extrinsic depending on the reasons that motivate them. Work motivation can be categorized into four levels: (1) external regulation, (2) introjected regulation, (3) identifiable regulation, and (4) intrinsic motivation, which relates to the level of motivation of the teachers at the target school.

External Regulation refers to a type of non-internalized extrinsic motivation primarily motivated by receiving rewards or avoiding punishments from others or related to compliance. External Regulation is measured by items 1, 2, 3, 4, 5, and 6.

Introjected Regulation refers to a controlled motivation where the action taken to do an activity or the type of behavior shown is due to the internal pressure of an individual, such as ego, guilt, or humiliation, and internal rewards and punishments. Introjected Regulation is measured by items 7, 8, 9, and 10.

Identified Regulation refers to performing a task because one recognizes its worth or significance and acknowledges it as one's own. However, it differs from intrinsic motivation in that the activity is performed for the intrinsic interest it indicates rather than for intrinsic enjoyment. Identified Regulation is measured by items 11, 12, and 13.

Intrinsic Regulation refers to the behavior performed according to the individual's interest and satisfaction in it, and when motivation is regulated by self-awareness. Intrinsic Regulation is measured by items 14, 15, and 16.

Significance of the Study

There has been no previous study on this topic at the chosen school. Therefore, the researcher intended to do this study to determine whether there was a significant relationship between teachers' perception of their work motivation and principal leadership behaviors based on the Path-Goal Theory in a private school in Karen State, Myanmar.

The result of this study could benefit to the target school, its stakeholders (principal and teachers), and future researchers. Firstly, the results of this study could school assist the school in providing insight into how to maintain their principal and teachers to have a reasonably high function and quality, leading to a positive influence on learning and enhanced academic results for the students.

Secondly, the results of this study could be beneficial to the school principal in being aware of the strengths and weaknesses of his leadership styles and practices. In addition, school principal could notice to practice a variety of leadership skills, which could develop their leadership behaviors in ways to increase teachers' work motivation level.

Thirdly, the research findings could be helpful in improving the satisfaction of teachers by investigating the principal leadership behaviors that motivate them. It sought to help them recognize the principal leadership styles and the dimensions which motivate them the most and the least. It could assist them being aware of the significance of keeping a

positive relationship and keeping their motivation at a high level so as for the students to achieve academic excellence.

Finally, future researchers, both interactionally and locally could conduct other studies related to two variables in different contents. The results of this study could provide them with the background knowledge to leadership behaviors and teachers' work motivation.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews all the essential elements relevant to the research topic and mentions the details of the conceptual framework as follows:

- Concepts of Leadership
- Path-Goal Theory
- Self-determination Theory of Motivation
- The Multidimensional Work Motivation Scale
- Other related theories of leadership behaviors and motivation
- Previous studies of leadership styles and motivation
- An Overview of Myanmar Basic Education System
- Historical Background of Target School
- Summary of Literature Review

Concepts of Leadership

The definition of leadership has often been an interesting question with many different answers. Both researchers and practitioners have found it challenging to define the concept while many people have a general understanding of what leadership is. Leadership has been a topic of academic research for more than a century, and definitions have developed continuously over that time (Rost, 1991). Regardless of how leadership has been defined, the following aspects could be recognized as fundamental to the concept: (a) Leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals. Based on these components. Based on these components, Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2021).

Leadership in education, especially principal leadership, was a key focus. Leadership has an impact on teachers' perceptions of their overall careers and experiences (Stewart, 2006). The school leader faces with the challenge of guiding the learning community and retaining teachers, which requires attention to the satisfaction of the teachers who are the key component of student success (National Association of Elementary School Principals, 2013). While there are many factors to consider in the ongoing research on teacher motivation, many studies have identified the attitudes and behaviors of the principal as critical (Goldberg, 2000). In addition, school success is dependent on the relationship between principals and teachers. To be successful, principals must develop relationships by which they can interact with their teachers to bring about desired outcomes.

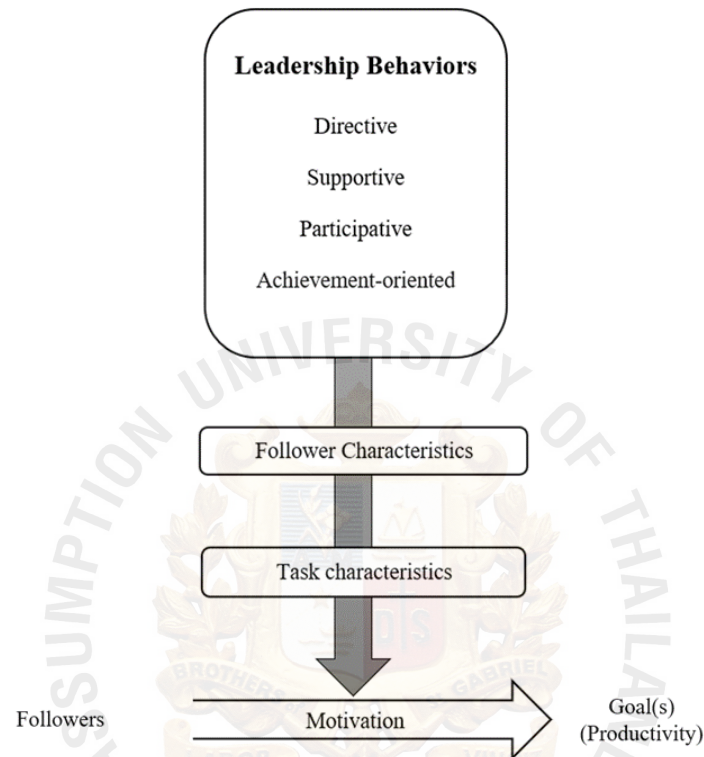
Path-Goal Theory

Psychologist, Robert House, developed and published the path-goal theory in 1971, based on M. G. Evans' previous theory. The theory was designed to investigate how leaders motivate followers to achieve given goals. This theory's expressed goal is to enhance follower performance and satisfaction by emphasizing follower motivation and the type of job responsibilities. According to House (1996), the heart of the path-goal theory is for leaders to be effective, they must engage in behaviors that improve followers' situations and abilities in a way that provides for insufficiencies and is beneficial to their satisfaction and individual and work improving the actual performance. House and Mitchell stated that leaders motivate followers by making the path to the goal simple and easy to follow, reducing barriers and handles to achieve the goals, and making the task itself more personally satisfying. In general, the path-goal theory is intended to describe how leaders could support followers in reaching their goals by choosing certain behaviors that are suitable to the conditions required of the followers and the situation in which the followers are working.

Leaders enhance the expectations of their followers for success and satisfaction by selecting appropriate behaviors (Northouse, 2018).

Figure 2

Major Components of Path-Goal Theory



Note. This figure was adapted from Peter G. Northouse (2018): *Leadership: Theory and Practice*.

Figure 2 shows the path-goal theory's different components, which include leader behaviors, follower characteristics, task characteristics, and motivation. According to the path-goal theory, each type of leader behavior has a different influence on the motivation of followers. The characteristics of the followers and the characteristics of the task determine whether a particular leader's behavior is motivating to followers. The path-goal leadership model is used to choose the appropriate leader behavior (directive, supportive, participative, and achievement-oriented) for the situation (follower and environment) in order to improve

both performance and work satisfaction. The first type of path-goal leadership behavior is directive. In this leadership behavior, leaders give the followers instructions regarding their tasks, and arrange clear standards of performance, and supervise his or her authoritative power (Northouse, 2016). The second type of leadership behavior is supportive. In supportive behavior, leaders make the workplace pleasant for the followers by being friendly, approachable, and treating the followers equally with respect. The third type of leadership behavior is participative leadership behavior. In this behavior, leaders arrange to participate the followers in the decision-making. The leader values and integrates all their suggestions for organization's progress. The last type of behavior is achievement-oriented Leadership. In this Leadership behavior, the leaders expect the followers' workforce to perform at a high level by challenging them, creating a high standard, and showing trust in the followers' ability to achieve specified goals.

According to House and Mitchell (1975), leaders could show one or more of four behaviors. Depending on the situation and the followers' need, the leader can change his or her behavior as required. Firstly, directive Leadership behavior is helpful for the leaders when the followers are uncertain of what and how to get work done. It is most likely due to the lack of work experience or passivity in performing their duties. In this type of behavior, the leaders give detailed instruction to the followers by allowing them to know what the organization expects from them. The leaders usually develop performance requirements for their followers and encourage them to follow school rules and regulations in order to achieve the requirement and accomplish the designed goals. Secondly, supportive leadership behavior assists the leaders in achieving the desired aim in the work setting, which is challenging for followers. Leaders engage in this type of behavior by making the work environment pleasant and happy. The leader behaves as a group member by being friendly and approachable to teachers both inside and outside of school. Furthermore, the principal is always concerned

with the teachers' challenges, wellbeing, respect, and needs, along with treating them fairly with opportunities.

Thirdly, participative leadership behavior is best for leader when the task is questionable and unclear for the followers. The participation of the leaders assists the followers in seeing the path that guides toward the organization's objectives. The leader even discusses with the followers regarding work-related matters of the organization. The followers' suggestions and opinions are shown value by allowing them to be involved in decision-making. Finally, achievement-oriented leadership behavior is the most effective to apply in the professional work environment when the followers must carry out the ambiguous tasks. The leader sets challenging objectives and expects the maximum level of the follower's performance. The leader believes in the follower's capability to raise their confidence, and the capability to achieve the designated goal. Therefore, the effectiveness of this leadership behavior convinces followers that due to their endeavors, effective performance will occur. However, achievement-oriented leadership behavior is ineffective when the task is well structured and less complicated.

However, there are some benefits and drawbacks in the path-goal theory. Firstly, the path-goal theory provides a useful theoretical framework for understanding how different leadership behaviors influence follower satisfaction and performance. Moreover, the path-goal approach was one of the first leadership situational contingency theories to illustrate how task and follower characteristics influence the effect of leadership on follower performance. The path-goal theory framework then guides leaders on how to choose an appropriate leadership behavior based on the different task requirements and the type of followers required to execute the task. The path-goal theory then aims to integrate the motivational concepts of the expectancy theory into a leadership theory. However, the path-

goal theory differs from other leadership approaches in that it addresses motivation directly (Kanfer, Frese, & Johnson, 2017).

The path-goal theory, on the other hand, is complicated and includes many various aspects of leadership and related situations that interpreting could be challenging. For example, the path-goal theory suggests which of the several leadership styles is appropriate for tasks with varying degrees of structure, objectives with different degrees of clarity, followers with different levels of skill, and organizations with differing degrees of formal authority. It then struggles to explain adequately the relationship between leadership behavior and follower motivation. Additionally, the path-goal theory is different in that it incorporates the concepts of expectancy theory; however, it does not go far enough in explicating how leadership is related to these concepts. The principles of expectancy theory suggest that followers will be motivated if they feel competent and trust that their efforts will get results, but path-goal theory does not describe how a leader could use various styles directly to help followers feel competent or assured of success. Path-goal theory suggests that it is important for leaders to provide coaching, guidance, and direction for followers; to help followers define and clarify goals; and to help followers around obstacles as they attempt to reach their goals.

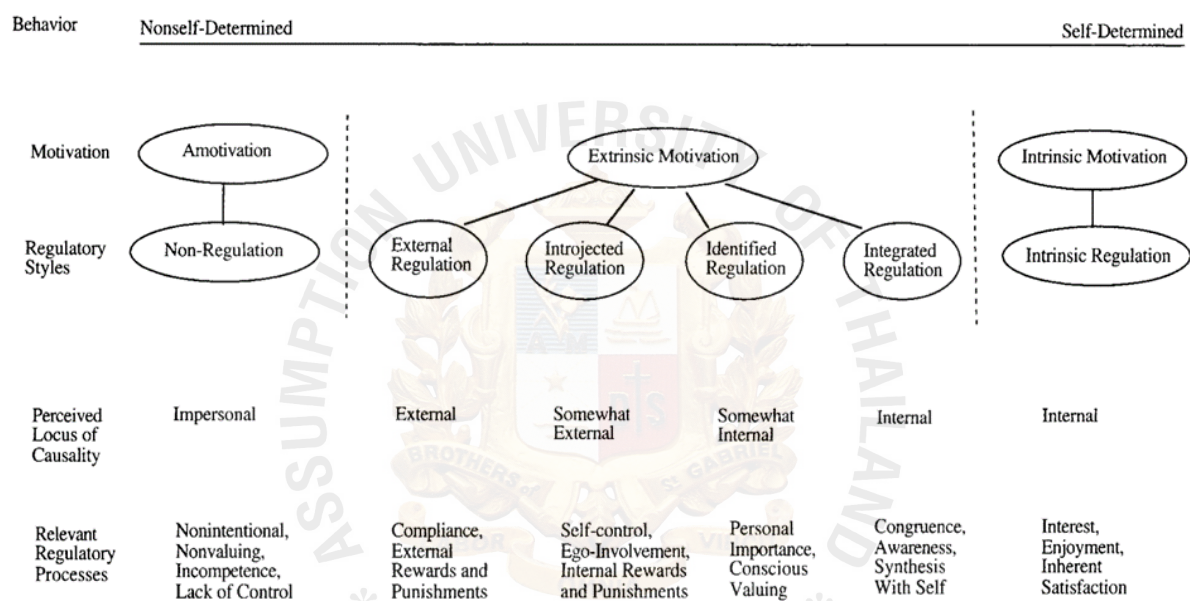
Self-determination Theory of Motivation

The researcher used the Self-determination Theory of Motivation as the primary motivation theory in this study. According to a study conducted by (Gagné et al., 2015), SDT is a widely recognized theory of motivation that has been cross-culturally acceptable in a variety of life domains. SDT investigates an individuals' natural growth characteristics and psychological development requirements, which serve as a foundation for self-motivation and personality integration, and any other situations that enhance those positive processes (Ryan & Deci, 2000). The authors of SDT defined three dimensions of needs that must be met in

order to promote the effective functioning of the natural tendencies for development and integration, productive societal growth, and wellbeing. Such needs are the needs for competence, relatedness, and autonomy (Ryan & Deci, 2000). This theory studies not only the positive developmental qualities of motivation but also the societal situations that oppose these traits. The theory was simplified by the figure shown below.

Figure 3

Self-Determination Theory of Motivation



Note. This figure was adapted from Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being.*

In general terms, SDT is involved with a multidimensional perspective of motivation and identifies ways to stimulate and discouraging various forms of motivation. Motivation is categorized into three types according to this theory: motivation, intrinsic motivation, and extrinsic motivation. Amotivation defines as the absence of motivation in an action. Intrinsic motivation is demonstrated when an action is performed because the individual finds it interesting and enjoyable. On the other hand, extrinsic motivation is when an individual does

an action or an activity due to external motivation, which includes receiving rewards in different forms or recognitions, due to ego and increased self-esteem, achieving a personal goal, or avoidance of punishments or criticism. Since extrinsic motivation is diverse, SDT has divided these into various categories depending on internalization. Internalization happens when an individual acts on a formerly perceived external motivation, such as rewards or punishments, as something of value or as a goal, and that motivation becomes internally regulated. Externally regulated motivation is a kind of non-internalized extrinsic motivation that is motivated by receiving rewards or avoiding punishments from others or owing to compliance. Likewise, introjected regulation refers to an action taken to perform an activity, or the kind of demonstrated greater as a result of an individual's internal stresses, such as ego, guilt, or humiliation, and internal rewards and punishments. Both externally regulated and introjected regulated behaviors are deemed controlled (Ryan & Connell, 1989). Finally, identified regulation is a kind of internalized controlled motivation that happens when an action is perceived as important or meaningful by others and therefore considered their own. The decision to accept the value of the action was influenced but driven intentionally because it is personally important to them and is thus considered volitional. However, identified regulation is different from intrinsic motivation as the action is not genuinely done out of innate satisfaction but due to its conscious value to the person. Lastly, integrated regulation is considered to be an internally regulated kind of motivation because the motivational factor is self-awareness.

The Multidimensional Work Motivation Scale (MWMS)

Ryan and Deci (2000) developed the Multidimensional Work Motivation Scale (MWMS) to measure an individual's level of motivation along the self-determination theory continuum. The initial testing of the instrument was conducted by Gagné et al., (2015), among 500 employees in Canada (in French and English language) and Belgium (in the

Dutch language). The initial questionnaire included 55 items, 32 of which have been retained after exploratory factor analysis.

Following the initial testing, the second round of validation was conducted in nine countries, including Canada, France, Senegal, the United Kingdom, Belgium, Norway, Switzerland, China, and Indonesia, and in seven languages, including French, Dutch, German, Indonesian, English, Norwegian, and Chinese, to further evaluate the structure of the MWMS and the subscales of amotivation, external regulation, introjected regulation, identified regulation, and intrinsic motivation. This validation was conducted to examine the validity and reliability of the MWMS in order to create a concise and consistent measure of the mentioned subscales, and their validity in different cultural values, economic systems, organizations, and professions. After the exploratory factor analyses on the French, English, and Dutch samples, the scale was condensed to a final 19 questions with three to six items per subscale.

Confirmatory factor analyses were then conducted to confirm the appropriateness of the items in English, Dutch, and French, to investigate the suitability of the subscale structure in other languages, and to investigate the relationships between the subscales (Ryan & Connell, 1989). Depending on the study objective, this instrument can be used to measure the four subscales separately to evaluate their effects, or it can combine them into autonomous and controlled forms of motivation for collective and simpler analysis (Gagné et al., 2015).

Though some of the participants in Gagné et al. (2015)'s comprehensive validation of MWMS included students, instructors, and other people in the education setting. Neves and Coimbra (2018) approved that the MWMS is purely in the educational context of the Portuguese language. It was applied in 30 schools in Portugal's north and south, with 419 randomly selected teachers. The testing results and data analyses showed that the 19-item scale has a similar subscale structure to the original validation, and they were accurately

individualized, suggesting that the MWMS, and its subscales are good indicators of constructs to be measured in an educational setting.

Other related theories of leadership behaviors and motivation

Many researchers have spent years studying and developing different theories on many types of leadership styles and motivation. This chapter will focus on the most well-known leadership styles and motivation, while there are many to highlight.

Different types of leadership behaviors/ styles

Robert Blake and Jane Mouton, from the University of Texas, developed the Managerial Grid and published it in 1964, updated it in 1978 and 1985, and in 1991 it became the Leadership Grid. The Leadership Grid is founded on the same two leadership dimensions identified by Blake and Mouton as interest in production and concern for people throughout the Ohio State and Michigan studies (Prince, 2008).

Concern for production - educational leaders emphasize concrete tasks, high productivity, and organizational efficiency when they deciding how best to run and achieve the goals and tasks.

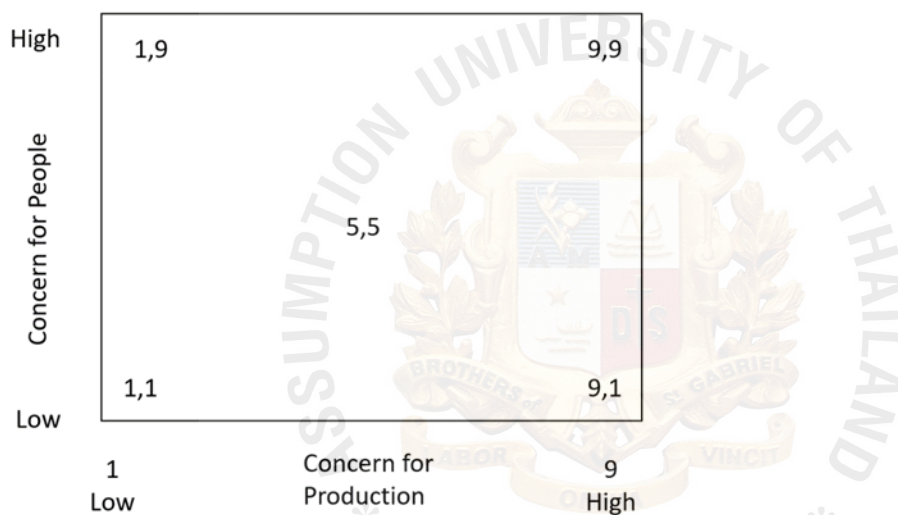
Concern for people -The educational leaders consider the needs, interests, and personal development of members in an educational organization when the educational administrator decides how best to accomplish the tasks and goals.

Blake and Mouton identified the following five leadership styles by plotting leadership "concerns for production" versus "concerns for people" on the axis: 1,1 impoverished; 9,1 authority compliance; 1,9 country club; 5,5 middle of the road; and 9,9 team leaders. First, the impoverished leader (1,1) has low concern for production and people. The leader does the minimum required to remain employed in the position. Second, the authority-compliance leader (9,1) has a great concern for production and a low concern for people. The leader focuses on getting the job done, while people get treated like machines.

Third, the country-club leader (1,9) has a great concern for people and a low concern for production. The leader strives to maintain a friendly atmosphere without regard for production. The leader strives to maintain a friendly atmosphere without regard for production. Fourth, the middle-of-the-road leader (5,5) has balanced, medium concern for both production and people. The leader strives to maintain satisfactory performance and morale. Finally, the team leader (9,9) has a deep concern for both production and people. This leader strives for maximum performance and employee satisfaction.

Figure 4

The Managerial Grid III



Note. This figure was adapted from Blake, R. R., & Jane, S. (1985). *Mouton, The Managerial Grid III: The Key to Leadership Excellence*.

In 1951, Fred E. Fiedler began to develop the first situational leadership theory. It was the first theory to specify how situational variables interact with leader personality and behavior. He called the theory “Contingency Theory of Leader Effectiveness.” Contingency suggests that a leaders’ effectiveness depends on how well the leaders’ style fits the job context. According to Lunenburg and Ornstein (2004), Fiedler's theory has three components: leadership behavior, situational favorableness, and the contingency model.

Leadership Behavior: This component measures leadership behavior by applying the LPC scale (least preferred coworker), which uses twenty-four pairs of adjectives to describe a person. The leader uses a scale with scores ranging from most positive 8 to least positive 1 to define the follower, and if the score is high, the leader considers him to be the least preferred coworker. The interpretation of a leaders' LPC score is regarded as a motivated structure for the leaders. When the leaders are scored highly on LPC, the relationship with their subordinates indicates a supportive manner towards them. These types of leaders prefer admiration from their subordinates in return. On the other hand, a low LPC score mentions that these leaders prioritize task achievement.

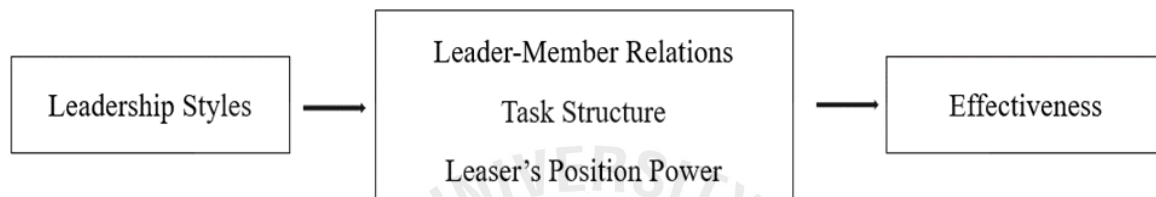
Situational Favorableness: Fiedler discovered that the effectiveness of a leader is based on whether the leader has high LPC (relationship-motivated) or low LPC (task-motivated). Therefore, Fiedler categorizes these three characteristics as leader-member relations, task structure, and position authority (Lunenburg & Ornstein, 2004). First, leader-member relations indicate the relationship between the followers and the leader. If the relationship between the leader and subordinate is reasonable, based on the leaders' admiration power, trustworthiness, and personality, the leader will receive a productive performance from the subordinates. Second, task structure indicates the structure of the followers' task. If the subordinates' tasks are highly structured toward performance, the leader should hold power with retaining clear goals and objectives in mind. In contrast, the leader may be less knowledgeable than the subordinates about the tasks when it is an unstructured task. Third, position power indicates the leader's influence on subordinate's behavior through reward, coercive powers, and legitimacy.

Contingency Model: The leaders' situational favorableness is influenced by leader-member relationships, task structure, and position authority. The favorableness of the situation determines the effectiveness of the Leadership. In addition, Fiedler conducted

studies to investigate the effectiveness of leader type and concluded that task-motivated leaders were good at critical situations. Relationship-motivated leaders were most effective when the leader had influence and reasonable power. The figure-6 below shows the major variables in Fiedler's Contingency Theory.

Figure 5

Major variables in Fiedler's Contingency Theory



Note. This figure was adapted from Lunenburg and Ornstein (2004). *Educational Administration: Concepts and Practices.*

According to Douglas McGregor (1960, as referenced in Chance and Chance, 2002), leaders' actions are predicated on the assumptions and beliefs of the people at work. There are two contrasting sets of assumptions in leadership actions, according to Douglas McGregor: Theory X and Theory Y. Theory X leaders believe that they must direct, control, and organize followers through rewards, persuasion, coercion, or punishment. The behavior of this theory can be softened or hardened. Theory Y leaders believe that followers find responsibilities rather than simply accept them. They are creative, practice self-control, and self-directed to accomplish objectives. Theory X management is inappropriate for the organization because the effectiveness of control and direction is restricted in motivating people who require egoistic and social motivation. A Theory X principal would guide and motivate teachers, but a Theory Y principal would engage in supervising collaboratively,

sharing ideas, and considering ways to enhance students' learning with teachers (Chance and Chance, 2002).

Different types of motivations

There are two basic categories of motivational theory, content theories, and process theories. Content theories identify what motivates employees in the workplace, while process theories identify how motivation occurs in the workplace.

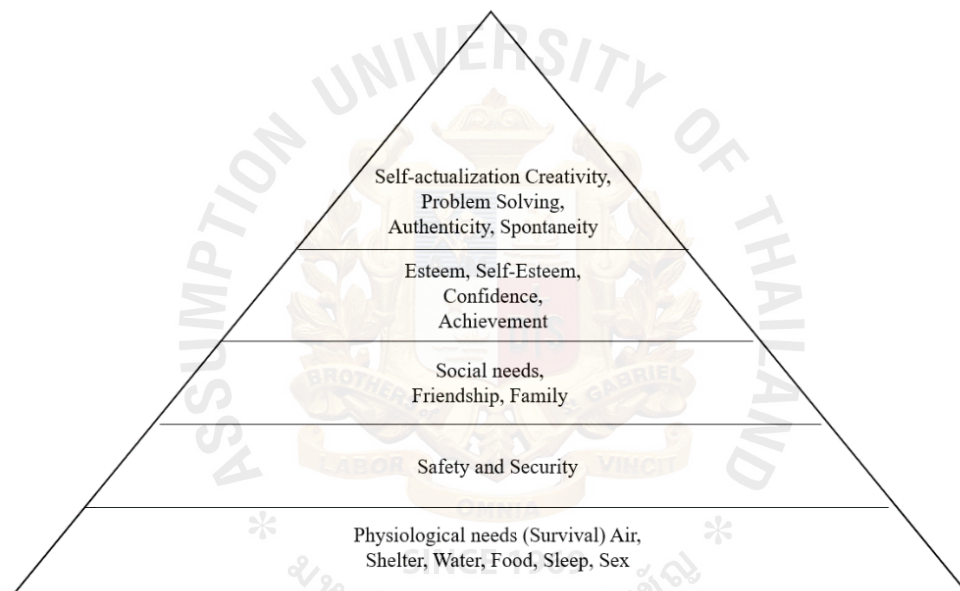
Content theories include Maslow's Hierarchy of Need Theory (Maslow, 1954), Alderfer's Existence Relatedness Growth Theory (Alderfer, 1972), and Herzberg's Motivation-Hygiene Theory (Herzberg, 1976). In Maslow's Theory, to get support from the staff, the leader needs to begin by focusing on basic human needs. Abraham Maslow (1954) designed an eight-level hierarchy of needs. The needs begin with physiological needs such as food, water, and shelter. The second level is safety, or the need to feel free from any immediate danger. The third is a sense of belonging or love, and the fourth is recognition or esteem. Before any other requirements can be met, the first four should meet. The fifth need is a cognitive need or the feeling of being able to contribute knowledge. Sixth is aesthetic, or a sense of peace. Seventh is the need for self-actualization or a state of well-being. Lastly, the eighth is self-transcendence, or visionary intuition (Maslow, 1954).

Alderfer's Existence Relatedness Growth Theory is similar to Maslow's Hierarchy. The ERG Theory had existence or physiological needs at the base. These include the needs for food, drink, shelter, and safety. Next come related needs, the need to feel connected to other individuals or a group of people. These requirements are met through establishing and maintaining relationships. At the top of the hierarchy are growth needs, the needs for personal achievement, and self-actualization. If a person is continually frustrated in trying to satisfy growth needs, related needs will remerge (Alderfer, 1972). Herzberg (1966) developed two factors called Herzberg's Hygiene and Motivational Factors. These factors are similar to

Maslow's Hierarchy of Needs, but they are easier to identify in the workplace. The first set of factors is related to hygiene or dissatisfaction. This list includes working conditions, policies and administrative practices, salary and benefits, supervision, status, job security, fellow workers, and personal life. The second set, also known as motivators or satisfiers, are recognition, achievement, advancement, growth, responsibility, and job challenge (Herzberg, 1966).

Figure 6

Maslow's hierarchy of Needs



Note. This figure was adapted from Maslow, A. H. (1943). *A Theory of Human Motivation*.

Process theories include Victor Vroom's Expectancy Theory (Vroom, 1964), Stacey Adam's Equity Theory (Adams, 1963), and Locke & Latham's Goal-Setting Theory (Locke & Latham, 1990). Vroom's Expectancy Theory based on four assumptions; people join organizations with expectations, one's behavior is results from a choice he/she made, different people want different things from the organization, and people will choose different things to find the best outcome. Therefore, motivation comes when an organization motivates

people to do something by showing them what they want, indicating how easy to get it, and supporting their self-belief that they can get it (Vroom, 1964).

Adam's Equity Theory argued that employees use social comparison to evaluate equity or fairness. This theory supports that the happiest relationship is when the give and take are equal. An example of this is when employees compare salaries. The one receiving less compensation feels slighted. Other examples of this consist of husbands trying to compensate for missed time with the family by purchasing expensive gifts (Adams, 1963).

Locke and Latham's Goal-Setting Theory is comprised of two cognitive factors: action, values, and intentions. A goal is essentially what someone is intentionally attempting to achieve. Goals then motivate people to develop strategies that will help to perform at the level required to reach that goal, demonstrating that goal setting improves performance. The key to goal setting is to set clear, challenging, yet obtainable goals. Obtaining feedback from others is also helpful in reaching those set goals (Locke & Latham, 1990).

Previous studies of leadership styles and motivation

Shepherd-Jones and Salisbury-Glennon (2018) examined the correlation between teacher motivation and principal leadership styles. The study utilized a sequential mixed-methods approach, and the results of an online survey completed by teachers were discussed with administrators during an interview. Participants were 136 K-12 teachers from two school districts in the southeast United States. School administrators who matched the criteria of being "highly effective in supporting teacher motivation and student learning" were specifically chosen and recommended by school district leaders in participating systems. To measure teachers' perceptions of their principal's leadership style, the researchers applied Northouse's (2012) Teacher Perceptions of Principal Leadership Styles Questionnaire. The researcher used the Basic Need Satisfaction at Work Scale directly developed by Ilardi et al., (1993) to examine teachers' motivation. The results showed that teacher's feelings of

relatedness significantly differed under democratic and authoritarian leadership styles and between laissez-faire and authoritarian leadership styles; however, there was no a significant difference between democratic and laissez-faire leadership styles regarding teacher's need for relatedness.

Lind (2017) conducted a study to explore the relationships between principal leadership style, teacher motivation, and teacher job satisfaction. 154 participants were teachers from elite elementary, middle, and high schools throughout Illinois (United States). The study was a quantitative correlational investigation with descriptive statistics. Pearson correlations for the primary variables in the study were used to answer research questions and support hypotheses. Participants in the study were invited to take an online survey to evaluate their principals' leadership styles, self-reported level of autonomous or controlled motivation, and level of job satisfaction. There were three instruments administered used in the study: the MLQ Form 5X (Bass & Avolio, 1997) measures leadership behaviors; the MWMS (Gagne et al., 2014) measures motivation; and the JSS (Spector, 1985) measures job satisfaction. The findings suggest that principals who engage teachers through transformational leadership behaviors create a work environment that supports teachers' autonomous motivation. There is a strong positive relationship between transformational leadership behaviors, and high levels of job satisfaction.

Kistenfeger (2016) studied the relationship between foreign teacher's perception of leadership styles and motivation at Assumption College Bangrak Campus, Bangkok. The study's data was collected by surveying 51 foreign teachers at the Assumption College English Bangrak Campus. The researcher utilized 20 questions adapted from Indvik's Ph.D. dissertation (1985) "A Path-Goal Theory Investigation of Superior Subordinate Relationships", and based on House's path-goal theory to examine the leadership styles of foreign teachers. The researcher applied 24 questions were modified from Johnson's (1997)

study on "Employee Motivation: A Comparison of Tipped and Non-Tipped Hourly Restaurant Employees", and based on Maslow's hierarchy of needs to assess foreign teachers' motivation. Pearson Product-Moment Correlation Coefficient and Descriptive Statistic were used to analyze the data. The results showed that the supporting leadership style has the highest mean score of 5.20 when compared to other leadership styles. There was a high correlation between the relationship between supportive Leadership and each type of motivation. It then showed a significant relationship between foreign teacher's perception of the leadership style of the administrator of Assumption College Bangrak Campus and their motivation.

Eyal and Roth (2010) conducted a study on the relationship between principal Leadership and teacher motivation. Participants were 122 Israeli elementary school teachers who voluntarily enrolled in a 60-hour in-service professional development course on instruction in mathematics. The multifactor leadership questionnaire (MLQ 5X; Avolio et al., 1999), based on Bass (1985), was used to examine teachers' perceptions of their principals' leadership styles. The researcher utilized a 16-item scale based on Ryan and Connell's theory and evaluation developed by Roth et al. (2007) to examine teachers' motivation. According to the findings, teachers' perceptions of a principal's transformative leadership are negatively correlated with burnout and positively correlated with autonomous motivation. Transactional leadership, on the other hand, has a positive relationship with controlled motivation and burnout.

Price (2008) examined his dissertation on the relationship between the teachers' perception of the principal Leadership styles and the level of teacher motivation. The study included 202 teachers from nine schools in the eastern United States, ranging from kindergarten to twelfth grade. A pilot study was distributed to approximately 60 teachers at the South Forrest Attendance Center of the Forrest County School District. Principal

Leadership styles were evaluated using approximately thirty questions. In the first section, a variety of questions were asked to determine whether the principal was considered autocratic, democratic, or laissez-faire, with approximately ten questions for each leadership type. In the second section, 15 questions were asked to evaluate whether there was a statistically significant relationship between leadership style and teacher motivation. The researcher analyzed the data using correlational analysis to determine if a relationship exists between two or more variables. Correlation analyses showed statistically significant relationships between teacher motivation, and principal autocratic, and democratic scores. There was no statistically significant relationship discovered between the teacher's level of motivation and the principal's laissez-faire score.

An Overview of Myanmar Basic Education System

Myanmar (formerly known as Burma) inhabits approximately 135 ethnic groups, each with its own culture and traditions (Hayden & Martin, 2011). Myanmar's land boundaries with India on the northwest, Bangladesh on the west, China on the north and northeast, Laos on the east, and Thailand on the southeast (UNICEF, 2013). Myanmar was controlled by the British in the nineteenth century and was occupied by the Japanese in late 1942. It gained independence in 1948 and was governed by an elected government. Myanmar was renowned at the time for having stronger education systems than its neighbors (Lwin, 2000).

Nevertheless, this well-known status did not exist long enough for its people to experience and comprehend fully because the country had fallen under military rule shortly after its independence in 1968 (Lwin, 2000). In the last 70 years, Myanmar has experienced several periods of political upheaval, each of which has significantly impacted the education system (Lwin, 2019).

In April 1962, General Ne Win took over the power and changed the education policy from a national education to Burmese Way to Socialism education. Following the 1962

military coup, all private schools and Church-based schools changed to nationalized. In 2010, the military-backed party USDP (Union Solidarity and Development Party), led by President Thein Sein, won the election. They formed a civilian government and conducted a Comprehensive Education Sector Review (CESR). In 2015, the National League for Democracy (NLD) party led by Aung San Suu Kyi, won the election and formed the government. However, the military still has 25% of parliamentary seats and three ministerial posts (military, home affairs, and border affairs). The National Education Strategic Plan (NESP) was released in early 2017 and was based on the previous government's (2010–2015) Comprehensive Education Sector Review (CESR). Since then, the National Education Strategic Plan (2016–2021) has been developed and implemented at all levels in the education sector.

The Department of Basic Education operates the primary level (Grades 1–5), lower secondary level (Grades 6–9), and upper secondary level (Grades 10–11). Secondary education is divided into two levels: lower level (grades 6–9), known as high schools, and upper level (grades 10–12), known as Grade 10 and 11. Before 2016, Basic Education in Myanmar was the 5-4-2 structure comprising five years of primary education (KG-G4), four years of lower secondary education (G5-G8), and two years of upper secondary education (G9-G10). In 2016, the NESP was launched as part of the basic education reform program, and a new basic education structure of KG+12 (kindergarten plus 12 years), was introduced for the Academic Year (AY) 2016 and 2017. The purpose is to conform to the basic education structure of other countries in the ASEAN region. The previous education structure (5-4-2) transformed into the KG+ (5-4-3) structure. This new primary education structure KG+12(5-4-3) comprises kindergarten, five years for primary level, four years for lower secondary level, and three years for upper secondary level. Since 2016, the MOE has been

implementing free basic education in all government schools all over Myanmar. The new structure of Basic Education in Myanmar shows in Table 1 below.

Table 1

The New Structure of Basic Education System in Myanmar

| Age | Grade | School level |
|-----|----------|-----------------------|
| 17 | Grade 12 | Upper secondary Level |
| 16 | Grade 11 | Upper secondary Level |
| 15 | Grade 10 | Upper secondary Level |
| 14 | Grade 9 | Lower secondary Level |
| 13 | Grade 8 | Lower secondary Level |
| 12 | Grade 7 | Lower secondary Level |
| 11 | Grade 6 | Lower secondary Level |
| 10 | Grade 5 | Primary Level |
| 9 | Grade 4 | Primary Level |
| 8 | Grade 3 | Primary Level |
| 7 | Grade 2 | Primary Level |
| 6 | Grade 1 | Primary Level |
| 5 | KG | KG |

Note. This table was adapted from Htet (2020). *Basic Education Curriculum Reforms in Myanmar and the Role of Social Studies.*

A new curriculum released concurrently with the new education reform, and teachers were given training on the new curriculum for their respective grades before to the start of each school academic year. Besides Child-Centered Approach, the Myanmar National Curriculum Framework outlines several effective teaching-learning methods to promote the development of children' creativity, analytical skills, critical thinking, and problem-solving skills. The teachers, however, struggled to apply this approach due to logistical problems such as high teacher-to-student ratios, lack of space, lack of teaching aids, and lack of time. One of the main reasons that CCA could not be used was incompatibility with the test system, which comprised monthly exams with questions prepared in such a way that students

just needed to recall what had been taught in the classroom and write down the precise answers. Many improvements have occurred since the first National Education Strategic Plan (2016-2021) was implemented during the NLD government's five-year tenure between 2015 and 2020 (Lwin, 2019). However, the COVID-19 outbreak posed significant challenges to the curriculum development process. The timeline for the initiation of the new curriculum shows in Table 2 below.

Table 2

The Timeline for the Initiation of New Curriculum for Basic Education in Myanmar

| Academic year | KG and primary level | Lower secondary level | Upper secondary level |
|---------------|----------------------|-----------------------|-----------------------|
| 2016-2017 | KG | | |
| 2017-2018 | Grade 1 | | |
| 2018-2019 | Grade 2 | | |
| 2019-2020 | Grade 3 | Grade 6 | |
| 2020-2021 | Grade 4 | Grade 7 | Grade 10 |
| 2021-2022 | Grade 5 | Grade 8 | Grade 11 |
| 2022-2023 | | Grade 9 | Grade 12 |

Note. This table was adapted from Htet (2020). *Basic Education Curriculum Reforms in Myanmar and the Role of Social Studies.*

Historical Background of Target School

The target school is located in Hpa-An Township, Karen State, Myanmar. Saw Thar Mya Aung, a Karen ethnically educated person, founded this school in 1971 with the purpose of providing Karen people from remote areas with the opportunity to complete their high school education and continue their further studies. The school started as a small dormitory before being transferred to the Learning Center in 2002 with the support of the Karen literary

committee, Japanese donors, Karen Monks, and Karen general Bo Moe Chit Thu. It started operating as a private high school in 2014, with 83 male students, 172 female students, and 39 staff. Currently, there are now over 300 students, and the number is increasing every year. Most of the students come from different places of Karen State, particularly the rural areas. Most of the students who come to study in this school have financial problem from their families. Many parents especially in Karen State are still unable to pay for private education since the majority of families live in poverty and also the private school fees are similarly costly.

The school follows the Government Curriculum, which includes the subjects' areas of Myanmar, English, Mathematics, Chemistry, Physics, Ecology, and Biology. The school also provides extra-curriculum such as basic computer classes, Karen literacy, Karen traditional dancing, and English literacy. The students who have finished high school at Karen Student's Center have more opportunities compared with other school students because students are trained not only to pass the mutilation exam but also prepared to be life-long learners. For example, the students learned fundamental computer skills, English (4) skills, Karen traditional dance, reading, and writing in Karen literacy. The school also provides opportunities for alumni students to gain professional experience as guiding teachers or assistant teachers for high school students. If students are enthusiastic about furthering their education, they can enroll in the Learning English for Development (LED) program, which is operated under the Karen Student Center (private high school).

After the school stops getting funds from individual donors, to assist the school in functioning smoothly, students are asked to pay just 600,000 Kyat rather than paying 120,000 Kyat or above compared with the other private schools. It depends on the cost of food; for example, if food expenses are increased, the school would charge more. However, the school does not run as a business for profit. Therefore, the school has devised the installments into

three periods to adjust for students from low-income families and it also helps for the students whose parents have financial problems when they could not pay at the same time. For these reasons, the school assists the students whose parents cannot support them continuously in high school by providing basic needs such as food, accommodation, health care, and education at a low price.

Summary of Literature Review

This section collected and summarized previous research in order to provide comprehensive and relevant information on the concepts being researched. It also highlighted empirical support and described the core of the current study, beginning with previous researchers' ideologies on leadership concepts, the extensive concepts of leadership and motivation based on a number of theories, best-known theories, and previous studies supporting the framework of this study, an overview of the Myanmar education system, as well as the historical background of the target school.

The research was categorized into two main concepts: principal leadership behaviors and teacher work motivation. The school principal's leadership behavior was based on Path-Goal Theory, which was combined to form four different dimensions: directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership, whereas the concept of teachers' work motivation was based on Self-determination theory, which was categorized into four levels: 1) external regulation, 2) introjected regulation, 3) identified regulation, and 4) intrinsic regulation. There are several kinds of leadership behaviors. Leaders should utilize varied behaviors in different situations to improve followers' goals and dreams. According to Path-Goal Theory, there are four leadership behaviors, and leaders may adopt one or all of them depending on the situation. In addition, school leaders or principals might need to apply a different leadership styles or approaches when they take into consideration their school teachers or staff members' perceptions (Farhan, 2018).

Additionally, intrinsically motivated teachers lead to intrinsically motivated students, which equates to the schools' achievement and quality. Furthermore, it shows the crucial role of school principals in maintaining a positive school environment to keep teachers and students motivated and achieve the schools' objectives. For this reason, examine these two concepts is of significance, especially in the teacher's view, for they are one of the critical resources in achieving a schools' success.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology including research design, population, and sample, research instrument, validity and reliability, collection of data, data analysis, and summary of the research process.

Research Design

The purpose of this study was to determine whether there was a relationship between teachers' perception of their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar. The researcher used a descriptive correlational study with a three-part questionnaire: Part (I) general demographic profile of teachers including their gender, age, and work experiences; Part (II) Teachers' perceptions of principal leadership behaviors; and Part (III) Teachers' motivation.

The researcher utilized descriptive statistics (frequencies, percentages, mean and Standard Deviation) to identify the levels of teachers' perceptions of principal leadership behaviors and their work motivation. Correlational analysis (Pearson Product-Moment Correlational Coefficient) was used to determine the relationship between teachers' perceptions of principal leadership behaviors and teacher's work motivation.

Population and Sample

The research conducted in a private school in Karen State, Myanmar. The target population of this study were 79 full-time teachers who were currently working in a private school from kindergarten to Grade -12 during the academic year of 2022-2023. As this was a single-site study, the sample size was equal to the population. This study took the whole population as a sample for the survey.

Table 3

Population/Sample of Teachers at the Target School

| No | School Levels | Population | Sample |
|----|----------------------|------------|--------|
| 1 | Primary School Level | 18 | 18 |
| 2 | Middles School Level | 29 | 29 |
| 3 | High School Level | 32 | 32 |
| | Total | 79 | 79 |

Research Instrument

This study utilized a questionnaire to gather data for quantitative analysis. The questionnaire divided into three parts. Part I questionnaire applied for identifying the teachers' demographic factors to get the general information of the teachers (gender, age, year in working as a teacher, educational level, and teaching level).

Table 4

Breakdown Survey Questions for Demographic Factors of Teachers

| Teacher's Demographic factors | Survey Questions | Scale |
|-------------------------------|------------------|---------------------------------------------------------------------------|
| Gender | 1 | (1) Male (2) Female |
| Age | 2 | (1) 20-25, (2) 26-30, (3) 31-35, (4) 36 and above |
| Teaching Level | 3 | (1) Primary (KG-Grade 1-5), (2) Middle (Grade 6-8), (3) High (Grade 9-11) |
| Working Experience | 4 | (1) 1-5, (2) 6-10, (3) 11-15, (4) 16 and above |
| Educational Level | 5 | (1) High School, (2) Bachelor's degree, and (3) Master's degree. |

Part II questionnaire was used to measure teachers' perceptions of principals' leadership behaviors based on Path Goal Theory in a private school in Karen State, Myanmar. The study used Path–Goal Leadership Questionnaire was designed by Northouse in 2018 with a seven-point Likert scale ranging from (1) Never to (7) Always. However, rather than

using a seven-point Likert scale ranging from 1 = Never to 7 = Always, the research used a five-point Likert scale (1) Never to (5) Always, to help Myanmar school teachers, understand their level of work motivation at their school without feeling overloaded and compare reliability coefficients with previous that have been conducted. The following Table 5 presents the breakdown questions of teacher's perception on principal leadership behaviors and Table 6 represents the scores and interpretation of the scale for leadership behaviors.

Table 5

Breakdown of Principal Leadership Behaviors Questionnaire

| No | Teachers' Perception of Principal Leadership Behaviors | Items |
|----|--------------------------------------------------------|-----------------------|
| 1 | Directive leadership behavior | 1, 5, 9, 14 and 18 |
| 2 | Supportive leadership behavior | 2, 8, 11, 15 and 20 |
| 3 | Participative leadership behavior | 3, 4, 7, 12 and 17 |
| 4 | Achievement-oriented leadership behavior | 6, 10, 13, 16, and 19 |

Table 6

Scale and Interpretation of Principal Leadership Questionnaire

| Teachers' Perception towards Principal Leadership Behaviors | Score | Scale | Interpretation |
|-------------------------------------------------------------|----------|------------|----------------|
| Always | 5 | 4.51- 5.00 | Very High |
| Often | 4 | 3.51- 4.50 | High |
| Occasionally | 3 | 2.51- 3.50 | Moderate |
| Seldom | 2 | 1.51- 2.50 | Low |
| Never | 1 | 1.00- 1.50 | Very Low |

Note. Sullivan G. M., Artino A. R., Jr. (2013) Analyzing and interpreting data from Likert-type scales. *Journal of Graduate Medical Education* 5: 541–542. doi: 10.4300/JGME-5-4-18.

Part III questionnaire was utilized to determine the level of teachers' work motivation in a private school in Karen Sate, Myanmar. This study adapted the Multidimensional Work

Motivation Scale (MWMS) originally developed by (Ryan & Deci, 2000) and has been validated in nine countries and seven languages as well as in the educational context. The original 19-item work motivation scale questions consist of seven Likert scales that range from “not at all” (1) to “completely” (7). However, the measure for Amotivation from the source was not included in the adapted survey questionnaire because it is antagonistic to motivation and would give a negative and no significant difference in the study. The modified questionnaire used in this study was 5-point Likert-type scale ranging from 1=strongly disagree to 5=strongly agree instead of using seven Likert scale in order to help Myanmar school teachers, understand their level of work motivation at their school without feeling overloaded and compare reliability coefficients with previous that have been conducted. The following Table 7 presents the breakdown questions of teacher’s work motivation and Table 8 represents the scores and interpretation of the scale for teachers’ work motivation.

Table 7

Breakdown of Teachers’ Work Motivation Questionnaire

| Work Motivation Dimensions | Survey Question Item Analysis | Total No. of Items |
|-----------------------------------|--------------------------------------|---------------------------|
| Extrinsic regulation | 1, 2, 3, 4, 5, 6 | 6 |
| Introjected regulation | 7, 8, 9, 10 | 4 |
| Identified regulation | 11, 12, 13 | 3 |
| Intrinsic regulation | 14, 15, 16 | 3 |

Table 8*Scale and Interpretation of Teacher's Work Motivation Questionnaire*

| Teachers' Perception of their work motivation level | Score | Scale | Interpretation |
|-----------------------------------------------------|-------|-------------|----------------|
| Strongly Agree | 5 | 4.51 - 5.00 | Very High |
| Agree | 4 | 3.51 - 4.50 | High |
| Neutral | 3 | 2.51 - 3.50 | Moderate |
| Disagree | 2 | 1.51 - 2.50 | Low |
| Strongly Disagree | 1 | 1.00 - 1.50 | Very Low |

Note. Sullivan G. M., Artino A. R., Jr. (2013) Analyzing and interpreting data from Likert-type scales. *Journal of Graduate Medical Education* 5: 541–542. doi: 10.4300/JGME-5-4-18.

Validity and Reliability of the Instrument

The survey questionnaire was divided into three parts, as mentioned previously in this chapter. Part two and Part three adapted from previous studies. Both instruments used in this research had tested for validity and reliability in several locations such as Chania, Thailand, and Myanmar. Northouse (2018) instrument has been used in several studies with acceptable levels of reliability (Indvik, 1985; Meiyu, 2014; LaRaw, 2017; Meinda, 2018). The reliability of principal leadership behaviors questionnaires is shown in Table 9 below.

Table 9*Cronbach Alpha Reliability for Path-Goal Leadership Questionnaires Survey*

| Questionnaire | Theory | Study | Cronbach's alpha (α) | |
|------------------------------------|----------------------------------|---------------|-------------------------------|---------------|
| | | | Previous study | Current study |
| Path-Goal Leadership Questionnaire | House (1996) Path-Goal Theory | Meiyu (2014) | .95 | .81 |
| | | LaRaw (2017) | .88 | |
| | | Meinda (2018) | .73 | |

Part three of the survey questionnaire adapted from MWMS which was initially designed by Ryan and Deci (2000) and validated by Gagné et al. (2015). This questionnaire consists of 19-items that measure an individuals' degree of motivation. The original questionnaire has been validated in seven languages and nine countries (Gagné et al., 2015). Table 10 shows the reliability and alpha coefficients on the validation of the MWMS in the English language as verified by Gagné et al. (2015) and was adapted in this study.

Table 10

Reliability of the Multidimensional Work Motivation Scale (MWMS) in the English Language for Teachers' Work Motivation

| Questionnaire | Theory | Multidimensional Work Motivation Scale (MWMS) | Cronbach's alpha (α) | |
|---------------------------|------------------------------------------------|-----------------------------------------------|-------------------------------|---------------|
| | | | Previous study | Current study |
| Teacher's Work Motivation | Ryan and Deci (2000) Self-determination Theory | Intrinsic regulation | .90 | .84 |
| | | Identified regulation | .75 | .70 |
| | | Introjected regulation | .70 | .79 |
| | | Extrinsic regulation | .76 | .80 |

Collection of Data

The researcher contacted personally to the Educational Director of a private school in Karen State for permission to conduct this study. When permission to conduct the study was approved, an official requesting signature letter was written to the Educational Director. Since most the teachers at the target school were incapable of understanding the original English questionnaire, the researcher requested a translator who have strong academic background to translate it from English to Myanmar. As soon as the translation was completed, a data-collecting action plan was designed and sent to the school's director. The questionnaire was then delivered online to teachers, and some were printed out for teachers who preferred paperwork at the target school in Karen State, Myanmar.

Data Analysis

This study utilized statistical methods to analyze and interpret the collected data. The following statistical methods was used to analyze the data from the questionnaires after data collection.

Research Objective one: To identify principals' leadership behaviors based on Path-Goal Theory perceived by teachers in a private school in Karen State, Myanmar. For this purpose, the researcher used Mean and Standard Deviation to assess the conclusion for teacher's perceptions regarding their principal leadership behaviors.

Research Objective two: To identify the levels of Teachers' motivation in a private school in Karen State, Myanmar. For this purpose, the researcher used Mean and Standard Deviation to assess the teacher's perceptions of their motivation.

Research Objective three: To determine whether there was a significant relationship between teacher's perception of principals' leadership behaviors and teachers' motivation in a private school in Karen State, Myanmar. For this reason, the researcher used the correlational analysis (Pearson Product- Moment Correlation Coefficient) to assess whether there was a significant relationship between teachers' perceptions of principal leadership behaviors and teacher's motivation.

Summary of the Research Process

Table 11

Summary of the Research Process

| Research Objectives | Source of Data or Sample | Data Collection Method or Research Instrument | Method of Data Analysis |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1.To identify principal's leadership behaviors based on Path-Goal Theory perceived by teachers in a private school in Karen State, Myanmar | 79 teachers from a private high school | Part I Information about the demographic profiles of the respondents -Gender -Age, -Teaching Level -Working Experience -Educational Level | Mean and Standard Deviation |
| 2. To identify the levels of Teacher's motivation in a private school in Karen State, Myanmar | | Part II Path- Goal Leadership Questionnaire -Directive -Supportive p -Participative -Achievement-Oriented | Means and Standard Deviation |
| 3.To determine whether there is a significant relationship between teachers' perception their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar | | Part III Work Motivation Survey -Intrinsic regulation -Identified regulation -Introjected regulation -Extrinsic regulation | Pearson Product-Moment Correlation Coefficient |

CHAPTER IV

RESEARCH FINDINGS

The Chapter IV presents the findings and interpretations of the questionnaire completed by the 79 full-time teachers from the target school in Karen State, Myanmar. The surveys questionnaires were delivered online and returned by 79 teachers, resulting in a 100% response rate. The descriptive statistics (frequency and percentage, mean and standard deviations) and Pearson Product- Moment Correlation Coefficient method applied to path-goal empirical finding for each of the four style of leadership behaviors and teachers' work motivation factors. For the intention of data collection, research survey questionnaires were used to analyze all the research objectives. The chapter started with demographic profile of the participants, then the results of the research findings were interpreted and presented by each research objective, lastly the summary of the research finding.

Demographic Profile of the Participants

The researcher distributed a set of the questionnaire including the general demographic profile of the participants which consist of participants' gender, age, working experiences, education level, teaching level. The following data and Table 12 – 16 represent the demographic profiles of the research participants from the target school in Karen Sate, Myanmar. Each item of the teachers' demographic factors was summarized and presented below.

Table 12*Gender of Respondents (n=79)*

| Gender | Number | Percentage (%) |
|--------|--------|----------------|
| Male | 33 | 42% |
| Female | 46 | 58% |
| Total | 79 | 100% |

Table 12 shows the number and percentage of teachers who took part in this survey regarding their gender. 79 respondents, 46 reported as females (58%) and 33 male (42%).

Table 13*Age of Respondents (n=79)*

| Age | Number | Percentage (%) |
|--------------------|--------|----------------|
| Below 30 years | 33 | 41.8% |
| 31-40 years | 28 | 35.4% |
| 41-50 years | 16 | 20.3% |
| 51 years and above | 2 | 2.7% |
| Total | 79 | 100% |

Table 13 demonstrates the numbers and percentage of teachers according to their ages. Based on the results of the statistical analysis, the majority of the respondents are below 30 years represent 41.8 percent with 33 teachers, followed by 31 to 40 years represent 35.4 percent with 28 teachers. Finally, 41 to 50 years represented 20.3 percent with 16 teachers while 51 years and above represented 2.7 percent with only 2 teachers.

Table 14*Working Experiences of Respondents (n=79)*

| <i>Working Experiences</i> | <i>Number</i> | <i>Percentage (%)</i> |
|----------------------------|---------------|-----------------------|
| 1 to 5 years | 24 | 30.4% |
| 6 to 10 years | 37 | 46.8% |
| 11 to 15 years | 10 | 12.7% |
| 16 years and above | 8 | 10.1% |
| Total | 79 | 100% |

Table 14 illustrates the percentage of participants' years in working as a teacher. Based on the results of the statistical analysis, participants who are working as a teacher between 6 to 10 years represent 46.8 percent with 37 teachers, which was the highest percentage of the total population, followed by 1 to 5 years in working as a teacher represent 30.4 percent with 24 teachers. There were only 12.7 percent of 10 teachers whose teaching experience between is between 11 to 15 years and 16 years and above represent 10.1 percent each with eight teachers.

Table 15*Teaching Level of Respondents (n=79)*

| <i>Educational level</i> | <i>Number</i> | <i>Percentage (%)</i> |
|--------------------------|---------------|-----------------------|
| Bachelor's degree | 43 | 54.4% |
| Master's degree | 30 | 38% |
| Doctoral degree | - | - |
| Other | 6 | 7.6% |
| Total | 79 | 100% |

Table 15 indicates that the teachers' mainly holds a bachelor's degree which constitute to 54.4 percent with 43 teachers of the population followed by master's degree

holders at 38 percent with 30 teachers while 7.6 percent of them has other degree. There were no teachers whose holding doctoral degree.

Table 16

Teaching Level of Respondents (n=79)

| Teaching Level | Number | Percentage (%) |
|-----------------------|--------|----------------|
| Primary Level | 18 | 22.8% |
| Lower Secondary Level | 29 | 36.7% |
| Upper Secondary Level | 32 | 40.5% |
| Total | 79 | 100% |

Table 16 displays teachers' level of teaching. According to the results of the statistical analysis, 40.7 percent of the total population is the highest percentage, representing 32 teachers teaching in upper secondary level, followed by 36.7 percent with 29 teachers in lower secondary level, and 22.8 percent with 18 teachers in primary level.

Findings for Research Objective One

The first objective of this study was to identify teachers' perceptions of principal leadership behaviors based on Path-Goal Theory perceived by the teachers in a private school in Karen State, Myanmar. In this research, 79 participants answered the survey questionnaire based on their perception of principal leadership behaviors by choosing from the following range of indicators: 1 = Always, 2 = Often, 3 = Occasionally, 4 = Seldom, and 5 = Never. In this study, four dimensions of leadership behaviors consisted of directive leadership (measured by questions 1–5), supportive leadership (measured by questions 6–10), participative leadership (measured by questions 11–15), and achievement-oriented leadership (measured by questions 16–20). Mean and standard deviation scores of each principal leadership behaviors were analyzed and interpreted based on the interpretation scale

described on page 45 of Chapter Three. The statistical results for each dimension are explained and shown in Tables 19, 20, 21, and 22.

Table 17

Teachers' Perceptions Towards Principal Leadership Behaviors Based on Directive Leadership (n=79)

| Item No. | Items | Mean | SD | Interpretation |
|----------|-----------------------------------------------------------------------------------------|------|-------|----------------|
| 1 | The principal lets teachers know what is expected of them. | 3.76 | .866 | High |
| 2 | The principal informs teachers about what needs to be done and how it needs to be done. | 3.94 | .722 | High |
| 3 | The principal asks teachers to follow standard rules and regulations. | 4.04 | .884 | High |
| 4 | The principal explains the level of performance that is expected of teachers. | 3.56 | .747 | High |
| 5 | The principal gives vague explanations of what is expected of teachers on the job. | 3.23 | 1.012 | Moderate |
| Total | | 3.70 | .477 | High |

Table 17 shows the total mean score of teachers' perception of the principal leadership behaviors based on Path-Goal Theory in terms of directive leadership. The research finding showed the mean score of directive leadership behavior for each item were; the mean score of item-1 received 3.76, the mean score of item-2 had 3.94, the mean score of item-3 resulted 4.04, the mean score of item-4 gained 3.56, and the mean score of item-5 was 3.23 respectively. Among five items of directive leadership behavior according to teachers' perception of their principal, the highest range of mean score rating was 4.04 on item-3 while the lowest mean score was 3.23 on item-5. Since only item 5 received a modest level of directed leadership, it has no effect on the total result. Therefore, the overall mean score

perception of teachers towards directive leadership behavior, which include five items, was 3.70 and considered as high level in the range of 3.51 – 4.50.

Table 18

Teachers' Perceptions Towards Principal Leadership Behaviors Based on Supportive Leadership (n=79)

| Item No. | Items | Mean | SD | Interpretation |
|----------|----------------------------------------------------------------------------------------------|------|-------|----------------|
| 6 | The principal maintains a friendly working relationship with teachers. | 4.08 | .984 | High |
| 7 | The principal does little things to make it pleasant to be a member of the group. | 3.24 | 1.040 | Moderate |
| 8 | The principal says things that hurt teachers' personal feelings. | 1.93 | .888 | Low |
| 9 | The principal helps teachers overcome problems that stop them from carrying out their tasks. | 3.67 | .930 | High |
| 10 | The principal behaves in a manner that is thoughtful of teachers' personal needs. | 3.67 | .996 | High |
| Total | | 3.32 | .588 | Moderate |

Table 18 illustrates the total mean score of teachers' perceptions towards principal leadership behavior based on Path-Goal Theory in term of supportive leadership behavior. The finding indicated the mean score of supportive leadership behavior for each item were; the mean score of item-6 was 4.0, the mean score of item-7 received 3.24, the mean score of item-8 had 1.93, the mean score of item-9 resulted 3.67, and the mean score of item-10 got 3.67 respectively. Among the five items of supportive leadership behavior according to the teachers' perception of their principal, the highest mean score rating was 4.08 on item-6 while the lowest mean score rating was 1.93 on item-8. The total results were impacted by two items: item-7 obtained a moderate level and item-8 received a low level. Therefore, the

total mean score perception of teachers toward supportive leadership behavior, which includes five items, was 3.32, and considered as moderate level within the range of 2.51-3.50.

Table 19

Teachers' Perceptions Towards Principal Leadership Behaviors Based on Participative Leadership (n=79)

| Item No. | Items | Mean | SD | Interpretation |
|----------|-------------------------------------------------------------------------------------------|------|-------|----------------|
| 11 | The principal consults with teachers when facing a problem. | 3.81 | 1.039 | High |
| 12 | The principal listens to teachers' ideas and suggestions. | 3.73 | 1.071 | High |
| 13 | The principal acts without consulting his/ her teachers. | 3.34 | .861 | Moderate |
| 14 | The principal asks for suggestions from teachers concerning how to carry out assignments. | 3.27 | 1.059 | Moderate |
| 15 | The principal asks teachers for suggestions on what assignments should be made. | 3.22 | 1.094 | Moderate |
| Total | | 3.47 | .680 | Moderate |

Table 19 demonstrates the mean score of teachers' perception towards their principal leadership behavior based on Path-Goal Theory in term of participative leadership behavior. The research finding showed that the mean score of participative leadership behavior for each item were; the mean score of item-11 was 3.81, the mean score of item-12 was 3.73, the mean score of item-13 was 3.34, the mean score of item-14 was 3.27, and the mean score of item-15 was 3.22 respectively. The highest mean score rating among the five items of participative leadership behavior according to teachers' perceptions of their principal was 3.81 on item-11, while the lowest mean score rating was 3.22 on item-15. However, only items 11 and 12 received a high score, whereas the other three items received moderate

scores. As the result, the total mean score of teachers' perception towards participative leadership behavior, which includes five items, was 3.47 and was considered as moderate level within the range of 2.51-3.50.

Table 20

Teachers' Perceptions Towards Principal Leadership Behaviors Based on Achievement-oriented Leadership (n=79)

| Item No. | Items | Mean | SD | Interpretation |
|----------|-----------------------------------------------------------------------------------------------|------|-------|----------------|
| 16 | The principal lets teachers know that he/ she expects them to perform at their highest level. | 3.35 | 1.188 | Moderate |
| 17 | The principal sets goals for teachers' performance that are quite challenging. | 2.89 | 1.230 | Moderate |
| 18 | The principal encourages continual improvement in teachers' performance. | 3.86 | .930 | High |
| 19 | The principal shows that he/ she has doubts about teachers' ability to meet most objectives. | 2.73 | 1.083 | Moderate |
| 20 | The principal consistently sets challenging goals for teachers to attain. | 2.87 | 1.159 | Moderate |
| Total | | 3.14 | .769 | Moderate |

Table 20 represents the mean score of the teachers' perceptions towards principal leadership behaviors based on Path-Goal Theory in term of achievement-oriented leadership behavior. The finding displayed the mean scores of achievement-oriented leadership behavior for each item were; the mean score of item-16 was 3.35, the mean score of item-17 was 2.89, the mean score of item-18 was 3.86, the mean score of item-19 was 2.73, and the mean score of item-20 was 2.87 respectively. The highest mean score rating among five items of achievement-oriented leadership was 3.86 on item-18, while the lowest mean score rating

was 2.73 on item-19. With the exception of item 18, the other four items scored moderate levels. Therefore, the total mean score perception of teachers towards achievement-oriented leadership behavior, which includes five items was 3.14 and was determined as moderate level within the rating 2.51-3.50.

Table 21

Summary of the Total Mean and Standard Deviation Scores of Teachers' Perceptions Towards Principal Leadership Behaviors at Selected School (n=79)

| Variables | Mean | SD | Interpretation |
|---------------------------------------------|------|------|----------------|
| 1. Directive Leadership Behavior | 3.70 | .477 | High |
| 2. Supportive Leadership Behavior | 3.32 | .588 | Moderate |
| 3. Participative Leadership Behavior | 3.47 | .680 | Moderate |
| 4. Achievement-oriented Leadership Behavior | 3.14 | .769 | Moderate |
| Total | 3.41 | .464 | Moderate |

Table 21 showed that the overall mean score of the teachers' perceptions of the principal leadership behaviors based on Path-Goal Theory at Karen Sate was 3.41 in the range 2.51-3.50. The research finding showed the total mean scores of principal leadership behaviors for each dimension were; the mean score of directive leadership behavior received 3.70, the mean score of supportive leadership behavior had 3.32, the mean score of participative leadership behavior resulted to 3.47, and the mean score of achievement-oriented leadership behavior was 3.14 respectively. The highest mean score rating among five four types of leadership behaviors according to teachers' perceptions of their principal was 3.70 on directive leadership, while the lowest mean score rating was 3.14 on achievement-oriented leadership. Except of directive leadership, the other three types of leadership

behaviors, which include supportive, participative, and achievement-oriented scored moderate levels. As the result, the overall perception of teachers of principal leadership behaviors, received only 3.41 in the range 2.51-3.50 and considered as moderate level.

Findings for Research Objective Two

The second objective of this study was to determine the level of teachers' work motivation at Karen State, Myanmar. As mentioned previously, the data were collected from 79 teachers accumulated survey questionnaires and in order to analyze teachers' level of work motivation, they were asked to indicate their level of perception by choosing from the following range of indicators: (1) "Strong Disagree", (2) "Disagree", (3) "Neutral", (4) "Agree", (5) "Strongly Agree". In this study, four dimensions of work motivation includes Extrinsic regulation (measured by questions 1-6), Introjected regulation (measured by questions 7-10), Identified regulation (measured by questions 11-13), and Intrinsic regulation (measured by questions 14-16). In order to understand and recognize the teachers' level of work motivation, the mean score and standard deviation of their perception regarding their level of work motivation were quantitatively examined as present in Table 24, Table 25, Table 26, and Table 28.

Table 22

Teachers' Perception on their Degree of Work Motivation in Terms of Extrinsic Regulation
(*n*=79)

| Item No. | Items | Mean | SD | Interpretation |
|----------|-------------------------------------------------------------------------------------------------------------------|------|-------|----------------|
| 1 | To get others' approval (e.g., supervisor, colleagues, family, clients...) | 3.35 | 1.013 | Moderate |
| 2 | Because others will respect me more (e.g., supervisor, colleagues, family, clients...) | 3.32 | 1.204 | Moderate |
| 3 | To avoid being criticized by others (e.g., supervisor, colleagues, family, clients...) | 3.04 | 1.160 | Moderate |
| 4 | Because others will reward me financially only if I put enough effort into my job (e.g., employer, supervisor...) | 2.75 | 1.325 | Moderate |
| 5 | Because others offer me greater job security if I put enough effort into my job (e.g., employer, supervisor...) | 3.20 | 1.353 | Moderate |
| 6 | Because I risk losing my job if I do not put enough effort into it. | 3.06 | 1.362 | Moderate |
| Total | | 3.12 | .932 | Moderate |

Table 22 showed the mean score and standard deviation based on teachers' perception of their work motivation in terms of extrinsic regulation. The research finding indicated the mean score of extrinsic regulation for each item were; the mean score of item-1 was 3.35, followed by item-2 (3.32), item-5 (3.20), item-6 (3.06), and item-3 (3.04) when item-4 was only 2.75. Among the six items, the respondents scored item-1 as the highest mean score of 3.35 which considered as moderate level, while item-4 was the lowest with the mean score of 2.75 as moderate level as well. Since all six items of extrinsic regulation items were evaluated as moderate, the overall mean score of teachers' perception of their extrinsic regulation was 3.12 on a scale of 2.51-3.50, representing a moderate level.

Table 23*Teachers' Perception on their Degree of Work Motivation in Terms of Introjected Regulation**(n = 79)*

| Item No. | Items | Mean | SD | Interpretation |
|----------|---------------------------------------------------|------|-------|----------------|
| 7 | Because I have to prove to myself that I can. | 4.22 | .970 | High |
| 8 | Because it makes me feel proud of myself. | 4.20 | 1.055 | High |
| 9 | Because otherwise, I will feel ashamed of myself. | 3.27 | 1.174 | Moderate |
| 10 | Because otherwise, I will feel bad about myself. | 3.23 | 1.240 | Moderate |
| Total | | 3.72 | .810 | High |

Table 23 displayed the teachers' perception on their level of work motivation in terms of introjected regulation. The research finding showed the mean score of introjected regulation for each item were; the mean score of item-7 got 4.22, followed by item-8 (4.20), item-9 (3.27), and item-10 (3.23). Among four items, item-7 was the highest mean score of 4.22 which interpreted as high level while item-10 was only 3.23 which determined as moderate level. The total mean score of teachers' perception on their work motivation in terms of introjected regulation, which included four items and was 3.72 and was determined as high level within the rating scale of 3.51-4.50.

Table 24*Teachers' Perception on their Degree of Work Motivation in Terms of Identified Regulation**(n = 79)*

| Item No. | Items | Mean | SD | Interpretation |
|----------|-------------------------------------------------------------------------|------|------|----------------|
| 11 | Because I personally consider it important to put effort into this job. | 4.27 | .902 | High |
| 12 | Because putting effort into this job aligns with my personal values. | 4.20 | .992 | High |
| 13 | Because putting effort into this job has personal significance to me. | 3.92 | .944 | High |
| Total | | 4.13 | .792 | High |

Table 24 demonstrates that the teachers' perception on their level of work motivation in terms of identified regulation. The research finding showed the mean score of identified regulation for each item were; the mean score of item-11 received 4.27, followed by item-12 (4.20), and item-13 (3.92). Among three items in identified regulation, item-11 was the highest mean score of 4.27, which considered as high level whereas item-13 was the lowest mean score of 3.92, which still determined as high level according to rating scale of 3.51-4.50. The total mean score of teachers' perception on their work motivation in terms of identified regulation, which included three items and was 4.13 and was determined as high level within the rating scale of 3.51-4.50.

Table 25

Teachers' Perception on their Degree of Work Motivation in Terms of Intrinsic Regulation (n =79)

| Item No. | Items | Mean | SD | Interpretation |
|----------|-------------------------------------------|------|-------|----------------|
| 14 | Because I have fun doing my job. | 4.18 | .844 | High |
| 15 | Because what I do in my work is exciting. | 3.76 | 1.077 | High |
| 16 | Because the work I do is interesting. | 4.33 | .902 | High |
| Total | | 4.09 | .800 | High |

From table 25 shows the teachers' perception on their level of work motivation in terms of intrinsic regulation. The research finding illustrated the mean score of extrinsic regulation for each item were; the mean of item-16 was 4.33, followed item-14 (4.18), and item-15 (3.76). Among three items of intrinsic regulation, item-16 was the highest mean score of 4.33, which interpreted as high level while item-15 was the slowest mean score of 3.76, which still consider as high level according to the scale of 3.51-4.50. The total mean score of teachers' perception on their work motivation in terms of intrinsic regulation, which included three items and was 4.09 and was determined as high level within the rating scale of 3.51-4.50.

Table 26

Summary of Means and Standard Deviations of Teachers' Perceptions on their Degree of Work Motivation (n =79)

| Variables | Mean | SD | Interpretation |
|---------------------------|------|------|----------------|
| 1. Extrinsic regulation | 3.12 | .932 | Moderate |
| 2. Introjected regulation | 3.73 | .810 | High |
| 3. Identified regulation | 4.13 | .792 | High |
| 4. Intrinsic regulation | 4.09 | .800 | High |
| Total | 3.64 | .581 | High |

Table 26 revealed that overall mean score of the teachers' perceptions on their level of work motivation at Karen State was 3.68 which is in the range of 3.51-4.50. The research findings demonstrated the total mean score of teachers' work motivation for each dimension were; the total mean score of extrinsic regulation was 3.12, the mean score of introjected regulation was 3.73, the mean score of identified regulation was 4.13, and the mean score of intrinsic regulation was 4.09 respectively. Among four dimensions of teachers' work motivation, introjected regulation scored the highest total mean score of 4.13, which interpreted as high level according to the rating scale of 3.51-4.50 whereas extrinsic regulation scored the lowest mean score of 3.13, which considered as moderate level according to rating scale of 2.51-3.50. The overall perception of teachers on their work motivation, which includes four dimensions resulted in 3.64, which is considered a high level with a rating scale of 3.51-4.50.

Findings for Research Objective Three

Research Objective Three of this study was to determine the correlation between teachers' work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar. The correlational analyses (Pearson Product-Moment Correlation Coefficient) were used to analyze these two variables. Firstly, the total four types of principal leadership behaviors were correlated with teachers' work motivation. Then, each type of leadership behavior was correlated with teachers' work motivation. Lastly, all four types of principal leadership behaviors were correlated with teachers' work motivation including overall mean and standard deviations. The following results are presented in Table 27, Table 28, Table 29, Table 30, and Table 31.

Table 27

Correlation between the Teachers' Perceptions of their Work Motivation and Principal Leadership (n =79)

| Variables | | Teachers' Work Motivation | Conclusion |
|----------------------------------------------------------------------------------------|---------------------|---------------------------|------------|
| Teachers' Perceptions Towards Principal Leadership Behaviors Based on Path-Goal Theory | Pearson Correlation | .428 ** | |
| | Sig. (2-tailed) | .000 | |

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

Table 27 illustrates the correlation between the teachers' work motivation and principal leadership behaviors based on Path-Goal Theory. The relationship between teachers' work motivation and principal leadership behaviors were found to be moderately positively correlated, $r = .428$, $p < .000$. The value of Pearson correlation (r) is .428 and Sig. (2-tailed) is .000. Since the Sig. (2-tailed) is smaller than .05, the relationship between teachers' work motivation and principal leadership behaviors was significant. Therefore, the research hypothesis is accepted: there is a significant relationship between teacher's perceptions on their level of work motivation and principal leadership behaviors based on the Path-Goal Theory in a private school in Karen State, Myanmar.

Table 28

Pearson Correlation between the Teachers' Perceptions of their Work Motivation and Principal Directive Leadership (n =79)

| Variables | | Teachers' Work Motivation | Conclusion |
|-----------------------------------------------------------------------------|------------------------|---------------------------------|------------|
| Teachers' Perceptions Towards Principal Directive Leadership Behavior | Pearson Correlation | .219** | |
| | Sig. (2- tailed) | .052 | |

Table 28 shows the correlation between the teachers' work motivation and principal leadership behaviors in term of directive leadership behavior based on Path-Goal Theory. The relationship between teachers' work motivation and directive leadership behavior were found to be moderately negatively correlated, $r = .219$, $p > .052$. The value of Pearson correlation (r) is .219 and Sig. (2-tailed) is .052. Since the Sig. (2-tailed) is bigger than .05, the relationship between teachers' work motivation and directive leadership behavior was no significant. Therefore, the research hypothesis is not accepted: there is no a significant relationship between teacher's perceptions on their level of work motivation and directive leadership behavior based on the Path-Goal Theory in a private school in Karen State, Myanmar.

Table 29

Correlation between the Teachers' Perceptions of their Work Motivation and Principal Supportive Leadership (n =79)

| Variables | | Teachers' Work Motivation | Conclusion |
|------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------|------------|
| Teachers' Perceptions Towards Principal Supportive Leadership Behavior | Pearson Correlation Sig. (2- tailed) | .367** .001 | |

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

Table 29 demonstrates the correlation between the teachers' work motivation and principal leadership behaviors in term of supportive leadership behavior based on Path-Goal Theory. The relationship between teachers' work motivation and supportive leadership behavior were found to be moderately positively correlated, $r = .367$, $p < .001$. The value of Pearson correlation (r) is .367 and Sig. (2-tailed) is .001. Since the Sig. (2-tailed) is smaller than .05, the relationship between teachers' work motivation and supportive leadership behavior was significant. Therefore, the research hypothesis is accepted: there is a significant relationship between teacher's perceptions on their level of work motivation and supportive leadership behavior based on Path-Goal Theory in a private School in Karen State, Myanmar.

Table 30

Correlation between the Teachers' Perceptions of their Work Motivation and Principal Participative Leadership (n =79)

| Variables | | Teachers' Work Motivation | Conclusion |
|---------------------------------------------------------------------------|---------------------|---------------------------|------------|
| Teachers' Perceptions Towards Principal Participative Leadership Behavior | Pearson Correlation | .332** | |
| | Sig. (2-tailed) | .003 | |

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

Table 30 displays the correlation between the teachers' work motivation and principal leadership behaviors in term of participative leadership behavior based on Path-Goal Theory. The relationship between teachers' work motivation and participative leadership behavior were found to be moderately positively correlated, $r = .332$, $p < .003$. The value of Pearson correlation (r) is .332 and Sig. (2-tailed) is .003. Since the Sig. (2-tailed) is smaller than .05, the relationship between teachers' work motivation and participative leadership behavior was significant. Therefore, the research hypothesis is accepted: there is a significant relationship between teachers' perceptions of their level of work motivation and supportive leadership behavior based on the Path-Goal Theory in a private School in Karen State, Myanmar.

Table 31

Correlation between the Teachers' Perceptions of their Work Motivation and Principal Achievement-oriented Leadership (n =79)

| Variables | | Teachers' Work Motivation | Conclusion |
|----------------------------------------------------------------------------------|---------------------|---------------------------|------------|
| Teachers' Perceptions Towards Principal Achievement-oriented Leadership Behavior | Pearson Correlation | .322** | |
| | Sig. (2-tailed) | .004 | |

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

Table 31 represents the correlation between the teachers' work motivation and principal leadership behaviors in term of achievement-oriented leadership behavior based on Path-Goal Theory. The relationship between teachers' work motivation and achievement-oriented leadership behavior were found to be moderately positively correlated, $r = .322$, $p < .004$. The value of Pearson correlation (r) is .322 and Sig. (2-tailed) is .004. Since the Sig. (2-tailed) is smaller than .05, the relationship between teachers' work motivation and achievement-oriented leadership behavior was significant. Therefore, the research hypothesis is accepted: there is a significant relationship between teacher's perceptions of their level of work motivation and achievement-oriented leadership behavior based on the Path-Goal Theory in a private school in Karen State, Myanmar.

Table 32

Summary of Correlation between the Teachers' Perceptions of their Work Motivation and four types leadership Behaviors (79)

| Variables | n | M | SD | 1 | 2 | 3 | 4 | 5 |
|-------------------------|----|------|------|------|------|------|------|---|
| 1. Directive | 79 | 3.70 | .477 | – | | | | |
| 2. Supportive | 79 | 3.32 | .588 | .000 | – | | | |
| 3. Participative | 79 | 3.47 | .680 | .001 | .003 | – | | |
| 4. Achievement-oriented | 79 | 3.14 | .769 | .000 | .002 | .00 | – | |
| 5. Work Motivation | 79 | 3.64 | .581 | .052 | .001 | .003 | .004 | – |

Note. This table was representing the correlation between four types of leadership and work motivation. (n= number of the participants, M= overall mean score, SD= overall standard deviations, and (.052, .001, .003, .004) = p values)

Table 32 summarizes the correlation between four types of leadership behaviors and teachers' work motivation in a private school in Karen Stat, Myanmar. According to the findings, teachers' work motivation and directed leadership showed negatively correlated, with $r = .219$ and $p > .052$. Since the Sig. (2-tailed) was greater than .05, the research hypothesis was not accepted. Therefore, there was no significant relationship between teacher's perceptions of their level of work motivation and directive leadership. Except of directive leadership, the rest of three leadership behaviors namely supportive, participative, and achievement-oriented leadership discovered weakly correlated with teachers' work motivation. According to Evan's (1996) scale, the value of Pearson correlation (r) which ranges from .20-.39 was interpreted as a weak correlation. Therefore, the findings of this study showed supportive leadership was weakly correlated with $r = .367$, $p < .001$, followed by participative leadership with $r = .332$, $p < .003$, and achievement-oriented leadership with $r = .322$, $p < .004$. Since the Sig. (2-tailed) were smaller than .05. The hypotheses were

accepted. Therefore, there was the correlation between teachers' work motivation with supportive, participative, and achievement-oriented leadership in a private school in Karen State, Myanmar.

Summary of the Research Findings

General Demographic Profile of Teachers

The demographic profiles gathered during the research include the gender, age, working experiences, education level, and teaching level of 79 full-time teachers in a private school in Karen State, Myanmar. According to gender distribution, research showed that the majority of Myanmar teachers in a private school in Karen State were female, accounting for 58%, while 42% were male. Regarding the age distribution, it was discovered that 41.8% are below 30 years old, followed by those aged 31 to 40 (35.4%), then those in 41 to 50 years old at 20.3%, and finally 2.7% are those at age of 51 and above. Regarding the educational level of the teachers, the majority of the teachers hold a bachelor's degree at 54.4%, followed by those who hold master's degrees at 38% and those who hold other degrees at 7.6%. According to the number of years working as a teacher, the data analysis found that nearly half of the teachers (46.8%) have worked for 6 to 10 years, followed by 30.4% who have worked for 1 to 5 years. Then there are those who have taught between 11 and 15 years, providing 12.7%, while those who have worked for 16 years or more, providing 10.1% at the target school. Finally, the results on the teaching level demonstrated that the upper secondary level was 32 (40.5%), followed by the lower secondary level with 29 (36.7%), and the primary level was only 18 (22.8%) of the teachers who are currently teaching at the target school.

Teachers' perception of principal leadership behaviors

The survey questionnaires were distributed using a google form to collect teachers' perceptions of principal leadership behaviors based on the Path-Goal Theory which consists of four dimensions namely; directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership. The collected survey questionnaire results

were quantitatively and statistically analyzed to provide an overall perspective of teachers' perceptions of principal leadership behaviors in a private school in Karen State, Myanmar by choosing from the following range of indicators: (1) "Never", (2) "Seldom", (3) "Occasionally", (4) "Often", (5) "Always". Firstly, the total mean score for the teachers' perception of principal leadership behavior in terms of directive leadership behavior was 3.70, which was interpreted as a high level on a scale of 3.70-4.50. The findings also found that *"the principal asks teachers to follow standard rules and regulations"* had the highest mean score of 4.04, while *"the principal gives vague explanations of what is expected of the teachers on the job"* had the lowest score of 3.23. Secondly, the total mean score for teachers' perceptions of principal leadership behavior in terms of supportive leadership behavior was 3.32, which determines a moderate level on a scale of 2.51-3.50. The findings also indicated that *"the principal maintains a friendly working relationship with teachers"* obtained the highest mean score of 4.08, while *"the principal says things that hurt teachers' personal feelings"* received the lowest score of 1.93.

Thirdly, the total mean score for teachers' perceptions of principal leadership behaviors in terms of participative leadership behavior was 3.47, which is represented as a moderate level on a scale of 2.51-3.50. The findings also demonstrated that *"the principal consults with teachers when facing a problem"* had the highest mean score of 3.81, while *"the principal asks teachers for suggestions on what assignments should be made"* had the lowest mean score of 3.22. Lastly, the total mean score for teachers' perception of principal leadership behavior in terms of achievement-oriented leadership behavior was 3.14, which considers a moderate level on a scale of 2.25-3.50. According to the finding, *"the principal lets teachers know that he/she expects them to perform at their highest level"* had the highest mean score of 3.35, while *"the principal encourages continual improvement in teachers' performance"* received the lowest mean score of 2.73. In conclusion, the overall

mean score in the teachers' perceptions of principal leadership behaviors based on the Path-Goal Theory in a private school in Karen State, Myanmar was 3.41, which is interpreted as a moderate level on the scale of 2.51-3.50. The results also displayed the teachers' perceptions of principal leadership behaviors for each dimension; the total mean score of directive leadership behavior was 3.70, followed by participative leadership behavior (3.47), supportive leadership behavior (3.32), and achievement-oriented leadership (3.14) respectively.

Teacher's perception of their level of Work Motivation

A set questionnaire was distributed to collect an overall perspective of teachers' perceptions on their level of work motivation based on the Multidimensional Work Motivation Scale (MWMS), which consists of four dimensions namely; Extrinsic regulation, Introjected regulation, Identified regulation, and Intrinsic regulation. The survey questionnaire results were quantitatively and statistically analyzed to provide an overall perspective of teachers' perspectives of their work motivation in a private school in Karen State, Myanmar, using the following indicators: (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, and (5) Strongly disagree. Firstly, the total mean score of the teachers' perceptions of their work motivation in terms of extrinsic regulation was 3.12, which was interpreted as moderate on a scale of 2.51-3.50. The findings also demonstrated that "To get others' approval (e.g., supervisor, colleagues, family, clients..." received the highest mean score of 3.35, while "Because others will financially reward me if I put enough effort into my job (e.g., employer, supervisor..." got the lowest mean score of 2.75. Secondly, the total mean score of teachers' perception of their work motivation in terms of introjected regulation was 3.72, which considers a high level on a scale of 3.51-4.50. According to the findings, "Because I have to prove to myself that I can" obtained the highest mean score of 4.22, whereas "Because otherwise, I will feel bad about myself" received the lowest mean score of

3.23. Thirdly, the total mean score of teachers' perception of their work motivation in terms of identified regulation was 4.13, which represents a high level on the scale of 3.51-4.50. The results also showed that "Because I personally consider it is important to put effort into this job" scored the highest mean score of 4.27, while "Because putting effort into this job has personal significance to me" had the lowest mean score of 3.92. Finally, the total mean score of teachers' perceptions of their work motivation in terms of intrinsic regulation was 4.09, which illustrates a high level on a scale of 3.51-4.50. The finding also showed that "Because the work I do is interesting" got the highest mean score of 4.33 whereas "Because what I do in my work is exciting" had the lowest mean score of 3.76. In conclusion, the overall mean score of teachers' perceptions of their work motivation was 3.64, which considers a high level on a scale of 3.51-4.50. In addition, the results were interpreted as the identified regulation factor being the types of motivation that mostly motivate teachers with a mean score of 4.13, followed by intrinsic regulation (4.09), introjected regulation (3.73), and extrinsic regulation (3.12).

Correlation between the teachers' work motivation and principal leadership behaviors

To answer research objective three, descriptive statistics were utilized to measure the level of teacher motivation and principal leadership behaviors in a private school in Karen State, Myanmar. Pearson's product-moment correlation coefficient was then used to evaluate both variables. Evan's (1996) scale which ranges from .00-.19=very weak, .20-.39=weak, .40-.59= moderate, .60-.79= strong, .80-1.0=very strong was utilized to interpret the strength of the correlation (r). According to Evan's scale, the statistical data demonstrated that the correlation between the teachers' work motivation and principal leadership behaviors based on Path-Goal Theory was moderately positively correlated, $r = .428$, $p < .000$. The relationship between teachers' work motivation and principal leadership behavior was significant since the Sig. (2-tailed) was less than .05. As a result, the study hypothesis was

accepted: there was a significant relationship between teachers' perceptions of their work motivation and principal leadership behavior in a private school in Karen State, Myanmar. In addition, the results also showed the teachers' perception of their work motivation and principal leadership behaviors in four dimensions; supportive leadership, participative leadership, and achievement-oriented leadership had a positive relationship while directive leadership showed a negative relationship with their work motivation.

The findings revealed that directive leadership behavior was negatively correlated, $r = -.219$, $p > .052$. The relationship between teachers' work motivation and principal leadership behavior was not significant since the Sig. (2-tailed) was less than .05. As a result, the study hypothesis was rejected: there was no significant relationship in terms of directive leadership between teachers' perceptions of their work motivation and principal leadership behaviors. On the other hand, supportive leadership behavior was shown to be positively correlated, $r = .367$, $p < .001$, followed by participative leadership behavior, $r = .332$, $p < .003$, and achievement-oriented leadership, $r = .322$, $p < .004$. The relationship between teachers' work motivation and these three types was significant since three of the Sig. (2-tailed) were less than .05. As a result, the study hypotheses were accepted: there was a significant correlation between teachers' perceptions of their work motivation and each style of leadership behavior in a private school in Karen State, Myanmar.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter is divided into four sections. It starts with a brief summary of the study, including the research objectives, hypothesis, research methodology. The conclusion of the study then presents in the second section. It also highlights the discussions that were based on the findings. Finally, the chapter provides recommendations for the target school, its stakeholders (principals and teachers), and future researchers.

Conclusion

The purpose of this research was to determine whether there is a significant relationship between teachers' perceptions of their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar. It analyzed the research findings and focuses on quantitatively explaining the results. Statistical Package for the Social Sciences (SPSS) was used to analyze the data gathered from the survey questionnaires for both descriptive and quantitative statistical analysis. This study consisted of 79 full-time Myanmar teachers who were working in a private school in Karen State during the academic year 2022, and survey questionnaires were successfully returned with a 100% return rate. The following three objectives were developed for this study:

1. To identify principal's leadership behaviors based on Path-Goal Theory perceived by teachers in a private in Karen State, Myanmar.
2. To identify the level of teacher's work motivation in a private school in Karen State, Myanmar.
3. To determine whether there is a significant relationship between teachers' perception of their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar.

For the research finding's objective one, the overall mean score of the teacher's perception towards four types of leadership behaviors in a private school in Karen State was 3.41, which is interpreted as a moderate level on the scale of 2.51-3.50. When the dimensions

were analyzed in detail, it was discovered that there were differences in the moderate levels in four dimensions of principal leadership behaviors. Teachers at the target school had a high perception of their principal on directive leadership behavior, because they were given too many expectations, put under too much pressure to perform duties, and expected to obey rules and regulations. On the other hand, all findings on the three dimensions namely; supportive leadership behavior, participative leadership behavior, and achievement-oriented leadership behaviors resulted in moderate levels of perception from the teachers. According to the findings, although the teachers had perceptions of these three types of leadership behaviors were moderately, perceptions on the principal still had a good working relationship, assists in accomplishing tasks, and considers personal needs. In addition, the teachers' ideas and suggestions were considered, and were encouraged to keep improving performances as well.

For the finding's objective two, the over mean score of the teachers' perceptions on their level of work motivation at Karen State was 3.68, which is considered as high level in the scale of 3.51-4.50. The data collected also revealed that there were differences levels occurrences of work motivation according to regulatory styles. In particular, it was discovered that teachers' motivation was highly found in identified regulation, followed by intrinsic regulation, then, introjected regulation, and finally extrinsic regulation. Because the teachers themselves considered putting effort into occupations that are not only connected with their own beliefs but also have a personal value. Then, the current position makes them enjoyable, interesting, and exciting. Conversely, teachers had a personal belief that working as teachers did not gain other approval and prevent criticism from others.

For finding's objective three, statistical analysis of the correlation between teachers' perceptions of their work motivation and principal leadership behaviors indicated at .05 level of significance, the significance level between the four dimensions of principal leadership

behaviors variable and teachers' work motivation variable was 0.00, which was less than .05. It meant that there was a significant relationship between teachers' perceptions of their work motivation and principal leadership behaviors based on Path-Goal Theory in a private school in Karen State, Myanmar. Moreover, the findings also demonstrated in the correlation between teachers' work motivation and each type of principal leadership behaviors.

According to the findings, supportive leadership, participative leadership, and achievement-oriented leadership all showed a positive relationship with teachers' work motivation since their p values were smaller than 0.5. Consequently, these hypotheses were accepted: there was a relationship between teachers' work motivation and three types of leadership behaviors beside from directive leadership behavior because the statically data showed the p value of directive leadership behavior was .052 which interpreted bigger than .05. As the result, this hypothesis was rejected: there was no significant relationship between teachers' work motivation and directive leadership behavior in a private school in Karen State, Myanmar.

Discussion

Principal leadership behaviors showed that the interpretation of the teachers' perceptions of the principal's supportive, participative, and achievement-oriented leadership behaviors was moderate and directive leadership behavior was high in a private school in Karen State. Among four dimensions of principal leadership behaviors, teachers' perceptions of directive principal leadership behavior scored 3.70, which is considered a high level on the scale of 3.51-4.50, and it was then represented as the highest mean score. The teachers at the target school perceived their principal was using autocratic or directive leadership as informing them of what was expected and asking them to follow rules and regulations in order to perform successfully on the job. Therefore, based on the data analysis, teachers in a private school in Karen State perceived their principal's leadership as directive most often and achievement-oriented less often than other behaviors.

The participants in this study highlighted Myanmar traditional leadership concepts as well as modern Western leadership styles. Almost all participants agree that power and position are associated with leadership. People commonly refer to school principal as leaders, supervisors, organizers, guides, and decision-makers. When observing the teacher-principal relationships in most schools in Myanmar, it appeared that there was a top-down system still utilizing. Most school principals used authoritarian management rather than cooperation with teachers (LaRaw, 2017). Regardless of the fact that Myanmar's education system is being reformed, school principals have been mostly ineffective in adopting situational leadership. Teachers were hardly given the opportunity to participate in decision-making, and they were forced to accept the choices and plans made by principals and education leaders (Lay, 2020).

House (1971) discovered that a directed leadership behavior gives direction to follower regarding the work to be performed and solutions to achieve it. The results demonstrated that principal adopt a directed leadership behavior that best meets their needs and interests of teachers and the task they are performing. The research offered the concept that directed leadership behavior is best in situations in which followers or teachers are dogmatic and autocratic. Moreover, school principal who utilizes the directive leadership behavior suggest school teachers and staff members what they are expected to do and how to perform and accomplish the task effectively. In school organization, a directed leadership behavior might be good and useful for the principal when their teachers or staff members have responsibilities and they are not particularly trained, the educational leaders provide them more guidance and direction to minimize misinterpretation (Yu, 2014). According to the Path-Goal Theory, directive leadership behavior increases followers' acceptance of a leader by identifying roles and responsibilities, making it simpler for followers to complete their tasks. Therefore, the results of the study matched the concepts of Path-Goal Theory,

concern for production in the Leadership Grid, and Theory X in Douglas McGregor: Theory X and Theory Y.

In this study, except for the directive leadership behavior, the principal was moderately effective in unitizing effective skills in participative leadership behavior, followed by supportive leadership behavior, when achievement-oriented leadership behavior was the least effective for school principals based on the perspective of the teachers in this study. Several researchers have confirmed the principal behaviors in supportive, participative, and achievement-oriented leadership behavior. According to Farhan's (2017) study, supportive leadership behavior could well be utilized by learning leaders to encourage their followers through establishing strong relationships and increasing trust relationships. Supportive leadership behavior gave what is lacking the loving followers while they were engaged in duties that were difficult to perform and physically demanding (Northouse, 2016). Supportive leadership includes being approachable and friendly as a leader, as well as caring for the well-being and human needs of followers. Leaders that use supportive behaviors are willing to go their way to make work enjoyable for followers, which gives followers the confidence they need to succeed. Furthermore, supportive leaders treat followers as equals and respect their right to stand (House, 1971). Furthermore, Phyu (2013) conducted a comparative study on the principals' leadership behaviors and school climate at two international schools in Yangon, Myanmar, the finding showed that the interpretation of the mean score of the principals' supportive leadership behavior was perceived by the teachers was as high. She discovered that instead of controlling directly, supportive leadership behavior was the key tool for the teachers and the staff in the schools for motivation to accomplish their goals.

Northouse (2016) suggested that participative leadership has a positive impact when followers are independent and have a growing interest in control because this type of follower

responds favorably to being included in decision-making and in the working environment. According to the Path-Goal Theory, participative leadership involves asking followers to participate in decision-making. Then, a participative leader engages with followers, invites their ideas and opinions, and integrates their suggestions into the group or organizational decisions. This leadership behavior may also result in improved group performance through increased member engagement and dedication to shared group goals (Northouse, 2018). In addition, Huang et al. (2010) indicated that participative leadership behavior has an impact on followers' task performance and organizational citizenship behaviors by building trust-in supervisors. However, there were not much educational leader or principal who used achievement-oriented behavior (Yu, 2014). Northouse (2018) stated that achievement-oriented leadership behavior is only applied by the leader who encourages followers to do their best work and establishes a high level of achievement for his or her followers, display a high level of trust in their followers' abilities to create and accomplish challenging goals, and works hard for continuous improvement. On the other hand, the achievement-oriented leadership behavior is ineffective when the work is well-organized and simple.

In the second variable of teachers' work motivation, the research found that teachers at a private school in Karen were positively and highly motivated, based on the findings of their work motivation. The finding of this study indicate that the teacher's level of motivation was highly in identified regulation, intrinsic regulation, and introjected regulation were high. By category, they had the highest mean score for identified regulated motivation, followed by intrinsic regulated motivation, and lastly for introjected regulated motivation. Furthermore, school teachers are highly motivated by the personal value of their work, their interest in their career, and the fact that they find their work exciting and enjoyable. Conversely, extrinsic regulation only received a moderate score considering that the other types of regulated motivation were high. There were many reasons why extrinsic regulation scored a lower score

when compared to other types of motivations, according to teachers' perceptions. To begin with, most of the teachers at the target school do not expect others to approve of their career since they decided to teach at that school to support Karen students who are pursuing their education, especially students in remote areas. Most teachers are selfless and eager to assist students in any manner they can. Some teachers are then retired, and so are alumni students who have graduated and previously attended the target school. Teachers put in adequate effort despite low pay compared to other teachers at other schools. As a result, when compared to other types of motivation for target school teachers, the extrinsic regulated motivation (supervision, colleagues, working conditions, pay, and job security) result was not predicted to be the most important.

Renbarger and Davis (2019) conducted a study that looked at self-efficacy, mentoring, and professional development as antecedents to work motivation for new teachers and found that barriers to professional development such as workload, time, and opportunities were negatively related to work motivation. So, they advocate removing these limitations to enhance teachers' work motivation. Patterns of engagement in professional development and teachers' work motivation were also analyzed, and the findings showed that higher behaviors of participation led to a higher level of work motivation in teachers. Similarly, Reaves and Cozzens (2018) discovered that teachers in safe and supportive schools have stronger intrinsic motivation and self-efficacy, which the target school should have with this research result. Moreover, Ahn (2014) recommended that autonomous motivation, support, and structure be encouraged among teachers in order to promote students' autonomous motivation, implying that intrinsic motivational teachers motivate students intrinsically. According to Self-determination Theory, intrinsic motivation has been operationally defined in a variety of ways with changes suggested being the most often used. Furthermore, intrinsic motivation is one of the well-known in Maslow's Hierarchy of Need Theory, which includes

the work itself, responsibilities, recognition, and advancement to get support from teachers, and has to begin by concentrating on basic needs as a school principal. In this study, among four dimensions of teachers' work motivation; identified regulation, intrinsic regulation, and introjected regulation received the high levels precepted by the teachers at the target school.

As a final point, it was evident that the research hypothesis was correct and thus was accepted as the result revealed that there was a significant relationship between teachers' work motivation and principal leadership behaviors in a private school in Karen State, Myanmar. There was no correlation discovered between teachers' work motivation and directed leadership since the more directive the principal is, the lower the score of teachers' work motivation in the target school. Some of the teachers are of different ages and have more teaching experience than the school principal. According to Farhan (2018), school principals should take into consideration their school teachers or staff members' perceptions, they might need to adopt a different leadership approach or style. The Path-Goal Theory then discusses that school leaders should not apply only one leadership behavior in order to handle the complicated problems that occur within a school organization, it is most likely necessary to use different types of leadership behaviors.

Therefore, this study suggested that the school principal could use more supportive leadership behavior to make their teachers happy and satisfied to be a part of the group, supports them in resolving difficulties that prevent them from carrying out their duties, and behave in a manner that was respectful of their personal needs. Furthermore, the principal should avoid hurting teachers' feelings. Then, the principal should consult with teachers when they have particular concerns, listen to their opinions and suggestions, respond after consulting them, and welcome their feedback. At the same time, the school principal needs to maintain a friendly and pleasant working relationship with his or her teachers and encourage them in resolving difficulties faced in their daily work. Since achievement-oriented

leadership behavior received the lowest score in this research, the principal also should develop challenging goals for teachers and frequently encourage them to perform well. On the other hand, the principal should maintain teachers' work motivation, including identified regulation, intrinsic regulation, and introjected regulation, since three of them received high levels when extrinsic regulation was moderately precepted by teachers at the target school. To improve intrinsically regulated motivation, the school should provide more career opportunities, establish a pleasant environment, and develop close relationships between the principal and teachers.

Recommendations

According to the findings of this study, the researcher provided the following recommendations to the target school, its principal, and teachers, as well as other future researchers.

Recommendations for the target school in Karen State, Myanmar

As for a private school in Karen State, the study received a high positive score on the teacher's work motivation questionnaire. Teachers' scores on Intrinsic regulation, Introjected regulation, and Identified regulation are all high. However, the satisfaction scores of Extrinsic regulations, are represented with a comparable low score. As a result, it is the opinion of this research to the school should develop a pleasant atmosphere, enhance collaboration between principal and teachers, provide professional growth for teachers, and offer professional feedback to teachers.

Recommendations for principal in Karen State, Myanmar

It has been highlighted in the literature review that good leadership in schools and teachers play a key role in school academic performance. As cited on this study, the principal's leadership behaviors have a moderately correlation with teachers' work motivation. Apart from directed leadership behavior, the research found that three of the four

dimensions of principal leadership behaviors in this study showed significant correlations to teachers' work motivation. To deal with the challenging problems that occur within a school organization, it is likely that a variety of leadership behaviors will be required. First, as this study showed, there is no correlation was found between the teachers' work motivation and directive leadership. However, it must be stressed that the correlation is negative, which means that when leadership styles are perceived the strongest, motivation is perceived the weakest. This suggests that school principal should focus more on supportive leadership, participative leadership, and achievement-oriented leadership since the results received the moderate correlation with teachers' work motivation. Therefore, these are recommended that school principal may use of all leadership styles if the situation allows it. This suggests that the principal should ensure that teachers are engaged in decision-making and that their feedback was gathered to develop the school's action plan, and support teachers when they are faced with challenging tasks, not only at work but also with personal matters when necessary.

Recommendations for Teachers

Other researchers have proposed that considering teacher motivation is another factor for educational leaders and principals to take into account since teacher motivation influences student motivation. Regarding teachers' work motivation, it is recommended that individuals work on developing their intrinsic work motivation to appreciate their profession more and be capable of transferring such love and kindness to their students. Moreover, the data had shown that they had a high mean score for identified regulated motivation which meant that teacher motivation includes allocating self-aware importance to their behaviors so that it is accepted when it is personally important (Ryan and Deci, 2000). On the hand, the educational director or principal must acquire as much information from the teachers as possible. Therefore, the study recommends teachers need work closely with the principal and discuss and openly communicate with the principal about any issues in a respectful way. These recommendations would support the school principal in

understanding the needs of their teachers, allowing changes to be made in keeping increasing motivation and satisfaction.

Recommendation for Future Researchers

As the purpose of this study was limited to investigating teachers' perceptions of their work motivation and principal leadership behaviors to determine if there was a relationship between these two variables, it is somewhat limited in scope. The school's characteristic and the context of a developing country like Myanmar was not addressed in detail based on this topic. Therefore, the research might also be adapted and used in different schools across the nation or internationally, whether private, international, or public. Because the current study focused purely on four dimensions of principal leadership behaviors such as directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership, and their relationship to work motivation based on the Self-determination Theory of Motivation, it is recommended that future researchers consider other theories of leadership styles and motivation in the future for a more extensive and diverse scope on this topic. Moreover, it was mentioned that the data collected in this research focuses on teachers' perceptions and does not represent other stakeholders (i.e., administrators, principals, students, parents, and non-teaching staff) views, so future researchers should consider taking other stakeholders' viewpoints of principal leadership styles and work motivation for it may have a different result as well as a more generalized perception of these variables. In addition, future researchers might look into evaluating the principal's leadership behaviors to see whether there is a significant difference and how to improve principal and teacher work motivation by monitoring the principal's leadership styles and connecting with the teacher perspectives utilizing other theories.



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APPENDICES: A

Letter of Request to Conduct a Survey

RE: Permission to Conduct Research Study

15th March 2022

Dear Tr. Sa Tun Bo Bo,

I am writing to request permission to conduct a research study at Karen Student Centre as part of my partial fulfillment of the Master's Thesis requirement. I am now enrolled in the Master of Educational Administration and Leadership program at Assumption University and I am working on my Master's Thesis. The purpose of this research is to investigate teachers' perceptions of principal leadership behaviors based on Path-Goal Theory and teachers' work motivation at the Karen Student Centre in Karen State, Myanmar.

I do expect that the school's director will allow me to conduct all the full-time teachers from school to an anonymously complete questionnaire including three parts: Part I considers demographic issues such as gender, age, year of teaching experience, and educational level. Part II examines the Path-Goal leadership questionnaire, which has 20 items, and analyzes directive, supporting, participatory, and achievement-oriented principal leadership behavior. Part III examines the 16-item Teacher's Work Motivation Questionnaire, which is based on the Multidimensional Work Motivation Scale (MWMS). I would be pleased to share any information on this thesis with you at your convenience.

If you agree, please kindly sign below to acknowledge your consent and permission for me to conduct this research at Karen Student Centre. Your permission to conduct this research will be greatly appreciated. Thank you in advance for your time or interest in this research. If you have any questions, please feel free to contact me at sawsoeaung125@gmail.com.

Sincerely,

Saw Maung Soe Aung

ID: 6329532

Master's student, Educational
Administration, and Leadership, Human
Sciences Department, Graduate Studies
Assumption University of Thailand

Approved by

(.....)

Tr. Sa Tun Bo Bo

School's Educational Director
Karen Student Centre (Private High School)

APPENDICES: B

Survey Questionnaire (English Version)

Part I: Information about the demographic profiles of the respondents.

Directions: This section has five questions that need participants to provide general information; please tick the ✓ ☐ box in front of the answer.

1. Gender

☐ Male

☐ Female

☐ Do not wish to answer

2. Age

☐ Below 30,

☐ 31 to 40,

☐ 41 to 50,

☐ 51 and above

3. Number of years working as a teacher

☐ 1 to 5 years,

☐ 6 to 10 years,

☐ 11 to 15 years

☐ 16 years and above

4. Educational Level

☐ Bachelor's degree

☐ Master's degree

☐ Doctoral degree

☐ Other

5. Job position/role

☐ Primary Level (Grade 1 to Grade 5)

☐ Lower Secondary Level (Grade 6 to Grade 9)

☐ Upper Secondary Level (Grade 10 to Grade 12)

Part II: Path-Goal Leadership Questionnaire

Direction: Please read each statement carefully. After reading, tick the the ✓ ☐ level of practice that best describes your perceptions of the Principal's Leadership Behavior. Please tick only once for each statement. There are a total of 20 statements.

The 1-5 scale represents the following:

1 =Never 2 =Seldom 3 = Occasionally 4 =Often 5 =Always

| Item | Directive Principal's Leadership Behavior | Level of Practice | | | | |
|------|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The principal lets teachers know what is expected of them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | The principal informs teachers about what needs to be done and how it needs to be done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | The principal asks teachers to follow standard rules and regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The principal explains the level of performance that is expected of teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | The principal gives vague explanations of what is expected of teachers on the job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item | Supportive Principal's Leadership Behavior | Level of Practice | | | | |
|------|----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | The principal maintains a friendly working relationship with teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | The principal does little things to make it pleasant to be a member of the group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | The principal says things that hurt teachers' personal feelings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | The principal helps teachers overcome problems that stop them from carrying out their tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | The principal behaves in a manner that is thoughtful of teachers' personal needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item | Participative Principal's Leadership Behavior | Level of Practice | | | | |
|------|-------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 11 | The principal consults with teachers when facing a problem. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | The principal listens to teachers' ideas and suggestions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | The principal acts without consulting his/ her teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | The principal asks for suggestions from teachers concerning how to carry out assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | The principal asks teachers for suggestions on what assignments should be made. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item | Achievement-oriented Principal's Leadership Behavior | Level of Practice | | | | |
|------|-----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 16 | The principal lets teachers know that he/ she expects them to perform at their highest level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | The principal sets goals for teachers' performance that are quite challenging. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | The principal encourages continual improvement in teachers' performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | The principal shows that he/ she has doubts about teachers' ability to meet most objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | The principal consistently sets challenging goals for teachers to attain. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part III. Work Motivation Survey

Direction: The following items represent your perception of your level of work motivation. Each item represents “Why do you or would you put effort into your current job?”. Please carefully read each item and tick the ☒ the box that best describes your work motivation as you perceive it.

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

| Item | Teacher's perception of their level of work motivation | Level of your work motivation | | | | |
|------|-------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | To get others' approval (e.g., supervisor, colleagues, family, clients...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Because others will respect me more (e.g., supervisor, colleagues, family, clients...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | To avoid being criticized by others (e.g., supervisor, colleagues, family, clients...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Because others will reward me financially only if I put enough effort into my job (e.g., employer, supervisor...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Because others offer me greater job security if I put enough effort into my job (e.g., employer, supervisor...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Because I risk losing my job if I do not put enough effort into it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Because I have to prove to myself that I can. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Because it makes me feel proud of myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Because otherwise, I will feel ashamed of myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Because otherwise, I will feel bad about myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Because I personally consider it important to put effort into this job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Because putting effort into this job aligns with my personal values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Because putting effort into this job has personal significance to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Because I have fun doing my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Because what I do in my work is exciting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Because the work I do is interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDICES: C**Translation Approval Letters**

July 30, 2022

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CERTIFICATE OF TRANSLATION

I, Nang Lao Wann Si, hereby certify that I translated the attached document from English into Burmese and that, to the best of my ability, it is a true and correct translation. I further certify that I am competent in both Burmese and English to render and certify such translation.


Nang Lao Wann Si
B.A (Global Studies and Social Entrepreneurship)
M.A Candidate (Social Innovation and Sustainability)



Survey Questionnaire (English & Myanmar Version)

ကျောင်းဆရာ၊ဆရာမများ၏ ကျောင်းအုပ်ကြီးခေါင်းဆောင်မှုအပေါ် အမြင်နှင့် သူတို့၏

အလုပ်တွင် စိတ်ပါဝင်စားမှု စစ်တမ်းမေးခွန်းလွှာ

မင်္ဂလာပါ

၁၅. ၇. ၂၀၂၂

ကျွန်တော့် နာမည် စောစိုးမောင်အောင် ဖြစ်ပါသည်။ လက်ရှိတွင် ထိုင်းနိုင်ငံ Assumption University ရှိ ဘွဲ့လွန်လူမှုသိပ္ပံကျောင်းတွင် ပညာရေးစီမံခန့်ခွဲမှုနှင့် ဦးဆောင်မှု ဘွဲ့လွန်ပညာရေးကို ဆည်းပူးလျက်ရှိပါသည်။ ဆရာ/ ဆရာမတို့ကို ကျွန်တော့် ၏ သုတေသနစာတမ်းအတွက် ပါဝင်ဖြေကြားပေးရန်ဖိတ်ခေါ်လိုပါသည်။ လေ့လာနေသည့်အကြောင်းအရာမှာ ကျောင်းဆရာ၊ဆရာမများ၏ ကျောင်းအုပ်ကြီးခေါင်းဆောင်မှုအပေါ် အမြင်နှင့် သူတို့၏ အလုပ်တွင် စိတ်ပါဝင်စားမှု တို့၏ ဆက်နွှယ်မှု ဖြစ်ပါသည်။

ဤလေ့လာချက်အတွင်း စုဆောင်းထားသော အချက်အလက်များကို ကျွန်တော့်၏ သုတေသနစာတမ်း ပြီးမြောက်စေရန်နှင့် ပညာရေးအတွက်ထုတ်ဝေခြင်းတွင်သာ အသုံးပြုသွားမည်ဖြစ်ပါသည်။ ဆရာ/ ဆရာမတို့၏ ကိုယ်ရေးကိုယ်တာ အချက်အလက်များကို ဖြန့်ဝေခြင်းလုပ်ငန်းနှင့် သုတေသနပြီးဆုံးနောက်အထိ လျှို့ဝှက်ထိန်းသိမ်းထားမည်ဖြစ်ပါသည်။

ကျေးဇူးပြု၍ အောက်ပါမေးခွန်းများကို ဖြေကြားပေးပါ။ အခြေခံ ကိုယ်ရေးကိုယ်တာ အချက်အလက်၊ လမ်းကြောင်း-ပန်းတိုင် ခေါင်းဆောင်မှုဆိုင်ရာ မေးခွန်းများနှင့် အလုပ်လုပ်ချင်စိတ် ဟူ၍ အပိုင်း ၃ ပိုင်း ခွဲထားပါသည်။ ဆရာ/ ဆရာမတို့သည် ဤ သုတေသနတွင် ပူးပေါင်းပါဝင်၊ မပါဝင်သည်ကို ဆုံးဖြတ်နိုင်ပါသည်။ ပါဝင်ဖြေကြားပေးပါက အလွန်ကျေးဇူးတင်ပါသည်။

ပြီးခဲ့သည့် စာမျက်နှာမှ အကြောင်းအရာကို ဖတ်ရှုနားလည်ပြီး သုတေသနတွင်ပါဝင်လိုပါက အောက်ပါ မေးခွန်းများကို ကျေးဇူးပြု၍ ဆက်လက်ဖြေကြားပေးပါ။

ကျေးဇူးတင်စွာဖြင့်

စောစိုးမောင်အောင်

ဘွဲ့လွန်ကျောင်းသား၊ ပညာရေးစီမံခန့်ခွဲမှုနှင့် ဦးဆောင်မှု

လူမှုသိပ္ပံဌာန၊ ဘွဲ့လွန်ပညာရေး၊ Assumption တက္ကသိုလ်၊ ထိုင်းနိုင်ငံ။

အပိုင်း (၁) အခြေခံ ကိုယ်ရေးအချက်အလက်

အညွှန်း - ဤ အပိုင်းတွင် ပါဝင်ဖြေဆိုသူများသည် အခြေခံ အချက်အလက်ဆိုင်ရာ မေးခွန်း ၅ ခု ကိုဖြေဆိုရမည်ဖြစ်သည်။ မိမိ၏ အဖြေဘေးတွင် အမှန်ခြစ်ပေးပါ။

(၁) လိင်

- ☐ အမျိုးသား
- ☐ အမျိုးသမီး
- ☐ မဖြေဆိုလိုပါ

(၂) အသက်

- ☐ ၃၀ နှစ် အောက်
- ☐ ၃၁ နှင့် ၄၀ အတွင်း
- ☐ ၄၁ နှင့် ၅၀ အတွင်း
- ☐ ၅၁ နှင့်အထက်

(၃) ဆရာ၊ ဆရာမ လုပ်သက်

- ☐ ၁နှစ်မှ ၅နှစ်
- ☐ ၆နှစ်မှ ၁၀ နှစ်
- ☐ ၁၁ နှစ်မှ ၁၅ နှစ်
- ☐ ၁၆ နှစ်နှင့် အထက်

(၄) ပြီးမြောက်ထားသော ပညာရေး အဆင့်အတန်း

- ☐ Bachelor's degree ဘွဲ့ကြို ဒီဂရီ
- ☐ Master's degree ဘွဲ့လွန် ဒီဂရီ
- ☐ Doctoral degree ပါရဂူဘွဲ့
- ☐ Other အခြား

(၅) Job position/role အလုပ်ရာထူးနှင့် တာဝန် (suggestion: သင်ကြားလျက်ရှိသော အတန်း?)

- ☐ Primary Level (Grade 1 to Grade 5)
အခြေခံပညာအဆင့် (သူငယ်တန်းမှ ၄ တန်း)
- ☐ Lower Secondary Level (Grade 6 to Grade 9)

အလယ်တန်းပညာအဆင့် (၅တန်းမှ ၈တန်း)

☐ Upper Secondary Level (Grade 10 to Grade 12)

အထက်တန်းပညာအဆင့် (၉တန်းမှ ၁၁ တန်း)

အပိုင်း (၂) လမ်းကြောင်း-ပန်းတိုင် ခေါင်းဆောင်မှုဆိုင်ရာ မေးခွန်းများ

အညွှန်း - အောက်ပါ စာကြောင်းတစ်ခုစီတိုင်းကို သေချာစွာဖတ်ပေးပါ။ ပြီးလျှင် သင့် အမြင်အရ

သင့်ကျောင်းအုပ်ကြီး၏ခေါင်းဆောင်မှုပုံစံကို အကောင်းဆုံး ဖော်ပြပေးနိုင်သည့် အဆင့်ကို

အမှတ်ခြစ်ပေးပါ။ စုစုပေါင်း ၂၀ ခုရှိပါသည်။

၁ မှ ၅ အတိုင်းအတာသည် အောက်ပါအတိုင်း ကိုယ်စားပြုသည်။

၁။ ဘယ်တော့မှ ၂။ ရံဖန်ရံခါ ၃။ တစ်ခါတရံ ၄။ ခဏခဏ ၅။ အမြဲတမ်း

| အချက် | Directive Principal's Leadership Behavior လမ်းညွှန်ဦးဆောင်သော ကျောင်းအုပ်၏ ခေါင်းဆောင်မှုပုံစံ | Level of Practice အလေ့အကျင့် အဆင့် | | | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၁ | The principal lets teachers know what is expected of them. ကျောင်းအုပ်ကြီး၏ ဆရာ/မ များအပေါ်တွင်ထားရှိသော မျှော်လင့်ချက်များကို အသိပေးပြောပြထားသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၂ | The principal informs teachers about what needs to be done and how it needs to be done. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ ၏တာဝန်နှင့် တာဝန်ထမ်းဆောင်ပုံကို ညွှန်ကြားသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၃ | The principal asks teachers to follow standard rules and regulations. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ လိုက်နာရမည့် စည်းမျဉ်းစည်းကမ်းများကို လိုက်နာကျင့်သုံးရန်တောင်းဆိုသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၅ | The principal gives vague explanations of what is expected of teachers on the job. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများထံမှ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|--|-----------------------------------------------------------------|--|--|--|--|--|
| | အလုပ်နှင့်ပတ်သက်သော မျှော်လင့်ချက်များကို ရှင်းလင်းစွာ မပြောပါ။ | | | | | |
|--|-----------------------------------------------------------------|--|--|--|--|--|

| အချက် | Supportive Principal's Leadership Behavior ပံ့ပိုးမှုပေးသော ကျောင်းအုပ်ကြီး၏ ခေါင်းဆောင်မှု ပုံစံ | Level of Practice အလေ့အကျင့် အဆင့် | | | | |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၆ | The principal maintains a friendly working relationship with teachers. ကျောင်းအုပ်ကြီးသည် ဆရာ/မ များနှင့် ရင်းနှီးဖော်ရွေသော ဆက်ဆံရေး ထားရှိသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၇ | The principal does little things to make it pleasant to be a member of the group. ကျောင်းအုပ်ကြီးသည် အဖွဲ့ထဲတွင် နေပျော်စေရန် အသေးအဖွဲ့လေးများ လုပ်ပေးသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၈ | The principal says things that hurt teachers' personal feelings. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ စိတ်ထိခိုက်စေမည့်အရာများကို ပြောသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၉ | The principal helps teachers overcome problems that stop them from carrying out their tasks. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ တာဝန်ထမ်းဆောင်ချိန်တွင် ကြုံတွေ့သော ပြဿနာများကို ကူညီဖြေရှင်းပေးသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၀ | The principal behaves in a manner that is thoughtful of teachers' personal needs. ကျောင်းအုပ်ကြီးသည် ဆရာ/မ များ၏ ကိုယ်ရေးကိုယ်တာ လိုအပ်ချက်များကို ထည့်သွင်းစဉ်းစားပြီး ပြုမူဆောင်ရွက်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| အချက် | Participative Principal's Leadership Behavior ပါဝင်မှုရှိသော ကျောင်းအုပ်ကြီး၏ ခေါင်းဆောင်မှု ပုံစံ | Level of Practice အလေ့အကျင့် အဆင့် | | | | |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၁၁ | The principal consults with teachers when facing a problem. ကျောင်းအုပ်ကြီးသည် ပြဿနာကြုံတွေ့သည့်ချိန်တွင် ဆရာ/မ များနှင့် ဆွေးနွေးတိုင်ပင်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၂ | The principal listens to teachers' ideas and suggestions. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ၏ အကြံဉာဏ်နှင့် အကြံပြုချက်များကို နားထောင်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၃ | The principal acts without consulting his/ her teachers. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများကို မတိုင်ပင်ဘဲ လုပ်ကိုင်ဆောင်ရွက်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၄ | The principal asks for suggestions from teachers concerning how to carry out assignments. ကျောင်းအုပ်ကြီးသည် ဆရာ/မထံမှ လုပ်ငန်းဆောင်တာ ဆောင်ရွက်နည်းများကို အကြံဉာဏ်တောင်းသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၅ | The principal asks teachers for suggestions on what assignments should be made. ကျောင်းအုပ်ကြီးသည် ဆရာ/မထံမှ မည်သည့်လုပ်ငန်းဆောင်တာများလုပ်သင့်သည်ကို မေးမြန်းသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| အချက် | Achievement-oriented Principal's Leadership Behavior အောင်မြင်မှုဆီ ဦးတည်သော ကျောင်းအုပ်ကြီး၏ ခေါင်းဆောင်မှု ပုံစံ | Level of Practice အလေ့အကျင့် အဆင့် | | | | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၁၆ | The principal lets teachers know that he/ she expects them to perform at their highest level. ကျောင်းအုပ်ကြီးသည်ဆရာ/မများအား အမြင့်ဆုံးစွမ်းဆောင်ရန် မျှော်လင့်ချက်များကို သိစေသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၇ | The principal sets goals for teachers' performance that are quite challenging. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများအတွက် ခက်ခဲသော စွမ်းဆောင်မှု ပန်းတိုင်များကို ချမှတ်ပေးသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၈ | The principal encourages continual improvement in teachers' performance. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ၏ စွမ်းဆောင်ရည် အမြဲတမ်း တိုးတက်စေရန် အားပေးသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၉ | The principal shows that he/ she has doubts about teachers' ability to meet most objectives. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများ၏ ရည်မှန်းချက်များကိုဖော်ဆောင်နိုင်သော အရည်အချင်းအပေါ် သံသယများရှိသည်ကို ဖော်ပြသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၂၀ | The principal consistently sets challenging goals for teachers to attain. ကျောင်းအုပ်ကြီးသည် ဆရာ/မများအတွက် ခက်ခဲသော ပန်းတိုင်များကို စဉ်ဆက်မပြတ် ချမှတ်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

အပိုင်း (၃) အလုပ်တွင် စိတ်ပါဝင်စားမှုဆိုင်ရာ မေးခွန်းများ

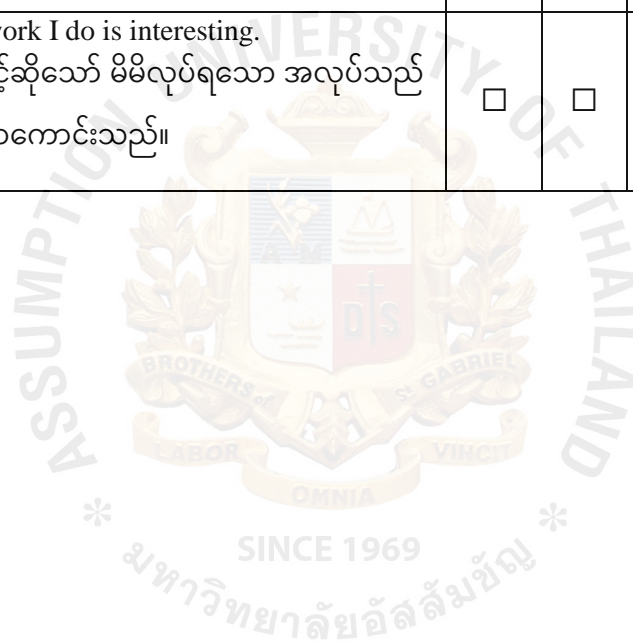
အညွှန်း - အောက်ပါ အချက်များသည် သင့်အလုပ်တွင်စိတ်ပါဝင်စားမှုအပေါ် သင့်အမြင်ကို ကိုယ်စားပြုပါသည်။ အချက်တစ်ချက်တိုင်းသည် “အဘယ်ကြောင့် သို့မဟုတ် ယခုအလုပ်တွင်ကြိုးစားအားထုတ်လုပ်ကိုင်မည်လား” ကို ကိုယ်စားပြုပါသည်။ အချက်တိုင်းကို သေချာစွာဖတ်ရှုပြီးနောက် သင့်အလုပ်တွင် စိတ်ပါဝင်စားမှုအပေါ် သင့်အမြင်ကို ကိုယ်စားပြုသည့် နေရာကို အမှန်ခြစ်ပေးပါ။

၁။ လုံးဝမဟုတ် ၂။ နည်းနည်း ၃။ အသင့်အတင့် ၄။ အလွန်ကိုက်ညီ ၅။ လုံးဝကိုက်ညီ

| အချက် | ဆရာ/မများ အလုပ်တွင်စိတ်ပါဝင်စားမှုအပေါ် အမြင် | အလုပ်တွင် စိတ်ပါမှု အဆင့် | | | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၁ | To get others' approval (e.g., supervisor, colleagues, family, clients...) တစ်ပါးသူမှနှစ်သက်သဘောကျစေရန် (ဥပမာ- ကြီးကြပ်သူ၊ လုပ်ဖော်ကိုင်ဖက်၊ မိသားစု...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၂ | Because others will respect me more (e.g., supervisor, colleagues, family, clients...) အဘယ်ကြောင့်ဆိုသော် အခြားသူမှ မိမိကို ပိုမိုလေးစားစေရန် (ဥပမာ- ကြီးကြပ်သူ၊ လုပ်ဖော်ကိုင်ဖက်၊ မိသားစု...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၃ | To avoid being criticized by others (e.g., supervisor, colleagues, family, clients...) အခြားသူမှ မိမိကို မဝေဖန်စေရန် (ဥပမာ- ကြီးကြပ်သူ၊ လုပ်ဖော်ကိုင်ဖက်၊ မိသားစု...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၄ | Because others will reward me financially only if I put enough effort into my job (e.g., employer, supervisor...) အဘယ်ကြောင့်ဆိုသော် အလုပ်လုံလုံလောက်လောက် ကြိုးစားလုပ်ကိုင်မှသာလျှင် ကြိုးစားလုပ်ကိုင်မှသာလျှင် ဆုကြေးငွေများရနိုင်သည် (ဥပမာ - အလုပ်ရှင်၊ ကြီးကြပ်သူ...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ၅ | Because others offer me greater job security if I put enough effort into my job (e.g., employer, supervisor...) အဘယ်ကြောင့်ဆိုသော် အလုပ်လုံလုံလောက်လောက် ကြိုးစားလုပ်ကိုင်မှသာလျှင် အလုပ်အကိုင်အတည်တကျ ရနိုင်သည် (ဥပမာ - အလုပ်ရှင်၊ ကြီးကြပ်သူ...) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၆ | Because I risk losing my job if I do not put enough effort into it. အဘယ်ကြောင့်ဆိုသော် အလုပ်လုံလုံလောက်လောက် မကြိုးစားပါက အလုပ်ပြုတ်နိုင်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၇ | Because I have to prove to myself that I can. အဘယ်ကြောင့်ဆိုသော် မိမိကိုယ် မိမိလုပ်နိုင်ကြောင်းသက်သေပြ ချင်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၈ | Because it makes me feel proud of myself. အဘယ်ကြောင့်ဆိုသော် မိမိကိုယ်ကို ဂုဏ်ယူစေသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၉ | Because otherwise, I will feel ashamed of myself. အဘယ်ကြောင့်ဆိုသော် အလုပ်ကြိုးစားမလုပ်လျှင် မိမိကိုယ်မိမိ ရှက်မည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၀ | Because otherwise, I will feel bad about myself. အဘယ်ကြောင့်ဆိုသော် အလုပ်ကြိုးစားမလုပ်လျှင် မိမိကိုယ်မိမိ မကောင်းခံစားရမည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၁ | Because I personally consider it important to put effort into this job. အဘယ်ကြောင့်ဆိုသော် မိမိအမြင်အရ ဤအလုပ်တွင်အားစိုက်ထုတ်ရန် အရေးကြီးသည်ဟု မြင်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၂ | Because putting effort into this job aligns with my personal values. အဘယ်ကြောင့်ဆိုသော် ဤအလုပ်တွင်အားစိုက်ထုတ်ခြင်းသည်မိမိ၏တန်ဖိုးများနှင့်ကိုက်ညီသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ၁၃ | Because putting effort into this job has personal significance to me. အဘယ်ကြောင့်ဆိုသော် ဤအလုပ်တွင်အားစိုက်ထုတ်ခြင်းသည်မိမိတစ်ကိုယ်ရည်တစ်ကာယအတွက် အရေးပါသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၄ | Because I have fun doing my job. အဘယ်ကြောင့်ဆိုသော် ဤအလုပ်တွင် ပျော်ရွှင်သည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၅ | Because what I do in my work is exciting. အဘယ်ကြောင့်ဆိုသော် မိမိလုပ်ရသော အလုပ်သည် စိတ်လှုပ်ရှားစရာကောင်းသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ၁၆ | Because the work I do is interesting. အဘယ်ကြောင့်ဆိုသော် မိမိလုပ်ရသော အလုပ်သည် စိတ်ဝင်စားစရာကောင်းသည်။ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



BIOGRAPHY

Name: Saw Maung Soe Aung

Date of Birth: 11th July 1996

Gender: Male

Place of Birth: Hpa-An Township, Karen State, Myanmar

Citizenship: Karen (Poe)

Nationality: Myanmar

Religion: Buddhist

Educational Background

2020 - 2023: (M. Ed.) Educational Administration and Leadership, Assumption University, Thailand.

2014 - 2017: (B.A) in Majoring of Geography at Yangon University of Distance Education, Myanmar.

2016: Studied at Leadership and Organizational Management Course which was certified by Payap University in Chiang Mai, Thailand.

2015: Studied at “Bridge for All (Rural Youth Empowerment Program) in Hpa-An township, Karen State, Myanmar.

2014: Studied at “Morning Star” English Summer Program in Hpa-An township, Karen State, Myanmar.

2013: Studied at Saya U Win Maw’s Practical English Speaking (P.E.S) in Yangon, Myanmar.

Working Professional Experience

2015 - 2019: Working as a Student Coordinator & English Teacher at Bride for All (Rural Youth Empowerment Program), Hpa-An, Karen State.

2016 - 2019: Teaching English Speaking in different communities during the summer holidays at Karen State.

2014 - 015: Working as a Government School Teacher at Bain Nwe Taw Middle School in Hlaing Bwe Township, Karen State.

2012 - 2013: Working as a Guide Teacher at Karen Students Centre (Private High School), Karen State.

2009 - 2011: Teaching Karen Literature during the summer holidays at different communities in Hpa-An township, Karen State.



