

## ABSTRACT

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

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

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

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

