



A CORRELATIONAL STUDY OF MILLENNIAL TEACHERS' PERCEPTION
TOWARD PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP STYLE AND
THEIR JOB SATISFACTION AT BASIC EDUCATION HIGH SCHOOL KANI IN
SAGAING REGION, MYANMAR

Mai Mar Mar Aung

I.D. No. 6229509

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

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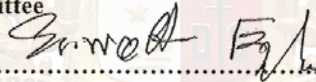
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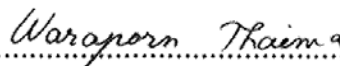
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ABSTRACT

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Key Words: TRANSFORMATIONAL LEADERSHIP STYLE, JOB SATISFACTION

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This study sought to examine the relationship between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar. The study evaluated millennial teachers' perception toward principal's transformational leadership style as well as their job satisfaction. Means and Standard Deviations were used for descriptive and quantitative analysis. Finally, the relationship between these two variables were analyzed and assessed through Correlational analysis (Pearson Product-Moment Correlation Coefficient). The basis for transformational leadership style of this study was founded from five components of Transformational Leadership Theory (Avolio & Bass, 2004) and Two-Factor Theory (Herzberg, 1959) was the foundation to support the researcher's factors of job satisfaction. It was conducted in the academic year of 2020 where 51 Myanmar millennial teachers who were born 1980 – 2000 were participated. The results revealed that millennial teachers at Kani High School had a relatively high perception and positive attitude towards principal's transformational leadership. Furthermore, it also revealed that the degree of millennial teachers' job satisfaction was relatively high in both intrinsic and extrinsic mean scores at

3.62 and 3.55 respectively. With regard to the study's main purpose which was to examine the relationship between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction, it was found that "Principal's Transformational Leadership Style" and "Millennial Teachers' Job Satisfaction" were significantly, positively, and moderately strong correlated with each other, $r = .49$, $p = < .001$.



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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the research questions with corresponding objectives and hypotheses. 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

The workplace of modern-day can be described as multigenerational environment with working together Millennial generation, X generation, and Baby Boomer employees (Fry, 2016). According to Shrivastava et al. (2017), leading a diverse generational workplace with different attitudes and aspirations is absolutely demanding in a recent society as assuming each age span lasts almost eight decades. As the gap among generational differences, administrator must think these diversities wisely and tailor leadership style to adapt to the new environment (Deyoe & Fox, 2011). In recent workforces, generational conflicts often arise as uncovering needs for a careful fostering of collaborative surrounding in multigenerational workplace (Howe, 2014). Cross generational differences at work frequently develop into comparative and stereotypical differences because of associating each cohort's perceptions over their own lenses (Twenge, 2010). Therefore, considering the similarities, differences, and desired workplace factors which increase job satisfaction is vital.

Millennials who were born between 1980 and 2000 and make up the majority of today's workforce (Caraher, 2014). They are also identified as Gen Y, Generation Y, iPod Generation, Nexters, and the Why Generation (Williams & Page, 2011). Millennials who were born by the time technology was the norm are driven by high tech efficiency and they leave old leadership style. It is unable to keep staffs satisfied (Thompson & Gregory, 2012).

Also, Andert (2011) study revealed that a horizontal leadership is preferred by these generation. Millennials extremely favored a training approach to leading and managing, giving feedback frequently and considering individually (Howe, 2014). Substantial Millennial literature has recommended that this generation work manner is obviously different from other generation (Collier, 2009). Earlier generations may be more committed than millennials in teaching carrier. Therefore, the loss of new teachers may consequence as new teachers are millennials lately (Richardson, 2011) as well as they are our future (Walker, 2009). Teachers are foremost among those who have a considerable influence on future generations of a nation. Teachers need to be satisfied with their position in order to fulfill their responsibilities (Baku, 2012). Fair judgment is vital for the leaders to keep satisfied workers from diverse age groups (Deyoe & Fox, 2011).

Researchers note that diverse style in values, perceptions, and communication among different groups can lead to difficult engagement in the workplace (Lloyd, 2007). Similarly, a youth leader from Federal Democratic Alliance from Myanmar remarked that, “Now what we can see is the elderly will think that [youth] are very young and inexperienced, while youths hold the view that elders have already become antiques” (DIPD news, 2015). Administrators must understand that most of millennials are technically well-educated and ethnically diverse in the workplace (Deyoe & Fox, 2010). It is important for leaders to learn more about traits, job satisfaction, and organizational commitment levels of the millennial generation by Kaifi et al. (2012). Understanding and practicing type of leadership styles favored by millennials can impact on millennial workers’ satisfaction (Ray & Rizzacassa, 2012). Hughes (1999) understood that practice of transformational leadership behaviors affects every individual’s satisfaction through positive principal-teachers communication (Edlira, 2013, Northouse, 2016).

As specified in the studies, the investigation into job satisfaction of millennial faculty is not only critical to the success of academia, but a necessary inquiry for the world of work overall (Howe et.al, 2000). As claimed by global research data, it is shown that transformational leadership has a positive impact on such as schooling conditions, teachers' internal states and behaviors, as well as contributing to their job satisfaction when it is effectively applied to educational administrations (Meng & Chin, 2007) as this leadership components support, communicate and feedback to subordinates very often (Avolio et al., 2009). And also, transformational leadership factor such a model of individualized consideration can attract and retain this generation as it promotes the needs of individual and relationships (Bass, 2008; 2012).

Experts have been recommended that it is vital for older generations to gain a deeper understanding in the nature of millennial such educational, economic, social, and political sectors (Thompson & Gregory, 2012). Baby Boomers or Generation Xers are in a place taken as principals while number of millennial teachers are increasing rapidly. Creating school working conditions, which assist teachers' retention in their workplace, is an essential role played by principals (Burkhauser, 2017). An investigation of the five practices of transformational leadership style Idealized influence (attributes), Idealized influence (behaviors), Inspirational motivation, Intellectual stimulation, Individualized consideration developed by (Avolio et al., 2004) will result how millennial teachers perceive to this leadership style and impact on their job satisfaction. As transformational leadership skills practiced leaders, it is better to prepare for school transformed to be able to adapt with 21st century demands (Shanker & Sayeed, 2012).

Statement of the Problem

Society in Myanmar is very hierarchical. It is common for elders to be highly regarded and paid respect to. It is considered as inappropriate when the youngers present opposite ideas to their elders. There is a local proverb stated as “Shar bin o-lay a-hnitpyit-lay”. It means that “The older the person, the wiser his brain”. Paying respect to seniors is essential for Myanmar as following the social custom on which may impact millennial teachers job satisfaction in the school’s workplace.

Among the public schools in Myanmar, Kani is one of the schools, where most of the teachers are millennials as mentioned by the target school principal and has good reputation in its unity and improvement. During the discussion concern the school situation, it has been mentioned that handling the younger teachers is challenging sometimes than the elders. It is discussed that the principal believes she is continuously making great efforts in maintaining the school reputation and also desires to improve understanding and fulfill to the needs of her millennial teachers to cater the changing needs of the new generation in future. Therefore, this paper addresses the variables which will indicate better communication and understanding millennial teachers’ traits, supporting their needs, then advancing in job satisfaction of millennials in the target school. With this regard, the purpose of the study was to determine principal’s transformational leadership at Kani as perceived by millennial teachers and its relationship to their job satisfaction. To the researcher's knowledge, no previous research has examined the relationship of millennial teachers’ job satisfaction and principal’s transformational leadership at the targeted school.

This research carried out in order to explore the individual perception of millennial teachers on principal’s transformational leadership style and how it impacts on their job satisfaction as well as to help the school principal to determine how her relationship and leadership style satisfies teachers or reflects and upgrades to one of these five

transformational characters which will eventually enhance better relationship, leadership skills and communication with her millennial teachers as all identified factors in this study are vital for better improvement in job satisfaction of millennial teachers.

Research Questions

1. What is the level of principal's Transformational Leadership Style perceived by millennial teachers at Basic Education High School Kani in Sagaing Region, Myanmar?
2. What is the level of millennial teachers' Job Satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar?
3. Is there any significant relationship between millennial teachers' perception towards principal's Transformational Leadership Style and their Job Satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar?

Research Objectives

1. To determine the level of principal's Transformational Leadership Style perceived by millennial teachers at Basic Education High School Kani in Sagaing Region, Myanmar.
2. To determine the level of millennial teachers' Job Satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar.
3. To determine the relationship between millennial teachers' perception toward principal's Transformational Leadership Style and their Job Satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar.

Research Hypothesis

There is a significant relationship between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar.

Theoretical Framework

This study was conducted based on the following supporting theories:

Transformational Leadership Style, content theories and process theories for Job Satisfaction.

Transformational Leadership Theory

Transformational Leadership Theory has been selected for this study as this theory is appropriate to enhance followers' motivation and consequently, is felt to be closely related to influencing job satisfaction. Bass developed a specific description of leadership practices associated with transformational leaders and leaders as models of integrity and fairness, with clear goals, high expectations, and the capacity to encourage people by supporting individual needs. Transformational leadership can also be considered as ethical leadership because it reinforces human relation, motivation and eagerness both in the leader and the followers to accomplish the common goals (Kantas, 1993; Kanungo, 2001).

Avolio & Bass (2004), developed transformational leadership and its characteristic into five components;

1. Idealized influence (attributes)
2. Idealized influence (behaviors)
3. Inspirational motivation
4. Intellectual stimulation
5. Individualized consideration

Herzberg's Two-Factor Theory

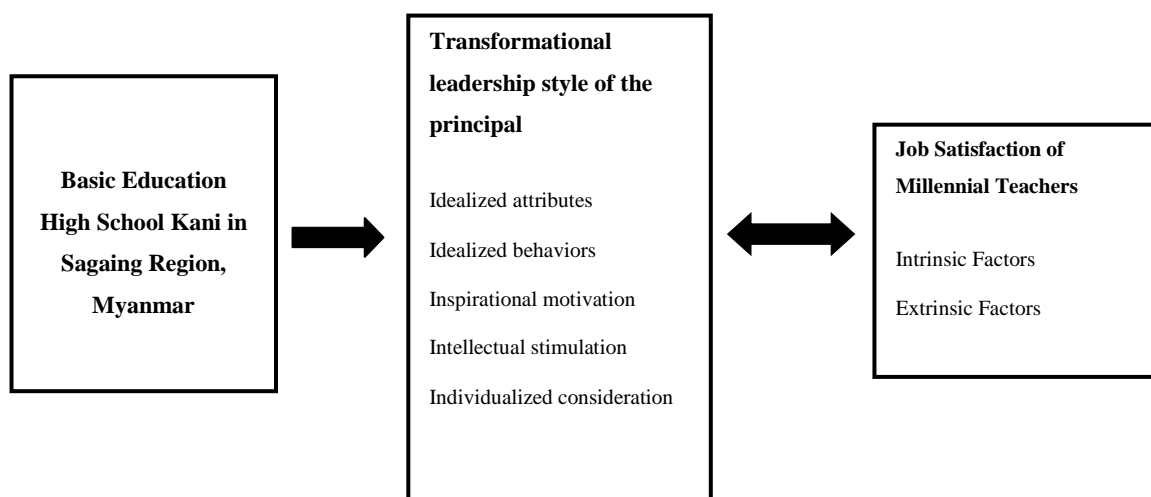
Herzberg's motivation-hygiene theory is discussed for this study as it is grounded on the faith that an employee who is satisfied becomes a productive one. Frederick Herzberg proposed the Two-Factor Theory or Motivator Hygiene theory in 1959. It was built on the principle that the existence of job attributes (motives) factors give satisfaction in the workplace and lack of job attributes (hygiene) factors result dissatisfaction in the workplace. As explained by Michael (1991), Herzberg classified two-factor such as

1. **Hygiene factors** (*Extrinsic factors*): pay, security, co-workers, working conditions, company policy, work schedule and supervisors
2. **Motivating factors** (*Intrinsic factors*): responsibility, growth, challenge, stimulation, independence, variety, achievement, control and interesting work.

Conceptual Framework

The purpose of this study was to explore the relationship between millennial teachers' perception of the Principals' Transformational leadership style was measured by the Multifactor Leadership Questionnaire (MLQ-5x) and millennial Teachers' Job Satisfaction was measured by Minnesota Satisfaction Questionnaire (MSQ). The conceptual framework of this study is shown below.

Figure 1. Conceptual framework for this study.



Scope of the Study

This study was conducted at Basic Education High School Kani in Sagaing Region, Myanmar. It mainly focused on the five characteristics of transformational leader style (Idealized influence, Idealized behaviors, Inspirational motivation, Intellectual stimulation and Individualized consideration) and two factors of job satisfaction (intrinsic and extrinsic) as stated on its conceptual framework. The target respondents of this study were all the full-time teaching staff in the primary, middle and high school level. This study was limited to millennial teachers who were born between 1980 and 2000 as these generation prefer a horizontal leadership and leave old leadership style and also the most populated generation in the workplace.

Definition of Terms

The following terms were defined for better understanding of the study.

Extrinsic Factors. External factors to the individual and unrelated to the task they are performing. For example, factors such as money, good grades, and other rewards. This item will be evaluated in items 33-38 in the third part of the questionnaire.

Idealized Attributes. It refers to the leader who has a wisdom of vision and mission, as well as who instills pride, gains respect, trust and increases optimism in their followers. A kind of leader excites and inspires subordinates, admiration, and compliance with the head. This item of idealized attributes will be evaluated in the items of 1,2,3,4 in the first part of the questionnaire.

Idealized Behaviors. It refers to the leader who has a wisdom of transformational leadership styles by defining the need for change, developing a vision for the future, and organizing

followers to dedicate, to be responsible for achieving results further than what is expected. The items of idealized behavior will be evaluated in the items of 5,6,7,8 in the first part of the questionnaire.

Individualized Consideration. It refers to the leader coaches and mentors, provides continuous feedback and links organizational members' needs to the organization's mission. Individual consideration is a measure of the extent to which the leader cares about the individual follower's concerns and developmental needs. This item will be evaluated in items 17,18,19,20 in the first part of the questionnaire.

Inspirational Motivation. It refers to the leader who acts as a model for subordinates, communicates a vision and uses symbols to focus efforts. This dimension is a measure of the leader's ability to engender confidence in the leader's vision and values. This item will be evaluated in items 9,10,11,12 in the first part of the questionnaire.

Intellectual Stimulation. It refers to the leader who stimulates followers to rethink old ways of doing things and to reassess their old values and beliefs. This item will be evaluated in items 13,14,15,16 in the first part of the questionnaire.

Intrinsic Factors. Internal desires to perform a particular task, people do certain activities because it gives them pleasure, develops a particular skill, or it is morally the right thing to do. This item will be evaluated in items 21-32 in the third part of the questionnaire.

Job Satisfaction This refers to an individual expression and feeling in his or her workplace when the person satisfies on his or her basic needs which considers as important for its individual (Robbins et al., 2011).

Millennial It refers to the generation people who were born between 1980 and 2000 (Caraher, 2014).

MLQ-5X. It refers to Multifactor Leadership Questionnaire (MLQ) form 5X was the instrument used to analyze the five factors practiced by transformational leaders.

MSQ. It refers to Minnesota Satisfaction Questionnaire (MSQ) which was used to measure the level of millennial teachers' job satisfaction such intrinsic and extrinsic factors.

Transformational Leadership. It refers to as a five-factor leadership model that is comprised of behaviors that inspire their followers to deal with their followers' needs, communicate a vision effectively, encourage new approaches and promote more effort towards problem-solving, and can produce more effort and satisfaction from followers.

Significance of the Study

This research was proposed with the aim of providing ideas for the improvement of principal leadership in terms of millennial teacher job satisfaction. Specifically, it pointed out transformational leadership style that best satisfied millennial teachers at Kani as well as at what degree of satisfaction in each character influenced them.

The result of this study would benefit the target school firsthand including its principal, millennial teachers and other teachers belong to other generational groups and the students. For the school principal of Kani, this research aimed to help her recognize the

characteristics of transformational leadership style that best and least satisfies her millennial teachers in order for them be satisfied their needs. In this study that would further improve the communication, cooperation, and satisfaction of all stakeholders within the school. Furthermore, the result from this study would also help the school to have insights on how to keep their teachers satisfied and have a relatively high function and quality thus, yielded to a positive effect on the learning and heightened academic outcomes of the students which is the school's main goal.

For the teachers, it sought to help them aware their generational differences as well as the factors which satisfies them the most and the least. It would also help them adjust to some of the identified uniqueness so that everybody in the school could meet in between and create a comfortable, harmonious, collaborative, and stable school family. It also made them aware with regards to their significance in keeping a positive relation and keeping their satisfaction and motivation at a high level so as for the students to achieve academic excellence.

This research also desired to help other school institutions that are dealing with issues regarding millennial teachers' lack of satisfaction and are having a negative and ineffective school leadership. This study might give them some insights and firsthand information on the possible whys and wherefores and perhaps discover the core of the problem as well as give them idea on how to unravel the solutions.

Finally, for other researchers both internationally and locally, this study intended to provide information that they may use if they conduct a related study in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter was devoted to an overview of suitable and relevant literature on current research. The researcher had chosen different literatures that were related to transformational leadership, Millennial and Teachers' Job Satisfaction to present this chapter with the following topics:

1. Concept of Leadership
2. Transformational Leadership Theory
3. Teachers' Satisfaction at the Workplace
4. The Theories for Intrinsic and Extrinsic Factors of Job Satisfaction
 - a. Herzberg's Two-Factor Theory
 - b. Related Theories that influence Job Satisfaction
5. Millennials
6. The Instrumentations of the study
 - a. Multifactor Leadership Questionnaire (MLQ5x)
 - b. Minnesota Satisfaction Questionnaire (MSQ)
7. Background of the School
8. Previous Studies of Transformational Leadership and Workplace Satisfaction
9. Summary of the Literature Review

Concept of Leadership

Northouse (2016) defined Leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is a process of influence between a leader and those who are followers. You must become someone others can trust to take them where they want to go (Broadbridge et al., 2007). These definitions implied that leadership was an action or a process of leading, influencing, or motivating others to achieve a desired goal. A leader who encouraged, supported, guided, and empowered others is one who distributed the control of leadership from self to others.

As mentioned by Astin & Leland (1991) leadership has been characterized as a practice purposed for transforming in a society to make people's lives better. Sashkin (2003) who contended that leadership mattered because leaders help reduce ambiguity and uncertainty in organizations. Broadbridge et al. (2007) said that everything rises and falls on leadership, which attested to the extreme importance and influence of a leader and his or her leadership.

Leadership was a major focus in education, more specifically; principal leadership plays an influential part in teacher outlook on their overall careers and their overall experience (Stewart, 2006). The school leader is charged 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, 2002). While there are many factors to consider in the ongoing research on teacher job satisfaction, many studies have identified attitudes and behaviors of the principal as critical (Goldberg, 2000). In addition, the 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.

Leadership style is defined as the patterns of behavior of a leader or an individual who attempts to influence others (Asamani et al., 2016). Organizational performance-effectiveness can be influenced differently through diverse leadership styles (Nahavandi, 2002). Moreover, an effective leader applies a follower prefers leadership style to reach desired goals. Fullan (2004) stated that leadership styles have four main characteristics including having moral purpose, allowing for change processes, developing rational skills, and being able to achieve consistency in the workplace.

Transformational Leadership Theory

The impacts that outstanding leaders can bring for their followers and their organizations have been started to emphasize by leadership theories (Trice & Beyer 1991). These leaders are titled "charismatic leaders", however, Bass (1985) names them "transformational leaders". Burns (1978) extending his study and replacing the term transforming into transformational which was originally discovered and defined by Downton (1973).

In daily practice, the transformational change leaders give constant encouragement to their followers to challenge their own knowledge and skills in order to support their professional growth (Moolenaar et al., 2010). Specifically, Bass described transformational leaders as example of integrity and fairness, with clear goals, high expectations, as well the ability to encourage people by giving individual support. Furthermore, he modeled these leaders as individuals talented in moving people's passions and encouraging them to act beyond their own self-interests (Avolio et al., 2004, Bass, 1985).

In researching transformational leadership concept, it has been shown that leaders in this style inspire, empower, and stimulate individuals to excel based on charisma, intellectual stimulation and individual consideration (Burns, 1978; Bass & Avolio, 1990).

Charisma was renamed as idealized influence, with that defined under two separate components - behaviors and attributes (Antonakis et al., 2003). Therefore, this knowledge led to Avolio and Bass' (2004) theory of transformational leadership and to the identification of its five theoretical components as (a) idealized influence, (b) idealized behaviors, (c) inspirational motivation, (d) intellectual stimulation, and (e) individualized consideration.

Idealized Influence Attributes

Idealized attributes refer to the attribution of charisma to the leader. Followers built close emotional ties to the leader because the leaders focus on higher-order ideals, values and perceived power as positive attributes.

Burns (1978) determined that transformational leaders motivated and/or inspired employees to exceed all expectations to reach goals, even if that exceeds the employee's expectations. Trust and confidence are likely to be built in followers as leaders also effectively develop others in areas of achievement and autonomy, which encourages higher levels of performance in employees (Bass & Avolio, 2004). Zdaniuk and Bobocel (2015) found in their study that idealized influence is directly linked to the collective identity of followers.

Bass and Riggio (2006) concurred by stating that the leader reassures others that obstacles will be overcome. The leader emphasizes the importance of subordinates' beliefs and acts consistently with them (Bass & Avolio, 1990). Followers of idealized influence leaders may describe them as possessing courage, determination and persistence (Stafford, 2010) and having idealized influence evokes less stress and burnout within the workplace (Seltzer et al., 1989).

Transformational leaders are also known to be highly credible, trustworthy, and have integrity (Stafford, 2010). Employees feel better about their work, and there is a

healthier attitude amongst followers when managers facilitate relationship repair. Therefore, Zdaniuk and Bobocel maintained that leaders who raise the accessibility of followers' collective identity (idealized influence) should facilitate forgiveness among employees. The ability to gain the trust of followers, beyond their respect and pride, has been advocated as a feature of idealized influence (Sashkin, 2003; Yukl, 1999).

Idealized Influence Behaviors

The transformational leaders serve as role models for their followers. Idealized Influence (behaviors) emphasizes a collective sense of mission and values, as well as acting upon these values. Bass and Riggio (2006) explained that the leaders are admired, respected, and trusted. Leaders have influence over employees because of the way in which they are idealized (Bass & Avolio, 2004).

Transformational leadership mainly natures and measures by group goals recognized, a vision expressed, individualized consideration offered and supported, behaviors formed through idealized behaviors, intellectual inspiration provided, and high-performance visions set (Podsakoff et.al, 1996). Being a vision-builder, standard-bearer, integrator, and developer are the four identified behaviors and abilities to become a transformational leader (Bottomley et al., 2014).

Transformational leader as having the five principles of ethical leadership, known as the five P's. The leader has a purpose, pride in having balanced self-esteem, patience in believing the processes will work out, persistence to follow the process of betterment, and perspective to stay focused when ideas become cloudy. A leader's model character includes expression of self-determination (House, 1977), honesty, and openness (Alimo-Metcalf & Alban-Metcalf, 2005), as well as sensible risk-taking when there is not a 100% likelihood of success (Sashkin & Sashkin, 2003).

Inspirational motivation

Inspirational motivation (or charming) is often used in practice with idealized influence (Bass, 1998; Judge & Bono, 2000). As stated in Bass and Riggio (2006), transformational leaders motivate and inspire the arousal of team spirit within their followers. Leaders are trusted, and people have confidence in them; in this way, leaders become inspirational to others (Bass & Avolio, 2004).

The transformational leadership traits include emotional support, positive attitudes (Foulkes-Bert et al., 2019), and purpose (Northhouse, 2016). Salas-Vallina and Fernandez (2017) confirmed that the transformational leader offers the emotional support by affirming that both charisma and inspirational motivation are present when a leader predicts the future, plans how it can be achieved, implies an example to follow, sets high levels of performance, and displays conviction.

Inspirational motivation has a direct correlation with happiness in the workplace (Salas-Vallina & Fernandez, 2017). Leaders share goals and provide a vision for what is possible through positive expectations and meaning of the group at large (Bass & Avolio, 2004). Leaders promote cohesion, confidence, and harmony and also clarify the ideal future state and help align individual goals with those of the organization (Stafford, 2010). This positive role-modeling can help others to become more capable of leadership themselves through responsibility for their own actions and self-reinforcement (Bass & Avolio, 2004).

Intellectual Stimulation

Creating intellectual stimulation is another important core component of transformational leadership. Intellectual stimulation occurs when the transformational leader “challenges followers to think of new ways to solve problems. The leader's ability to continuously encourage team members to think and perform in new ways by challenging

their own beliefs and supporting a new and innovative way of actions. Leaders help others view problems in new ways, questioning assumptions, beliefs, and values to solve challenges (Stafford, 2010). Podsakoff et al. (1990) emphasize the importance of encouraging followers to challenge their own traditional ways of completing tasks by trying new things and including staff in the process of finding and sharing solutions to common issues. In leading transformational change, providing intellectual stimulation is a critical factor because it not only increases staff members' self-efficacy also motivates staff to challenge the status quo and boosts them to experience with innovative practices (Geijsel et al., 2009).

Ackerman and Anderson (2010) established that the staffs must be intellectually stimulated during transformational change. Creativity and innovation are two key traits that followers develop by being stimulated in different ways (Stafford, 2010). Showing environmental sensitivity by evaluating the environment opportunities within and outside of the organization (Conger & Kanungo, 1994), is also considered important in stimulating new ideas. Furthermore, maintaining the status quo by discouraging creative thinking is more likely to disempower and stress staff (Bass, 1998).

Employees are often able to evaluate strengths, weaknesses, opportunities and threats, which may translate into advantages the organization may have over the competition as a result of creative methods used to evaluate the status (Bass, 1985). Bass and Riggio (2006) established that intellectual stimulation helped followers feel a stronger connection to the organization and more competent in their career. Daily intellectual stimulation practice involves exercising the leaders' selves to advance in professional development because it is a process of encouraging and challenging their knowledge and skills. Also, the leaders provide their followers in the commitment to learning by offering consistent and frequent feedback (Kotter, 2012) through using various strategies in providing feedback. The attitude of

appreciative inquiry is idealized, which focuses on the strengths of individual's change process what is working well so that the motion can be multiplied (Hammond, 1998).

Intellectual stimulation practiced leaders promote and build followers' capacity for change by working side-by-side to develop new norms, systems, and practices (Springer et al., 2012) while providing opportunities to share inquiry processes and results (Wolf, 2011). This team approach will help create interdependence between staff members, increase and carry a systematic likelihood-change throughout the organization (Leithwood & Sun, 2012).

Individualized Consideration

It was specified in the data that transformational leaders influence followers differently (Li et al., 2014). Leaders must think of each person individually in order to understand concerns and developmental needs (Judge & Bono, 2000). Moreover, Foulkes-Bert et al. (2019) added to the conversation when they reported that IC occurs when the transformational leader enables the followers to grow and achieve their full potential based upon the skill set unique to each individual. As transformational leaders take notice of the individual team members, allowing each person the opportunity to develop their own unique skill set, new challenges and opportunities become available (Rafferty & Griffin, 2006).

leaders deal with others as individuals; consider their individual needs, abilities, and aspirations; listen attentively; further their development; advise; teach; and coach. Rafferty and Griffin (2006) characterized individualized consideration as a way leader could help followers succeed in the organization's environment. Furthermore, Bass and Riggio described individualized consideration (IC) as a reflection on an organization's policies that promote the health and well-being of its members and consider team building when members display transformational leadership behaviors towards each other. It is beneficial to help

employees reach their full potential and contribute to a positive organizational culture focusing on developmental growth (Bass & Avolio, 2004).

A transformational leader is attentive to the followers and works to help each person reach their highest goals and, in the process, is also changed as a leader (Northhouse, 2016). This type of leadership can occur through listening, coaching, mentoring and teaching opportunities and is reflective of leadership, rather than managerial skills (Bass & Avolio, 2004). One of the key components to this trait is that leaders connect an individual's needs to the mission of the organization, and that helps elevate the connection the employee feels to the organization (Yukl, 1998). Therefore, leaders turn employees into future leaders, which is the goal of a leader (Burns, 1978).

Teachers' Satisfaction in the Workplace

Depending upon the researcher, job satisfaction can take on a multitude of characterizations. Klassen (2010) defined Job Satisfaction as fulfillment with the daily work activities while Burrows refers to Job Satisfaction as general work-related aspects and the work environment. Satisfaction in the workplace has also been stated as encompassing the level of challenge the job provides, conditions of the work environment, benefits and Salary, job security, relationships and learning and growth. One of the aspects that causes ambiguity regarding Teacher Job Satisfaction is the way in which it is defined. In this study, job satisfaction is defined as an individual expression and feeling in his or her workplace when the person satisfies on his or her basic needs which considers as important for its individual (Robbins et al., 2011).

The teachers noted that the principal who communicates and shares information with the members, delegates authority and practice open door policy with the subordinate can give grater satisfaction in their teaching lives (Bogler, 2001). As determined by (Leithwood,

2009), teachers' job satisfaction is indirectly dependent on the extent to which leaders are able to create, restructure or fine tune working conditions in their schools so that those conditions nurture positive emotions towards work on the part of teachers, further develop teachers' expertise, and enhance the use of that expertise in the best interests of students.

Galanou et al (2010) advised that factors that lead to satisfaction were intrinsic motivators which had little to do with pay but were more inclined towards responsibility and recognition. Theories agree that understanding human behavior, apply powerful and effective motivation are well practiced by a competent leader because he or she knows that the only staffs are the key for quality and efficiency to be able to take action and achieve success. This study is especially aimed for the school principals as knowing why and how individual millennial teachers are motivated is vital for a principal when he or she aims to improve the job satisfaction experienced by those individual teachers.

The theories for Extrinsic and Intrinsic Factors of Job Satisfaction

Herzberg's Two-Factor Theory

Herzberg's motivation-hygiene theory is grounded on the faith that an employee who is satisfied becomes a productive one. Frederick Herzberg proposed the Two-Factor Theory or Motivator Hygiene theory in 1959. It was built on the principle that the existence of job attributes (motives) factors give satisfaction in the workplace and lack of job attributes (hygiene) factors result dissatisfaction in the workplace. In 1957, the Buhl foundation had sponsored the study in the industrial town of Pittsburg from which resulted the two-factor theory. The incident method with letting the participants to scale incidents consistent with its influence on workplace manners was used during this study. The incidents were classified in high sequence and low sequence events which were found as mutually exclusive. The two-factor theory also borrowed liberally from Maslow's theory of need hierarchy.

Hygiene or Extrinsic factors exemplified the lower-level needs like physiological, as well as safety needs and the motivating factors exemplified higher order needs as belongingness, security and self-actualization needs. Hygiene factors had been derived from high sequence means presentation of Hygiene also called extrinsic factors did not affect job satisfaction, but abstention of these factors affected job dissatisfaction. Herzberg classified supervision, interpersonal relation, physical working condition, salary, company policy and its administration, benefits and job security as the hygiene factors. **Motivator or Intrinsic factors** had been derived from low sequence means presentation of these factors affected on job satisfaction, but abstention of these factors did not affect job dissatisfaction. The motivating factors included recognition, sense of achievement, growth, responsibility, advancement and the work itself. Improving hygiene factors such as working conditions, will prevent people from being dissatisfied with their work but will not make them satisfied (Wood et al, 2001) such as low wages make people dissatisfied, but by paying them more does not satisfy or motivate them either. Also, improved working conditions (for instant, special offices and air conditioning) act in the same way. Therefore, Herzberg study recommended that using motivators only will result in satisfaction and motivation because dissatisfaction cause of hygiene factors elimination would not help in a satisfaction state; however, in its place, it would end in a state of neutral.

In the study of Groot and Brink (2000) revealed that there is a strong relationship between **salary** and job satisfaction. Also, Theobald (1990) found that salary has a statistically significant relationship with employees' job satisfaction. Robbins et al. (2003) concluded from their study that **supervision** forms an important role relating to job satisfaction. The ability of the supervisor may provide emotional and technical support, and guidance with work related tasks to the subordinates, which was supported by Wech's

(2002) study, who found that supervisory behavior strongly impacted on the correlation between employees and their satisfaction in the workplace.

Based on the study done by Sonnentag and Frese (2003), the researchers stated that the effects of **working conditions** can invariably contribute to job satisfaction of employees and their retention in the company. Working conditions are important dimensions of the job as they can positively affect employees' job satisfaction (Parker and Wall, 1998). Meanwhile, Liu (2013) identified the positive impact of **teamwork** on their job satisfaction level. Chang et al. (2009) confirmed that teamwork is one of the most important predictors of job satisfaction. Accordingly, Robbins (1998) stated that **career progress** provides opportunities for personal growth, increased productivity and responsibility, increased social status, improved work performance, and increased job satisfaction. Inversely, if the company doesn't set a good **policy for career progress**, it may lead to low morale, less productivity, and high costs for hiring and training of new employees. As Sargent and Hannum (2003) collected data from school teachers and found that **job training** greatly influences job satisfaction. As mentioned by Georgellis and Lange (2007), the researchers found the impact of job training on job satisfaction, and the authors concluded that both variables had a significantly positive relationship.

A study done by Holdaway (1978) resulted that job satisfaction has a strong relationship with societal attitudes, the status of teachers, recognition, and teacher's accomplishments. La Motta (1995) concluded from his research that the motivation and satisfaction of employees will increase when employees get an unexpected increase in **recognition**. Additionally, Morris (2004) found that the ability of supervisors to provide timely recognition has a statistically significant effect on job satisfaction of employees. On the other hand, the form of appraisal by supervisors to peer the subordinators may be formal or informal. These will lead to an increase in recognition. Meanwhile, Rogers et al. (1994)

found that **job clarity** had a positive relationship with job satisfaction, and increase in job clarity, and also enhanced job satisfaction, respectively. Sarathy (2012) implied that job clarity is the antecedent to employees' job satisfaction, which was supported by Shoemaker (1999) who studied the association between self-efficacy, job clarity, and job satisfaction and found a significant relationship between job clarity and job satisfaction. **Jobs** (work itself) should be redesigned to allow increased challenge and increasing responsibility, opportunities for advancement, personal growth, and recognition.

All in all, Factors have a different set of drivers and are recorded on a separate scale. Thus, the leader needs to treat people as best one can, so that they have a minimum of dissatisfaction and to people so that they get achievement, recognition for achievement, interest and responsibility in order improve grow and advancement in their area of specialization. Lastly, both these approaches (hygiene and motivation) must be done simultaneously.

Related Theories That Influence Job Satisfaction

Other theories related to job satisfaction are also discussed as different motivation, satisfaction theories and practices can be associated with the study of millennial teachers' job satisfaction.

Maslow's Hierarchy of Needs Theory

Maslow assumed that there are at least five goals setting, which can be mentioned as basic needs. Maslow's need hierarchy theory (1943) focuses on 5 human needs, which are represented in order of importance. Once a need is satisfied, the next need emerges, starting with: 1) Physiological needs, 2) Safety needs, 3) Social needs, 4) Esteem needs, and 5) Self-actualization needs. Motivation is linked to this hierarchy of needs because unmet needs act

as motivators. Maslow (1943) stated that people are motivated by the desire to achieve or maintain the various conditions upon which these basic needs rest and by certain more intellectual desires. When looking at Maslow's hierarchy of needs, self-actualization needs seem to correspond strongly with intrinsic motivation. Safety needs on the other hand seem to correspond strongly with extrinsic motivation.

Level 1 Physiological Needs; This fulfills the physical needs for human survival like water, air, shelter, food, sleep, and medicine. In organizations or companies, this need is satisfied by means of base salaries and working conditions such as cafeteria services, heat, and air conditioning. Without its accomplishment, the human body would totally malfunction.

Level 2 Safety Needs; Subsequent to the satisfaction of the physiological needs, individuals crave for the higher level of need for protection against, danger, safety, security, and deprivation. In organizations, employees could meet this need through fair rules and regulations, safe working conditions, job security, freedom to unionize, and financial security (Lunenburg & Ornstein, 2008).

Level 3 Social Needs; This need involves feelings of belongingness, affection, friendship, and acceptance. The absence of this level could impact human ability to form and maintain vital relationships with family, friends, and intimacy. On the other hand, the organization could step-up to meet this need by including employee-centered supervisions, following group norms, providing opportunities for teamwork, and sponsoring group activities such as school sports programs and field trips (Lunenburg & Ornstein, 2008).

Level 4 Esteem Needs; At this stage, people desire for mastery, self-respect, achievement, self-esteem, freedom, status, dominance, reputation, and managerial responsibility. Organizations could take part in satisfying this need through promotions,

recognition and award programs, prestigious job titles, and articles in the district newsletter (Lunenberg & Ornstein, 2008).

Level 5 Self-actualization Needs; This pertains to individual's full potential. At this stage, people are concerned with their own personal growth; they are interested in fulfilling their own potentials and are less concerned with what other people say against them. Organizations could meet employees' self-actualization needs by involving them in creating assignments that capitalize on employees' unique skills, planning job designs, the relaxing structure that permits employees' personal growth and self-development (Lunenberg & Ornstein, 2008).

Adams' Equity Theory

The Equity theory was developed by Adams (1965) who explained that teachers make comparisons of their job inputs and outcomes relative to their inputs which they have put into. Based on one's inputs such as effort, experience, education, and competencies, one can compare outcomes such as salary levels, salary increases, recognition, and other rewards.

Teachers also compare their outcome-input ratio relevant with others' outcome-input ratio. When they perceive an imbalance in their outcome-input ratio relative to others, tension is created. The tension provides the basis for motivation, as people strive for what they perceive to be equitable and fair.

All in all, Equity theory recognizes that individuals are concerned both with the absolute number of rewards they receive for their efforts and also with the relationship of that amount to what others receive. It implies that individual teacher motivated to maintain fair or equitable relationships between themselves and others with respect.

House's Path-goal Theory

House's path-goal theory (1996) focuses on leadership effectiveness in different situations and is one of the most well-known contingency theories in the field of leadership. Path- goal theory is based on the expectancy theory developed by Vroom (1964) in which he declares there are three subscales such as effort, performance and valence was claimed by lee (2007). The degree of individuals' belief and expectancy about their abilities toward their tasks, the well-done performance would lead to valued rewards. Further, this ideal motivation makes employees to be satisfied with the result of performance. Then, this employees' satisfaction can play as a mediating role to affect their expectancy in repeating motivation.

Path- goal theory believed that the leader's effect on subordinate goals and path to achieve them (Ornstein, 2011). It submits that leaders may not only use varying behaviors with different subordinates but might use different behaviors with same subordinates in different situations. Path- goal theory hints that depending upon subordinates, and situations, different leadership behaviors will increase acceptance of leader by subordinates, level of satisfaction, and motivation to high performance. Based on situational factors, path-goal proposes a fourfold classification of four leadership behaviors as described -

Achievement-Oriented Leadership; This leader sets clear and challenging goals for subordinates and establishes a high standard of excellence as well seeks continuous improvement. Further leader shows a high degree of confidence in subordinates (Northouse, 2016). This leadership style is appropriate when followers are open to autocratic leadership, have external locus of control, and follower's ability is high (Lussier and Achua, 2007).

Directive Leadership; This leader tells subordinates exactly what they are supposed to do and characterizes as the one who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. He also sets standards of performance and defines clear rules and regulations for

subordinates (Northouse, 2016). Directive behavior is appropriate when task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction (Lussier and Achua, 2007).

Participative Leadership; This leader consults with subordinates about decisions not only consults subordinates, obtains their ideas, opinions and integrates their promptings into decision making (Northouse, 2013). This leadership style is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high (Lussier and Achua, 2007).

Supportive Leadership; This leader shows concern for subordinates' wellbeing and personal needs characterized as the one who is friendly and approachable with attending to the well-being and human needs of subordinates (Northouse, 2013). Supportive leadership is appropriate when task is simple (Lussier and Achua, 2007).

Millennial

The generational cohort is people who are defined in the same generation share common characteristics because of common historical experiences (Schuman & Scott, 1989). People in a generational cohort will have lifelong attitudes and preferences that do not change as the generation ages (Campbell et.al, 2010). Additionally, earlier research grouped generational cohorts based on common birth years and social experiences (Kupperschmidt, 2000). At least three generations currently work in organizations, including baby boomers, Generation Xers, and millennials (Rani & Samuel, 2016). Baby Boomers are motivated by competition, goal driven, resourceful when the budget is tight and have sustained engagement when working on a task (Pappas, 2016) when Xers are highly independent and goal-oriented, view people in positions of power as experts, value flexibility and adaptability within a hierarchy (Sollors, 2017).

Millennials are entrepreneurial and differ from the Boomers in areas such as their pursuit of workplace and home life happiness Clark (2017). Generation Y comes after Generation X; therefore, it is named the term Generation Y which was the first term as given by Main (2013) when Schäffer (2012) supposed that the ,Y‘ derives from the word youth. However, the word did not fit well, and “Millennials” initially became as the key label. Millennials who were born between 1980 and 2000 and make up the majority of today’s workforce (Caraher, 2014). They are also identified as Gen Y, Generation Y, iPod Generation, Nexters, and the Why Generation (Williams & Page, 2011), encompass a 20-year span are the most racially diverse generation in history. In the opinion of Richardson (2011), millennials are an enthralling group of teachers being present in the classroom and teaching rich with knowledge, eagerness, and enthusiasm in them. Puybaraud (2010), millennial is the rapidest increasing generation of the workforce, growing from 14% to 21% over a four-year span to almost 32 million staffs. Widmer (2015) stated that the most educated generation is millennial among diverse cohorts as 60% of the 80 million individuals taking a college education. Consequently, this cohort turn out to be the main source of new teachers.

Millennials were born as the first wave of IT generation and they attempt to learn independently. High qualified generation in digital knowledge. Therefore, it is cool and quick for them in learning how to operate new tools and devices in IT. Growing up in a digital environment, millennials are enticed by multimedia and thrive on social media platforms such emails, Facebook, blogs and others. Millennial staffs can perform to whichever aided by technologies and supported by Internet (Twenge, 2010). Their circle of acquaintances is virtual and social sites become their main communication source. They undoubtedly accept cultural differences as well as love living a hurried life (Krishnan et al, 2013). Not only internet is accepted as an essential aspect which should carry over to their workplace also work-life balance is vital for them (Pew Research Center, 2010). It is not a matter of where

they work as long as the time is spent in meaningful and useful ways, have an individual world and enjoy it. There is no line between work and home with better accessibility of network was implied by Trunk (2007). It is hard for millennials to fit online life into offline life as they are the people living in a virtual world with the feeling irreconcilable in the gap between reality and desires, and feeling uncertainty of existence. Subsequently, they sit at home feeling anxious and disappointed, then waiting for getting attention and feedback to them which was articulated by their parents that they are fantastic (Tari, 2011).

As specified by Tari (2010), the concept of success, career and money is of top priority for millennials because they have learned that it is the only thing that can advance them in consumer society; whereas, Jauhar et al. (2017) debated that they are not necessarily impacted by money or salary plus their satisfaction has been found through work-life balance and fit to organizational culture was also approved by Twenge (2010). Although Twenge and Campbell (2009) labeled millennials as narcissistic, entitled, and lacking in work ethic, Walker (2009) believed that millennials place more emphasis on internal factors such as the people they work with, as opposed to external elements such as compensation and location (Myers & Sadaghiani, 2010). Millennial is characterized by multitasking the multi-sided and shared attention (Schäffer, 2015). Even though millennials are defined as the generation who often disrespect authority and make misguided decisions (Howe, 2014), millennial workers love team projects and social interactions as well they require established goals, descriptive outcomes with guidance, an open-door policy mentorship, and flexibility (Myers & Sadaghiani, 2010). Conversely, millennial prefers working as a team to accomplish independent tasks as they use the skills, knowledge, and resources of team members to satisfy individual needs (Karefalk et al., 2007).

Millennials are looking for an organization that is right for them, and do not just accept any job when it comes to job selection (Walsh, 2015). They seek meaningful jobs

(Mihelic & Aleksic, 2017) that allow them to use their creativity (Espinoza & Ukleja, 2016). They want organizations to be open and listen to their comments and criticism (DeVaney, 2015). They want to be part of something meaningful and significant, and to be able to make a difference (Spano, 2015). Millennials were expected to voice their opinions and showing little pride in their organizations (Angeline, 2011), they demonstrate minimal organizational loyalty (Hansen, 2015) and their relationship approach with their superiors is very different from the typical high-power distance relationship, as they expect close collaboration with their employers (Lancaster & Stillman, 2010). They have been said to show little respect for their superiors (Hansen, 2015) and consider their ideas just as good as their bosses, or sometimes even better.

In all facets of life, millennials, unlike other generations, were given full attention and guided by high expectations from their parents Cekada (2012). They saw themselves as advocates of change and they are out to change the world. Gibson (2013) labeled them as persons who are self-confident and determined. They believe in future (Olson, 2018) with a 'just do-it kind of attitude' (Aruna & Anitha, 2015), as well are filled with aspirations and ideas (Olson, 2018), exhibit high levels of energy and multitask too (Axten, 2015). Millennial are considered as fast-paced workers (Lee et al., 2016), self-organized, and open (Saratovsky & Feldmann, 2013). Their experience determines their decisions and actions (Bittner et al, 2013) and they have the tendency to seek significantly higher advancement opportunities assumed by Hauw and Vos (2010); for example – being considered for leadership roles (Kaifi et al., 2012). Millennials also are achievement-oriented, believe in their own self-worth, and are not fearful of trying new and unfamiliar things. In addition, they trust that there are no limits to what they can achieve. Millennial views failure as a motivator and not a deterrent, as an opportunity to improve job performance (Blain, 2008). They are willing to work hard, but

would not go the extra mile by trying to impress their superiors by working 60 – 70 hours a week as they do not believe in long working hours (Frankel, 2016).

To sum up with the study of Axten (2015), millennials are labeled as an instant generation because they seek instant gratification with feedback, training and recognition now. For millennials, they view this behavior as a demonstration of their willingness to learn (Thompson & Gregory, 2012). Millennial, who are high maintenance and needy as well as raised with constant encouragements have carried similar expectations in the workroom (Kapoor & Solomon, 2011). As a result of demands for personal attention, instant feedback and guidance (Hersatter & Epstein, 2010) complicate an administrator's role.

The Instrumentations of the Study

Multifactor Leadership Questionnaire (MLQ-5x)

In this study, the multifactor leadership questionnaire was the instrument used to analyze the five factors associated with transformational leadership practice. The first version of the MLQ was developed over 20 years ago (Bass, 1985), and the instrument has undergone many revisions and adaptations. When Bass (1985) first developed the transformational leadership construct, he operationalized it to include the characteristics of charisma, intellectual stimulation, and individualized consideration. The theory consists of three constructs which represent distinct leadership styles: transformational, transactional, and laissez-faire. Further, FRLT incorporates nine leadership factors composed of five transformation leadership factors and three transactional leadership factors. Based on these constructs he developed the Multifactor Leadership Questionnaire (MLQ), which measured these three domains of transformational leadership (note, the MLQ also measured other domains of the FRLT).

Various versions of the MLQ have been used in the United States and more than 30 countries, and translations of the MLQ have been completed in numerous languages (Avolio & Bass, 2004). Since the initial version of the MLQ (Form 1), a number of additional versions of the MLQ were developed (e.g., Bass & Avolio, 1995). Generally, these versions have been shorter in length and have refined the construct of transformational leadership. The instrument consists of 36 questions which measure The Full Range Model of Leadership on a five-point scale and measures the three second order facets as Transformational, Transactional and Passive-Avoidant Leadership.

The most current version of the MLQ is the form 5X (MLQ 5X) (Bass & Avolio, 1995). The Multifactor Leadership Questionnaire (MLQ5x) was initially developed by Bass and Avolio in 1985. There are 20 questions to measure transformational leadership behaviors. More specifically, the term charisma was changed to idealized influence, which was distinguished between attributed idealized influence (IIA) and behavioral idealized influence (IIB). Further, a fourth component, i.e., inspirational motivation was identified (Bass & Avolio, 1990). The MLQ5x measures these facets using a five-factor Likert-like scale from “0”- “not at all” to “4” – “frequently, if not always”. The instrument is widely used and has a reliability range of .74 - .94. The MLQ5x has been the instrument of choice in a wide variety of studies related to organizational leadership. Northouse notes that, the MLQ is the springboard to helping leaders improve a whole series of their leadership attributes.

Minnesota Satisfaction Questionnaire (MSQ)

Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967). Further justification for using the MSQ Long Form was based on the instrument being popular among researchers (Spector, 1997); well developed (Buros, 1978); over time having shown to be a well-known and a stable instrument (Martins and Proenca, 2012).

The principal of 20 scales in Minnesota satisfaction questionnaire were used to measure attitudes toward analyzing factors in the workplace which may satisfy classifications of needs (Weiss et al., 1967). Twenty questions of the MSQ Long Form constitute the MSQ Short Form, and are used to measure three scales - intrinsic, extrinsic and general satisfaction. Intrinsic Satisfaction refers to Ability Utilization, Achievement, Activity, Advancement, Compensation, Co-workers, Creativity, Independence, Moral Values, Social Status, Social Service, Working Conditions. Extrinsic job satisfaction includes Authority, Company Policies, Recognition, Responsibility, Security, Variety in questionnaires while general satisfaction is Supervision-Human Relations and Supervision-Technical.

The Minnesota satisfaction questionnaire has been validated internally and externally for numerous times through multiple occupations and a large number of workers, and evidently offers the researchers with reliability, validity and well-normed indications of overall satisfaction at workplace, folding into intrinsic and extrinsic factors (Weiss et al., 1967). Moreover, the MSQ has been widely studied and validated (Fields, 2002) and, its intrinsic and extrinsic subsections have consistently demonstrated acceptable internal consistency with different samples (Cook et al., 1981). Three components intrinsic, extrinsic and general satisfaction score that was achieved from the sum of total in each item responses for which the higher the score, the higher the level of job satisfaction (Weiss et al., 1967) and previous research yielded excellent coefficient alpha values ranging from 0.85 to 0.91 (Martins and Proenca, 2012).

Previous Studies of Transformational Leadership and Workplace Satisfaction

Biggerstaff (2012) conducted his study at an elementary school and from his sample he concluded that there is a relationship between the teachers' perception of the principal's leadership style and teacher job satisfaction. He found there to be a direct correlation between the perception and the job satisfaction. He identified a positive correlation between all five transformational leadership factors and the level of job satisfaction.

Sayadi(2016) had conducted a survey with 387 teachers in Iran concerns the implications of transformational leadership in job satisfaction, as well as commitment in primary and secondary school. The finding was that the relationship among principal and school teachers impact on higher motivation and both internally and externally satisfaction in the workplace. The reason was that an emotion and communication bounding has been resulted through teachers' trust in the leader's judgment and values' advocacy come together with school's mission.

In a survey conducted by Tesfaw (2014) on a sample of 329 teachers from secondary education schools in Ethiopia to investigate the relationship between transformational leadership and teachers' satisfaction. The results demonstrated that there is a strong relationship between principal's transformational leadership behaviors and teachers' job satisfaction because of school principal's charismatic behavior which idealized as a role model consequence in advance teachers' trust, relationship and commitment through sharing the vision of the school. Also, Zachary et.al (2018) on a sample of 171 teachers from Greece, targeting to study transformational leadership and teachers' satisfaction. It was found out that the individualized support behavior is the factor with the strongest support to teachers' growth and satisfaction generated by transformational leader.

In 2014, the study concerns the correlational of principal's transformational leadership and job satisfaction of the teachers in the workplace was conducted by Golia participated 640 teachers in Greece. In the section of finding, it was discussed that a leader who practices transformational leadership components have direct effect on teachers' job satisfaction in the school as the communication style among students-teachers-principal establish satisfactory conditions in the workplace.

Background of the School

The first Government high school was founded by the British colonial administration in 1874 (Tin, 2004). Later on, the educational system of Myanmar is operated by the government Ministry of Education. The same education systems are utilized but the progress differs from each other in each place because of the limited access. Kani is a townshipsituated in Sagaing Region, bordered byMingin Town in the north and Budalin Town in the east, is located on the west bank of Chindwin river and 104 miles far from Pakokku, Myanmar. Kani Basic Education High School was founded in 1953, the classes opened are Kindergarten to High school.

Kani is one of the well-known schools. There are almost a thousand of students studying in this school and the aim of the school is to promote the students into better citizens. It was just a middle school in the past, but the school could have transformed into High school in 2018 because of its good reputation. There are 51 millennial teachers among 57 teachers informed by the school principal. It was the main reason that the researcher selected the target school as the principal wanted to understand her millennial teachers' needs and advance their job satisfaction for better.

Summary of the Literature Review

The principal is the most important and influential individual in the school. It is his or her leadership that influence the teachers, the level of relationship, and the level of job satisfaction as leadership is a process of influence between a leader and those who are followers.

Transformational leaders grow followers' aspirations, give individual attention and arouse their values by sharing the leader's mission and vision. And also, the leader makes them feel better in their effort by letting them to perform beyond their expectations while millennials prefer and look for the leaders who are caring, inspiring, and imaginative, accountable, competent, determined, hardworking, honest and moral. Therefore, transformational leadership is well suited and aligned for millennials who are looking for individual attention.

Principals who are Baby Boomers or Generation Xers administrating millennials who are the main source of the teachers need to know how to work effectively with this generation. Also, it is important to understand their characteristics, needs and wants to be able to maximize their job performance and satisfaction. All in all, the study concerns the impact of principal's transformational leadership on millennials' job satisfaction will help the principal to consider her personality in order to inspire, revolute, and progress millennial teachers-principal communication.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research design of the study, the population, and sample, the research instrument, followed by data collection timeline and procedures for the study, data analysis, and concludes with a summary of the chapter.

Research Design

This study aimed to examine whether there is a significant relationship of Millennial teachers' perception between principal's transformational leadership and their job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar. For this purpose, a quantitative correlational research design was used to measure millennial teachers' satisfaction and their perception toward principal's transformational leadership.

At the end of the research, descriptive statistics (means and standard deviations) and a statistical hypothesis testing correlational analysis (Pearson's product-moment correlation coefficient) were used to address the research objectives and hypotheses of this study on finding the correlation between millennial teachers' perception toward principal's transformational leadership and their job satisfaction.

Population

The targeted population were millennial teachers who are working in the Academic year of 2020 Basic Education High School Kani in Sagaing Region, Myanmar. According to the communication with the target school principal, there are 57 teachers in total, teaching KG to Grade 11. This information is shown in the table below.

Table 1

Population of teachers at Basic Education High School Kani in Sagaing Region, Myanmar

Level		Population
Elementary	Kindergarten – Grade (4)	13
Primary	Grade (5) – Grade (8)	28
High	Grade (9) – Grade (10)	16
Total		57

However, only 51 millennial teachers who were born between 1980 – 2000 at Basic Education High School Kani in Sagaing Region, Myanmar were taken as the sample group. This information is shown in the table below.

Table 2

Sample of millennial teachers at Basic Education High School Kani in Sagaing Region, Myanmar

Level		Population
Elementary	Kindergarten – Grade (4)	12
Primary	Grade (5) – Grade (8)	25
High	Grade (9) – Grade (10)	14
Total		51

Research Instrument

There are two research instruments and the data was collected by using the following research instruments:

Transformational Leadership Questionnaire (MLQ 5X)

In order to measure the first variable principal's transformational leadership style, multifactor leadership questionnaires (MLQ-5X) developed by Bass & Avolio (1995) was used to measure five components of transformational leadership style. The MLQ 5X has 20 items were to measure principal transformational leadership style at Basic Education High School Kani in Sagaing Region, Myanmar. Each item asked millennial teachers to judge about their principal transformational leadership style such as Idealized Influence Attributes (IIA), Idealized Influence Behaviors (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC).

Table 3

Breakdown of Survey Questions on Transformational Leadership Style

Subscales	Item No. in Questionnaire	Number of items for each indicator scale
1. Idealized attributes	1-4	4
2. Idealized behaviors	5-8	4
3. Inspirational motivation	9-12	4
4. Intellectual stimulation	13-16	4
5. Individual consideration	17-20	4
Total		20

Teachers were asked to rate Principal' Leadership level on a 5-point Likert-type scale from 1= Not at all, 2= Once in a while, 3= Sometimes, 4= Fairly often, 5= Frequently. The five categorical interpretations were utilized in order to measure the score as follows.

Table 4

Scale and Interpretation for Multifactor Leadership Questionnaire MLQ-5X

Frequency level	Score	Mean score	Interpretation
Frequently	5	4.51 – 5.00	Very High
Fairly often	4	3.51 – 4.50	High
Sometimes	3	2.51 - 3.50	Moderate
Once in a while	2	1.51 - 2.50	Low
Not at all	1	1.00 - 1.50	Very Low

Source: Sullivan, G. M., & Artino Jr., H. R. (2013). Analyzing and Interpreting Data from Likert-type Scales. *The Journal of Graduate Medical Education*, 5, 541-542.

Minnesota Satisfaction Questionnaire (MSQ)

In order to measure the second variable millennial teachers' job satisfaction, MSQ Long Form originally developed by Weiss et al. (1967) was the instrument used to measure three scales - intrinsic, extrinsic and general satisfaction. In this study, there were only be measured Intrinsic and Extrinsic factors of MSQ in this study. In questionnaire's part III, there were 12 items to measure intrinsic factors of millennial teachers' job satisfaction and extrinsic factors of job satisfaction were measured in 6 items. This is shown in the table below.

Table 5

Breakdown of Survey Questions on Teachers' Job Satisfaction

No	Factors	Item No. in questionnaires	Total No. of items in each factor
1.	Intrinsic	21 - 32	12
2.	Extrinsic	33 - 38	6
Total			18

They were positively worded 5-point Likert-type scale from 1 = Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, to 5= Strongly Agree respectively. The five categorical interpretations were utilized in order to measure the score as follow:

Table 6

Scale and Interpretation for Minnesota Satisfaction Questionnaire MSQ

Frequency level	Score	Mean score	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

Source: Sullivan, G. M., &Artino Jr., H. R. (2013). Analyzing and Interpreting Data from Likert-type Scales. *The Journal of Graduate Medical Education*, 5, 541-542.

Validation and Reliability of the Research Instruments

As discussed in the early part of this chapter, the survey questionnaire was comprised of two parts which were adapted from previous studies. The MLQ 5X (Bass & Avolio, 1995) questionnaire was the instrument used to measure between five factors

correlated with transformational leadership style – the independent variable. The details on the reliability and alpha coefficients of the questionnaire MLQ 5X is shown below.

Table 7

Reliability of the the instrument Multifactor Leadership Questionnaire (MLQ - 5X)

Variable	Cronbach's Alpha	
	Franco, Matos (2013)	Current Study
Principal's Transformational Leadership Style	.93	.77

Source: Leadership styles in SMEs: a mixed-method approach by Franco, Matos (2013)

Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967) was used to measure millennial teachers' job satisfaction – the dependent variable and it was utilized to assess two factors of job satisfaction. The details on the reliability and alpha coefficients of the MSQ questionnaire can be seen in the table below.

Table 8

Reliability of the Job Satisfaction Minnesota Satisfaction Questionnaire (MSQ)

Variable	Cronbach's Alpha	
	Singh,Slack (2016)	Current Study
Millennials' Job Satisfaction	.98	.71

Source: Job Satisfaction of Employees Undergoing Public Sector Reform in Fiji by Singh,Slack (2016)

Upon consultation with the principal of the school, it was deemed that all teachers to be surveyed were able to comprehend the English language. Therefore, it was not necessary to translate the instruments.

Collection of Data

To be able to implement and achieve the objectives of this study, the researcher requested permission from the principal of Basic Education High School Kani in Sagaing Region, Myanmar. Currently due to the COVID-19 pandemic in Myanmar, the researcher contacted the principal of the target school to schedule the date and time to distribute the questionnaires through online. Data collection was conducted in March, 2021.

Tentative Research Timeline for This Study

Time	Task
4. 3. 2021	1. Proposal defense
13. 3. 2021	2. Getting the consent letter from Dean
16. 3. 2021	3. Distribute online questionnaires to 51 teachers in Basic Education High School Kani in Sagaing Region, Myanmar.
4. 4. 2021	4. Collect questionnaires from 51 teachers in Basic Education High School Kani in Sagaing Region, Myanmar.
5. 4. 2021	5. Data analysis and consultation
17. 5. 2021	6. Final Defense

Data Analysis

The researcher carried out the following statistical analyses based on the research objectives.

Research Objective 1; To determine the level of principal's transformational leadership style perceived by millennial teachers at Basic Education High School Kani in Sagaing Region, Myanmar. Research Objective 2; To determine the level of millennial teachers' Job Satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar.

For these Research Objectives 1, and 2 means (*M*) and standard deviations (*SD*) were calculated to show the level of millennial teachers' job satisfaction and the level of principal's transformational leadership perceived by millennial teachers from Basic Education High School Kani in Sagaing Region, Myanmar.

Research Objective 3; To determine the relationship between principal's Transformational leadership style and millennial teachers' job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar. For this Research Objective 3, Correlational Analysis (Pearson's product-moment correlation coefficient) was applied to determine if there is a significant relationship of millennial teachers' perception toward principal's transformational leadership and their job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar.

Summary of the Research Process

Research objective	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis
<p>1. To determine the level of principal's Transformational Leadership Style perceived by millennial teachers</p> <ul style="list-style-type: none"> ○ Idealized Influence Attributes ○ Idealized Influence Behaviors ○ Inspirational Motivation ○ Intellectual Stimulation ○ Individualized Consideration 	<p>Millennial Teachers at Basic Education High School Kani in Sagaing Region, Myanmar</p>	<p>(Transformational Leadership Style in MLQ 5X)</p> <p>Questionnaire items:</p> <p>IIA; 1, 2, 3, 4</p> <p>IIB; 5, 6, 7, 8</p> <p>IM; 9, 10, 11, 12</p> <p>IS; 13, 14, 15, 16</p> <p>IC; 17, 18, 19, 20</p>	<p>Mean and Standard Deviations</p>
<p>2. To determine the level of millennial teachers' Job Satisfaction</p> <ul style="list-style-type: none"> ○ Intrinsic factors ○ Extrinsic factors 		<p>(Minnesota Satisfaction Questionnaire)</p> <p>Questionnaire items:</p> <p>Intrinsic; 21 – 32</p> <p>Extrinsic; 33 – 38</p>	<p>Mean and Standard Deviations</p>
<p>3. To determine the significant relationship between millennial teachers' perception toward principal's Transformational Leadership Style and their Job Satisfaction</p>		<p>Survey Questionnaire (Combination of <i>MLQ</i> 5X and MSQ questionnaires)</p>	<p>Correlational Analysis (Pearson's product-moment correlation coefficient)</p>

CHAPTER IV

RESEARCH FINDINGS

Demographic Profile of the Respondents

The following data and tables represent the demographic profiles of the research participants from the target school, Basic Education High School Kani in Sagaing Region, Myanmar. Each item of the teachers' demographic factors was collected and described, analyzed and summarized below.

Table 11

Frequency and Percentage of millennial Teachers' Gender Distribution

Gender	Frequency	Percentage
Male	10	19.6
Female	41	80.4
Total	51	100

The table 11 presents the gender distribution of millennial teachers who have participated in the study. It shows that majority of teachers at the target school were comprised of female teachers at 80.4% while male teachers are at 19.6% in total.

Table 12

Frequency and Percentage of Teachers' Age Range

Age Range (in years)	Frequency	Percentage
1980 - 1985	3	5.9
1986 - 1990	3	5.9
1991 - 1995	22	43.1
1996 - 2000	23	45.1
Total	51	100

The second demographic profile as shown in table 12 illustrates a distribution of age range among millennial teachers who participated in the research. The majority of the respondents were born between 1996 – 2000 which represented 45.1%, followed by 1991 – 1995 born at 43.1%, then 1986 – 1990 and 1980 – 1985 born at 5.9% respectively.

Table 13

Frequency and Percentage of Teachers' Educational Qualification

Educational Level	Frequency	Percentage
Bachelor's Degree	38	74.5
Master's Degree	4	7.8
Others B.Ed., M.Ed.	9	17.6
Total	51	100

Regarding the educational qualification of the respondents, table 13 demonstrates that the respondents mainly hold a bachelor's degree which constitute to 74.5% of the population followed by B.Ed., M.Ed. holders at 17.6% while 7.8% of them has a master degree.

1. What is the level of millennial teachers' perception toward principal's Transformational Leadership Style?

As stated previously, the first objective of this study was to *determine millennial teachers' perception toward principal's transformational leadership style at Basic Education High School Kani in Sagaing Region, Myanmar*. It was also iterated that transformational leadership was consisted of five components namely; idealized attributes which was measured by questions 1- 4, idealized behaviors measured by questions 5-8, inspirational motivations measured by items 9-12, intellectual stimulations measured by questions 13-16

and individualized considerations which was measured by questions 17-20. The survey to which self-perception of the school principal's transformational leadership as defined by these five components were gathered from 51 millennial teachers who took part in the data collection where they had to choose from the following range of indicators: (1) "not at all", (2) "once in a while", (3) "sometimes", (4) "fairly often", and (5) "frequently". To answer this objective, mean and standard deviation of each dimensions as well as each item comprising them were calculated and analyzed as shown on the tables below.

Table 14

Means and Standard Deviations of Millennial teachers' perception toward principal's Transformational Leadership Style in terms of Idealized Attributes component (n=51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	1	Instills pride in me for being associated with him/her	3.41	.92	High
2	2	Goes beyond self-interest for the good of the group	3.74	.99	High
3	3	Acts in ways that builds my respect	4.09	1.	High
4	4	Displays a sense of power and confidence	3.82	1.	High
Total			3.76	5.4	High

From table 14 which shows the total mean score of millennial teachers' perception of the school principal's transformational leadership style in terms of idealized attributes component was 3.76 in the scale of 3.51 – 4.50. This mean score was interpreted as **high** which means that the millennial teachers' perception towards principal's transformational leadership style at Kani, High School was at a **high level**. Out of all the four items under this component, item 3; "Acts in ways that builds my respect" gained the highest mean score at

4.09 while the lowest was item 1; “*Instills pride in me for being associated with him/her*” with mean of 3.41.

Table 15

Means and Standard Deviations of Millennial teachers’ perception toward principal’s Transformational Leadership Style in terms of Idealized Behaviors component (n=51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	5	Talks about their most important values and beliefs	3.70	1.14	High
2	6	Specifies the importance of having a strong sense of purpose	4.05	.83	High
3	7	Considers the moral and ethical consequences of decisions	4.07	.86	High
4	8	Emphasizes the importance of having a collective sense of mission	4.33	.81	High
Total			4.04	.53	High

On table 15, it illustrates that the total mean score of millennial teachers’ perception toward principal’s transformational leadership in terms of idealized behaviors was 4.04 in the scale of 3.51 – 4.50. In this indication, the score was interpreted as **high** which means that the millennial teachers’ perception toward principal’s transformational leadership in terms of idealized behaviors at Kani, High School was at a **high level**. Among these four items under this component, item 8; “*Emphasizes the importance of having a collective sense of mission*” had the highest mean score at 4.33 whereas the lowest was item 5; “*Talks about their most important values and beliefs*” having a mean score of 3.70.

Table 16

Means and Standard Deviations of Millennial teachers' perception toward principal's Transformational Leadership Style in terms of Inspirational Motivation component (n=51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	9	Talks optimistically about the future	4.12	.82	High
2	10	Talks enthusiastically about what needs to be accomplished	4.27	.72	High
3	11	Expresses confidence that goals will be achieved	4.33	.84	High
4	12	Articulates a compelling vision of the future	3.75	1.0	High
Total			4.11	.55	High

With regard to millennial teachers' perception toward principal's transformational leadership in terms of inspirational motivation from table 16, it indicates that the total mean score for this component was 4.11 in the scale of 3.51 – 4.50 which was interpreted as **high** which means that the millennial teachers' perception towards principal's transformational leadership style in terms of intellectual stimulation at high school, Kani was at a **high level**. Among the four items on this component, item 11; "*Expresses confidence that goals will be achieved*" gained the highest mean score 4.33 while the lowest was item 12; "*Articulates a compelling vision of the future*" with a mean score of 3.75.

Table 17

Means and Standard Deviations of Millennial teachers' perception toward principal's Transformational Leadership Style in terms of Intellectual Stimulation component (n=51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	13	Re-examines critical assumptions to questions whether they are appropriate	3.82	.93	High
2	14	Seeks differing perspectives when solving problem	3.80	1.60	High
3	15	Gets me to look at problems from many different angles	3.68	1.05	High
4	16	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	3.47	1.19	Moderate
Total			3.70	.73	High

From table 17 it shows that the total mean score of millennial teachers' perception of the school principal's transformational leadership style in terms of intellectual stimulations component was 3.70 in the scale of 3.51 – 4.50. This mean score was interpreted as **high** which means that the millennial teachers' perception towards principal's transformational leadership style at Kani, High School was at a **high level**. Out of all the four items under this component, item 13; “*Re-examines critical assumptions to questions whether they are appropriate*” gained the highest mean score at 3.82 while the lowest was item 16; “*Concentrates his/her full attention on dealing with mistakes, complaints, and failures*” with mean of 3.47.

Table 18

Means and Standard Deviations of Millennial teachers' perception toward principal's Transformational Leadership Style in terms of Individualized Consideration component (n=51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	17	Spends time teaching and coaching	3.76	.97	High
2	18	Treats me as an individual rather than just as a member of a group	3.18	1.21	Moderate
3	19	Considers me as having different needs, abilities, and aspirations from others	3.57	1.00	High
4	20	Helps me to develop my strengths	3.90	.98	High
Total			3.60	.75	High

From table 18, it illustrates that the millennial teachers' perception toward principal's transformational leadership style in terms of individualized considerations gained a mean score of 3.60 in the scale of 3.51 – 4.50. It was interpreted as **high** which means that the millennial teachers' perception towards principal's transformational leadership style at Kani was at a **high level**. Among its four items, the respondents scored item 20; "*Helps me to develop my strengths*" with the highest mean score of 3.90. On the other hand, they scored item 18; "*Treats me as an individual rather than just as a member of a group*" with the lowest mean score of 3.18.

Table 19

Summary of Means and Standard Deviations of Millennial teachers' perception toward principal's Transformational Leadership Style at Kani (n = 51)

Transformational Leadership Style	Mean	SD	Interpretation
Idealized attributes	3.77	.54	High
Idealized behaviors	4.04	.53	High
Inspirational motivation	4.12	.55	High
Intellectual stimulation	3.70	.73	High
Individualized consideration	3.60	.75	High
Total	3.85	.43	High

Table 19 shows that the total mean score of millennial teachers' perception of the school principal's transformational leadership style at Basic Education High School Kani based on the five components was 3.85 which is in the range of 3.51 – 4.50. The research finding showed the total mean scores of transformational leadership style for each component were; the mean score of idealized attributes received 3.74, the mean score of idealized behaviors had 4.04, the mean score of inspirational motivation resulted to 4.12 and the mean score of Intellectual stimulation was 3.70 as well as the mean score resulted for individualized consideration was 3.60 respectively. Based on the criteria of interpretation, the overall perception of teachers towards school principal's transformational leadership style with the five components as stated was deemed as at a **high level**.

The data also illustrates that all of the five components of transformational leadership style as idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration gained a high mean score suggesting that there is a good and professional leadership and relationship among principal and millennial teachers at Kani, Myanmar.

2. What is the level of Millennial Teachers' Job Satisfaction?

The second objective of this study was to *determine the degree of millennial teachers' job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar*. As mentioned previously, the data were collected from 51 accumulated survey questionnaires and in order to analyze millennial teachers' degree of job satisfaction, they were asked to indicate their level of perception by choosing from the following range of indicators: (1) "strongly disagree", (2) "disagree", (3) "neutral", (4) "agree", (5) "strongly agree". In order to understand and recognize millennial teachers' level of job satisfaction, the mean score and standard deviation of their perception regarding their degree of satisfaction were quantitatively examined as presented on the tables that follows.

Table 20

Means and Standard Deviations of millennial Teachers' Job Satisfaction in terms of Intrinsic Factors(n = 51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	21	Being able to keep busy all the time.	3.23	.94	Moderate
2	22	The chance to work alone on the job.	3.41	.89	Moderate
3	23	The chance to do different things from time to time.	3.47	.85	Moderate
4	24	The chance to be "somebody" in the community.	3.66	.76	High
5	25	Being able to do things that don't go against my conscience.	3.40	.75	Moderate
6	26	The way my job provides for steady employment.	3.59	.73	High
7	27	The chance to do things for other people.	4.03	.56	High
8	28	The chance to tell people what to do.	3.59	.70	High

Number	Survey Items	Item Questions	Mean	SD	Interpretation
10	30	The freedom to use my own judgment.	3.56	.92	High
11	31	The chance to try my own methods of doing the job.	3.62	.77	High
12	32	The feeling of accomplishment I get from the job.	3.92	.80	High
Total			3.62	.33	High

Table 20 shows that the teachers' perception on their degree of motivation in terms of intrinsic factors garnered a mean score of 3.62 in the scale of 3.51 – 4.50. This is interpreted as **high** which means that the teachers' perception towards their degree of satisfaction in terms of intrinsic factors at Kani was at a **high level**. Among its twelve items, the respondents scored item 27; *"The chance to do things for other people."* with the highest mean score of 4.03. On the other hand, they scored item 21 *"Being able to keep busy all the time."* with the lowest mean score of 3.23.

Table 21

Means and Standard Deviations of Teachers' Job Satisfaction in terms of Extrinsic Factors (n = 51)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	33	The way my leader handles his/her workers.	3.24	.99	Moderate
2	34	The competence of my supervisor in making decisions.	3.65	.74	High
3	35	The way company policies are put into practice.	3.61	.78	High
4	36	My pay and the amount of work I do.	3.30	.83	Moderate
5	37	The chances for advancement on this job.	3.64	.74	High
6	38	The praise I get for doing a good job.	3.90	.80	High
Total			3.55	.50	High

From table 21, it shows that in terms of extrinsic factors, the millennial teachers' perception on their degree of satisfaction scored of 3.55 within the scale of 3.51 – 4.50. This was interpreted as **high** meaning that the teachers' perception towards their degree of satisfaction in terms of intrinsic factors at Kani was at a **high level**. On the six items it consists, item 38; "*The praise I get for doing a good job.*" had the highest mean score of 3.90 while item 33; "*The way my leader handles his/her workers.*" got the lowest mean score of 3.24.

Table 22

Summary of Means and Standard Deviations of millennial Teachers' Perception on their Degree of Job Satisfaction at Kani (n = 51)

Degree of millennial Job Satisfaction	Mean	SD	Interpretation
Intrinsic factors	3.62	.32	High
Extrinsic factors	3.55	.50	High
Total	3.60	.33	High

Based from the result as shown on table 22, it revealed that the total mean score of millennial teachers' perception of their job satisfaction at Kani was 3.60 which is in the range of 3.51 – 4.50. This mean score was interpreted as **high**. It also demonstrated that according to the level of satisfaction along a continuum and based on principal's transformational leadership style, the teachers were highly satisfied at the work place in both intrinsic and extrinsic at a mean score level 3.62 and 3.55 respectively.

3. Is there a significant relationship between millennial teachers' perception toward principal's Transformational Leadership Style and their Job Satisfaction?

The third objective of the research was to examine the relationship between millennial teachers' perception of school principal's transformational leadership style and their job satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar. It focused on the accumulated result from the 51 returned survey questionnaires from full-time Myanmar millennial teachers, which eventually resulted to a 100 percent returned rate from the target total population of 51. For data analysis of the determined variables, a statistical software program known as Statistical Package for the Social Sciences (SPSS) was utilized and the Correlational Analysis (Pearson's product-moment correlation coefficient) was used

to analyze the relationship between millennial teachers' perception of principal's transformational leadership style and their job satisfaction at the chosen institution.

Table 23

Pearson Correlation between millennial Teachers' Perception toward principal's transformational leadership style and their job satisfaction at Kani (n = 51)

		Job Satisfaction	Conclusion
Millennial Teachers' Perception toward Transformational Leadership Style	Pearson Correlation Coefficient	.49**	There is a significant relationship
	Sig. (2-tailed)	< .001	

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

The above table 23 illustrates the correlation between millennial teachers' perception of school principal's transformational leadership style and their job satisfaction. It had shown that the Pearson correlation r between the two variables is .49, which is in the range of 0.4 – 0.6 and interpreted as moderately strong correlation with its Sig. is also less than .001 which means smaller than .05. Therefore, the relationship between millennial teachers' perception of the school principal's transformational leadership style and their degree of job satisfaction is **positive**. This indicate that there is a significant relationship between millennial teachers' perception of the school principal's transformational leadership style and their degree of job satisfaction at Basic Education High School, Kani in Myanmar.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter summarizes and discusses the result and interpretation of the data collected. It enlightens information regarding the study which includes a brief summary of the objectives, hypothesis and research methodology, an intricate clarification of the research findings, conclusion and discussion, as well as the research recommendations for the target school, its stakeholders, and for future researchers.

Summary of the Study

As stated in the previous chapters, the main objective of this study was to determine whether there is a correlation between millennial teachers' perception toward principal's transformational leadership and their degree of satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar. It focused on quantitatively explaining the result and analysis of the research data; in order to do such, a scale-type questionnaire was implemented where respondents need to express their perception according to a range of indicators. To analyze the data gathered from the survey questionnaires, a statistical software program known as Statistical Package for the Social Sciences (SPSS) was used for both the descriptive and quantitative statistical analysis of the data.

This study focused on 51 full-time Myanmar teachers who were currently rendering service at Basic Education High School Kani in the academic year 2020 and survey questionnaires were successfully returned with 100 percent return rate. The demographic profiles collected in the study consists of Myanmar millennial teachers' gender, the years born between 1980 – 2000 and education level. The accumulated data regarding the gender distribution of Myanmar millennial teachers at BEHS Kani showed that there were more female millennial teachers than male millennial teachers. The largest number of millennial

teachers at the target school were born between 1991 – 2000. The research finding concerning educational qualification of the questionnaires at Kani showed that the majority of the teachers holds a bachelor's degree. In addition, it gave emphasis on three main research objectives to which the researcher had deemed to investigate and answer. The research objectives were as follow;

1. Teachers' perception toward principal's transformational leadership style

On the subject of principal's transformational leadership at Basic Education High School at Kani, millennial teachers' perception was gathered through survey questionnaires in five components which are idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration. The result from these collected survey questionnaires were quantitatively and statistically analyzed in order to represent a general perception of Myanmar millennial teachers' perception toward school principal's transformational leadership style by choosing from the following range of indicators: (1) "not at all", (2) "once in a while", (3) "sometimes", (4) "fairly often", (5) "frequently".

Regarding the teachers' perception on principal's transformational leadership style in terms of five components, intellectual stimulation rated as the highest mean score followed by idealized behaviors as the second, individualized attributes in the third while intellectual stimulation and individualized consideration resulted the fourth and the fifth respectively. The findings indicated that school principal gets trust and respect through good communication as the principal idealized her behaviors by defining the important values and beliefs for her subordinates while developing a vision for the future and considering the decisions and consequences. The school principal not only be idealized person also an inspirational leader for her teachers because millennial teachers rated her as a confidence and

passion leader in her goals; besides, make them feel the goals are achievable. The principal also practices open doors policy for her followers in giving suggestions and different perspectives. At the same time, the principal installs pride and confidence in her teachers, too. It can be summed up that most of the items in the questionnaire testing the first variable were rated at a high level. However, there are some items rated at a moderate level such the concentration of principal's full attention on dealing with mistakes, complaints, and failures. Then, it is also resulted to treat the followers as an individual rather than just as a member of a group.

All in all, the summery of the results concerning principal's transformational leadership styles presented that the principal of the school Kani knows and understands her followers well by making them feel unique, supporting them for their needs, developing strength and spending time with them.

2. Millennial Teachers' perception on their degree of job satisfaction

To be able to quantitatively analyze millennial teachers' perception on their degree of job satisfaction, they were asked to give their insight by choosing from the following range of indicators: (1) "strongly disagree", (2) "disagree", (3) "neutral", (4) "agree", (5) "strongly agree" which were used to determine their degree of job satisfaction. In terms of job satisfaction, it was categorized into two factors such as Intrinsic and Extrinsic.

According to the findings regarding millennial teachers' perception on their degree of satisfaction, millennial teachers at Kani were intrinsically satisfied at their job than extrinsically. Regarding to the items rated at a high level, millennial teachers are satisfied for the freedom they got from the job and happy with their coworkers. Moreover, they get a sense of accomplishment from their job and they are satisfied with the competence in their principal leadership, the policies as well as the advancement and the praise they received

from their job. On the other hand, there are some items resulted at a moderate level such as the way the principal handles her followers and the pay – the amount of work they do. The time to work alone and the chance to try different things and also being able to keep busy all the time and being able to do things that don't go against my conscience as well.

All in all, the summary of the results concerning millennial teachers' job satisfaction presented that the millennial teachers from Kaniare satisfied at their job both intrinsically and extrinsically.

3. Correlation between principal's transformational leadership style and millennial teachers' job satisfaction

For the correlation between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction, it was examined and described using the correlational analysis (Pearson's product-moment correlation coefficient). The statistical data revealed that the correlation between the two variables was less than 0.001 which was smaller than .05 of significant level and therefore, it suggests that there is a significant relationship between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction at Basic Education High School Kani, Myanmar. The statistical result also revealed that the Pearson correlation r was .49 which implies that the correlation between the two variables was examined as positive.

Conclusion

The research was conducted at a government school named Basic Education High School Kani in Myanmar. The study was done on a correlational study of millennial teachers' perceptions towards principal transformational leadership styles and their job satisfaction during the academic year of 2020. A quantitative and correlation research methodology was used in order to investigate the study. The methodology here embraced a population of 51 millennial full-time teachers from the selected school, who were born between 1980 – 2000 and are teaching at grade KG to 11.

From the findings, the majority of the teachers in Basic Education High School Kani were females while comparing to males. Moreover, the majority of the age of the teachers at the chosen school were born between 1991-2000. Among the teachers in Basic Education High School Kani, the largest group of the teachers were hold a bachelor degree. According to the major finding of the study objective whether there is a correlation between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction, the ratings were shown that there is a correlation between these two variables. And, the overall mean score of millennial teachers' perception towards principal's transformational leadership styles was resulted at a high level while the degree of their satisfaction was also rated at a high level.

The study concerning millennial teachers' perception toward the components of principal's transformational leadership style were resulted such as the highest component was Inspirational Motivation followed by Idealized Behaviors as the second and the third highest was Idealized Attributes. Then, the fourth was Intellectual Stimulation component and the last domain was Individualized Consideration. On the other hand, it had been resulted millennial teachers from Kani High School were satisfied in both intrinsic and extrinsic with

a high mean score level. And, the results had pointed out that millennial teachers from this target school were intrinsically satisfied than extrinsically.

Discussion

It had been presented in the literature that the millennial relationship approach with their superiors is very different from the typical high-power distance relationship, as they expect close collaboration with their employers by Lancaster and Stillman (2010). The studies claimed that transformational leadership has a positive impact on such as schooling conditions, teachers' internal states and behaviors, as well as contributing to their job satisfaction when it is effectively applied to educational administrations (Meng & Chin, 2007) as this leadership components support, communicate and feedback to subordinates very often (Avolio et al., 2009).

In the data analysis result, the total mean score of millennial teachers' perception towards principal's transformational leadership style at Basic Education High School Kani was 3.85 in the range of 3.51 – 4.50. It means that the level of teachers' perception towards principal's transformational leadership style at Basic Education High School Kani in Sagaing region, Myanmar is high. Then, the practice of transformational leadership style may inspire millennial teachers by getting trust and respect through his or her idealized behaviors and attributes. Relevant to Fernandez (2017) study, he confirmed that the transformational leader offers the emotional support by affirming that both charisma and inspirational motivation are present when a leader predicts the future, plans how it can be achieved, implies an example to follow, sets high levels of performance, and displays conviction. Meanwhile, the studies have also found a transformational leadership style as which inspires, empowers, and stimulates individuals to excel based on charisma, intellectual stimulation and individual consideration (Burns, 1978; Bass & Avolio, 1990).

The satisfaction of the teachers, who are the main source of the school development and students' achievement, is vital. Teachers need to be satisfied with their position in order to fulfill their responsibilities (Baku, 2012). In the result of this study, the mean total score of teachers' job satisfaction level was 3.60 which is in the range of 3.51 – 4.50 which meant the overall result was high at the school. This indicated that millennial teachers' job satisfaction level at Basic Education High School Kani was high. In depth analysis, millennial internal satisfaction is higher than external satisfaction at 3.62 and 3.55. Millennial teachers from Kani High School are satisfied for the freedom they got from the job, happy with their coworkers and they get a sense of accomplishment from their job. They are satisfied with the competence in their principal leadership, the policies as well as the advancement and the praise they received from their job. According to the literatures, it was presented that millennial workers love team projects and social interactions as well they require established goals, descriptive outcomes with guidance, an open-door policy mentorship, and flexibility (Myers & Sadaghiani, 2010). Similarly, Jauhar et al. (2017) has found that millennials are not necessarily impacted by money or salary. Also, Galanou et al (2010) has advised that factors that lead to satisfaction were intrinsic motivators which had little to do with pay but were more inclined towards responsibility and recognition.

According to Biggerstaff (2012) study at an elementary school, it had found that there is a direct correlation between the perception toward leadership style and job satisfaction. The recent study revealed that there was a significant relationship in the analysis between millennial teachers' perception towards principal's transformational leadership style and their job satisfaction at Kani Basic Education High School, Myanmar with the significant level at .001 ($r = .49$). Therefore, the relationship between millennial teachers' perception towards principal's transformational leadership style and their job satisfaction was a moderately strong positive. According to the study results, it indicated that the attitude and the

way the leader handles his or her followers is one of the majority components which satisfies their followers at the workplace. It has also been noted by the teachers that the principal who communicates and shares information with the members, delegates authority and practice open door policy with the subordinate can give greater satisfaction in their teaching lives (Bogler, 2001). Relevant to Edlira (2013) and Northouse (2016) study, they declared that the practice of transformational leadership behaviors affects every individual's satisfaction through positive principal-teachers communication.

Based on finding results of the study, a principal who puts pride in teachers and praises for their accomplishment as well as makes the work challenge to be able to apply their knowledge, skill and ability will advance the internal satisfaction of the teachers at workplace. The school principals, who show respect to their subordinates in sharing vision, mission; and giving individual attention throughout open door communication while trying to achieve the school's goals, are well impacted on how teachers perceived them and also increase their subordinates' satisfaction at the workplace. Moreover, co-workers impact on millennial teachers' satisfaction at work by sharing and getting sense of achievement while trying to succeed the same goals.

Recommendations

Recommendations for the School and School Principal of Kani Basic Education High School, Myanmar

As this research has shown that transformational leadership style has moderately strong correlation with teachers' job satisfaction, the principal must recognize that the significance of a transformational leader as a major factor in keeping the relationship among millennial teachers and other school's participants strong, intact, and in harmony in order to preserve not only millennial teachers also the entire school satisfaction at a high level.

Under **intellectual stimulation** component, the item concerns concentration of his/her full attention on dealing with mistakes, complaints, and failures was rated at a moderate level. Then, treats me as an individual rather than just as a member of a group was also graded at a moderate level in the component of **individualized consideration**, ranked at the lowest score among five components of transformational leadership, is the main component and the reason millennials prefer transformational leadership style which has been discussed in the literature. At the same time, the items concern the time to work alone and the chance to try different things were rated at a moderate level under intrinsic factor while the way the leader handles her followers was also resulted at a moderate level as extrinsic factor of job satisfaction.

To these regards, it is recommended to the school principal for spending time with millennial teachers personally and giving individual attention by the time dealing with their mistakes, complaints and failures. Also, there is a call for giving the time to work alone and offering the chances to try new things in order to advance millennial teachers' satisfaction. Then, it will impact and enhance millennial teachers' perception concern the way the principal handles them.

Recommendations for millennial teachers of Basic Education High School, Kani, Myanmar

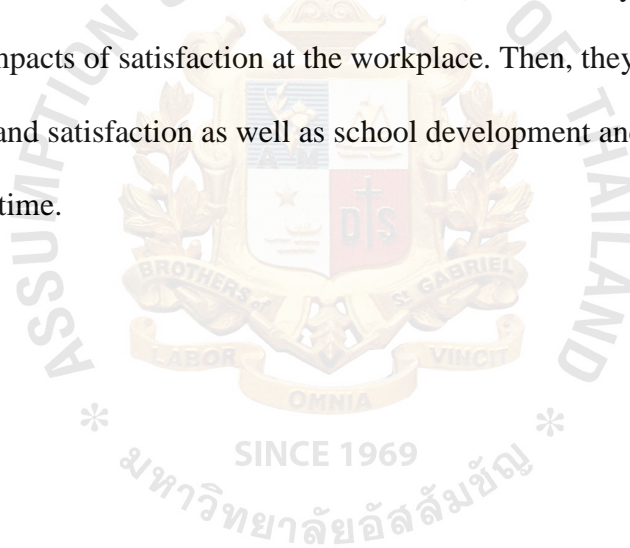
With regard to millennial teachers, it is strongly recommended for them to work on developing their job satisfaction at the intrinsic level so as to appreciate their energy more and able to transmit it into the school's and students' achievement. Many studies have stated direct relation between teachers' satisfaction, motivation and school advancement. Hence, the teachers' satisfaction and motivation must transcend beyond themselves and reflect it on their job to be able to improve school's achievement and students' effectiveness.

The data had shown that millennials' satisfaction is driven by internal as they had a high mean score in satisfaction with their coworkers as well as sense of freedom and accomplishment received from their job. These millennial teachers themselves understand how to apply and share their knowledge, skills and resources with team members in order to fulfill their individual needs at same time. Therefore, they are recommended to provide their students the activities which would further develop their motivation in learning and intrinsic satisfaction towards sense of academic achievement.

Since millennial teachers had rated the item concerns the way the leader handles his or her coworkers and chances to try new things at a moderate level, it is suggested that they must have liberal understanding on the principal who is handling the different demands and needs of diverse generations at workplace. Therefore, the role of leadership can be different according to the situations. Moreover, the limitation of the public schools' curriculums and the assessment styles practiced in Myanmar's education system are also the reasons which restricted the teachers from going out of the boundary or trying new things.

Recommendations for future researchers

The main objective of this study was to investigate the correlation between millennial teachers' perception toward principal's transformational leadership style and their job satisfaction at Kani Basic Education High School in Sagaing Region, Myanmar. Future researchers can be done a comparative correlational study among different generations and their satisfaction at workplace as this study only indicated the millennial teachers' perception toward principal's transformational leadership style and their job satisfaction from Kani Basic Education High School. The result of the study for teachers' perception on transformational leadership style and impacts of job satisfaction may be different when rated by diverse generations so that the different institutions and leaders may learn the results of different needs and impacts of satisfaction at the workplace. Then, they can help to improve teachers' motivation and satisfaction as well as school development and students' achievement at same time.



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APPENDICES



APPENDIX A

Part I

Demographic Information

Please shade the circle according to your personal information.

Gender: ☐ Male ☐ Female

Age Range: ☐ 1980 – 1985
 ☐ 1986 – 1990
 ☐ 1991 – 1995
 ☐ 1996 – 2000

Educational Level: ☐ Bachelor's Degree
 ☐ Master's Degree
 ☐ Others B.Ed., M.Ed.



APPENDIX B

Part II

Transformational Leadership Survey Questionnaires

This questionnaire is to describe the leadership style of the school's principal, as you perceive it. Please answer all the items on this google sheet by choosing the circle as you wish by using the following rating scales.

1= Not at all, 2= Once in a while, 3= Sometimes, 4= Fairly often, 5= Frequently						
No.	Items	1	2	3	4	5
Idealized Influence Attributes						
1.	Instills pride in me for being associated with him/her.					
2.	Goes beyond self-interest for the good of the group.					
3.	Acts in ways that builds my respect.					
4.	Displays a sense of power and confidence.					
Idealized Influence Behaviors						
5.	Talks about their most important values and beliefs.					
6.	Specifies the importance of having a strong sense of purpose.					
7.	Considers the moral and ethical consequences of decisions.					
8.	Emphasizes the importance of having a collective sense of mission.					
Inspirational Motivation						
9.	Talks optimistically about the future.					
10.	Talks enthusiastically about what needs to be accomplished.					
11.	Expresses confidence that goals will be achieved.					
12.	Articulates a compelling vision of the future.					
Intellectual Stimulation						
13.	Re-examines critical assumptions to questions whether they are appropriate.					
14.	Seeks differing perspectives when solving problem.					
15.	Gets me to look at problems from many different angles.					
16.	Concentrates his/her full attention on dealing with mistakes, complaints, and failures.					
Individualized Consideration						
17.	Spends time teaching and coaching.					
18.	Treats me as an individual rather than just as a member of a group.					
19.	Considers me as having different needs, abilities, and aspirations from others.					
20.	Helps me to develop my strengths.					

APPENDIX C

Part III

Job Satisfaction Survey Questionnaires

The following statements refer to the factors that can influence the way a teacher feels about his/her job. These factors are related to teaching and the individual's satisfaction with his or her job. Please answer all the items on this google sheet by choosing the circle as you wish by using the following rating scales.

1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, to 5= Strongly Agree						
No.	Items	1	2	3	4	5
Intrinsic Satisfaction						
21.	Being able to keep busy all the time.					
22.	The chance to work alone on the job.					
23.	The chance to do different things from time to time.					
24.	The chance to be "somebody" in the community.					
25.	Being able to do things that don't go against my conscience.					
26.	The way my job provides for steady employment.					
27.	The chance to do things for other people.					
28.	The chance to tell people what to do.					
29.	The chance to do something that makes use of my abilities.					
30.	The freedom to use my own judgment.					
31.	The chance to try my own methods of doing the job.					
32.	The feeling of accomplishment I get from the job.					
Extrinsic Satisfaction						
33.	The way my leader handles his/her workers.					
34.	The competence of my leader in making decisions.					
35.	The way school policies are put into practice.					
36.	My pay and the amount of work I do.					
37.	The chances for advancement on this job.					
38.	The praise I get for doing a good job.					

BIOGRAPHY

Personal Profile

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