



A COMPARATIVE STUDY OF SISTERS' LEADERSHIP STYLES AND
THEIR JOB SATISFACTION IN ZETAMAN SISTERS OF THE LITTLE
FLOWER CONGREGATION AT TAUNGGYI ARCHDIOCESE, SHAN
STATE, MYANMAR

Mary Wai Wai Lwin


A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2014

**A COMPARATIVE STUDY OF SISTERS' LEADERSHIP STYLES AND
THEIR JOB SATISFACTION IN ZETAMAN SISTERS OF THE LITTLE
FLOWER CONGREGATION AT TAUNGGYI ARCHDIOCESE, SHAN
STATE, MYANMAR**

Mary Wai Wai Lwin

ID: 5529514

The logo of Assumption University of Thailand is a circular emblem. It features a central shield with a blue and white cross, a red cross, and a white cross. The shield is flanked by two golden lions. Above the shield is a crown. Below the shield is a banner with the Latin motto "LABOR OMNIA VINCIT". The text "ASSUMPTION UNIVERSITY OF THAILAND" is written around the top of the circle, and "SINCE 1969" is written at the bottom. There is also Thai text at the bottom of the circle.

**A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND**

2014



Copyright by

ASSUMPTION UNIVERSITY OF THAILAND

2014

BROTHERS of

S1 GABRIEL

LABOR

VINCIT

OMNIA

SINCE 1969

* มหาวิทยาลัยอัสสัมชัญ *

Thesis Title: A COMPARATIVE STUDY OF SISTERS' LEADERSHIP STYLES AND THEIR JOB SATISFACTION IN ZETAMAN SISTERS OF THE LITTLE FLOWER CONGREGATION AT TAUNGGYI ARCHDIOCESE, SHAN STATE, MYANMAR

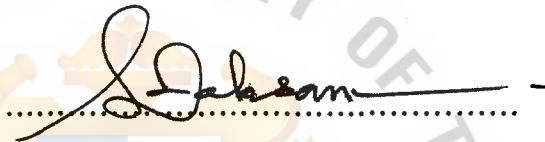
By: MARY WAI WAI LWIN

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: DR. YAN YE

Accepted by the Graduate School of Education, Assumption University in

Partial Fulfillment of the Requirements for the Master Degree in Education

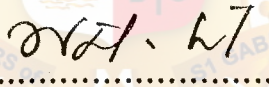


.....

(Dr. Sangob Laksana)

Dean of the Graduate School of Education

Thesis Examination Committee



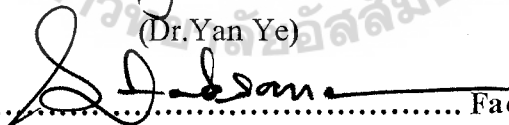
..... **Chair**

(Dr. Watana Vinitwatanakhun)



..... **Advisor**

(Dr. Yan Ye)



..... **Faculty Member**

(Dr. Sangob Laksana)



..... **External Expert**

(Asst. Prof. Dr. Wichuda Kijtorntam)

ABSTRACT

I.D. No.: 5529514

Key Words: LEADERSHIP STYLES, AUTHORITARIAN LEADERSHIP, DEMOCRATIC LEADERSHIP, LAISSEZ-FAIRE LEADERSHIP, ZETAMAN SISTERS OF THE LITTLE FLOWER CONGREGATION, SISTERS

Name: MARY WAI WAI LWIN

Thesis Title: A COMPARATIVE STUDY OF LEADERSHIP STYLES AND JOB SATISFACTION IN ZETAMAN SISTERS OF THE LITTLE FLOWER CONGREGATION AT TAUNGGYI ARCHDIOCESE, SHAN STATE, MYANMAR

Thesis Advisor: DR. YAN YE

The purpose of this study were: 1) to compare the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation; 2) to determine the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation, and 3) to compare the Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower.

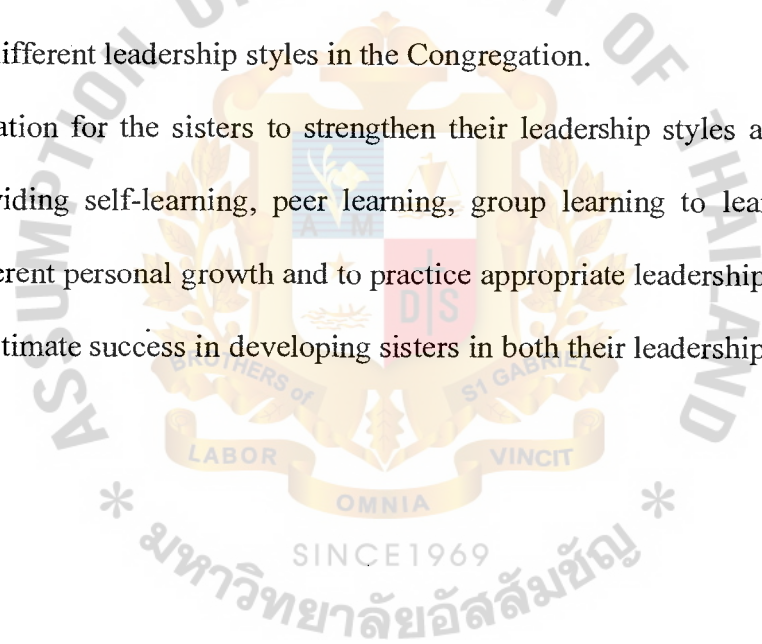
This research was conducted in Zetaman Sisters of the Little Flower Congregation, Taunggyi Archdiocese, Myanmar. All 80 sisters in the congregation were distributed the surveys and all surveys were returned.

The research was designed as a survey research. The researcher identified sisters' leadership styles, including autocratic leadership style, democratic leadership

style and laissez-faire leadership style. Extrinsic job satisfaction, intrinsic job satisfaction and overall job satisfaction were used to determine the sister's job satisfaction in this study. The collected data were analyzed by frequency, percentage, mean, standard deviation, and one-way ANOVA.

The study found out that most of the sisters in congregation had practiced democratic leadership styles. The sisters' job satisfaction was at "Satisfied" level, which meant they were satisfied with their job in the Congregation, Myanmar. However, the research found there was no significant difference of sisters' job satisfaction among different leadership styles in the Congregation.

Recommendation for the sisters to strengthen their leadership styles and job satisfaction by providing self-learning, peer learning, group learning to learn and share, to ensure different personal growth and to practice appropriate leadership styles which leads to the ultimate success in developing sisters in both their leadership styles and congregation.



Field of Study: M.Ed (Educational Administration) **Student's signature**.....

Graduate School of Education

Advisor's signature

Academic Year 2014

ACKNOWLEDGEMENTS

Foremost, I would like to thank Almighty God, the compassionate, the Almighty mercy for providing me this opportunity and granting me the capability to proceed my study successfully.

I would like to express my grateful gratitude and sincere appreciation to my advisor, Dr. Yan Ye, for her excellent guidance, inspiration, suggestion, comments, enthusiasm, valuable advice and diligently helping me throughout this process of my research. I will ever be grateful to her for her empathetic understanding and genuine help towards me.

Besides my advisor, my special heartfelt thanks go to my honorable Dean, Dr. Sangob Laksana and Dr. Watana Vinitwatanakhun program director for their supports and helps, and to all instructors of the Graduate School of Education, for their kind assistance, efforts, and helpful advices during my studies. I also would like to thank the rest of my thesis committee members: for their encouragement, insightful comments, and hard questions.

My grateful gratitude and special thanks goes to Archbishop Matthias U Shwe, the founder of Zetaman Sisters of the Little Flower Congregation (ZSLF), for providing me an opportunity to complete my master program in abroad and granted me to conduct my research in Zetaman Sisters of the Little Flower Congregation (ZSLF). Thanks for his amazing prayers and supports.

Then, I am heartily thankful to Sr. Bibiana. She has been a mother figure to me and had never made me feel that my mother is not with me by providing me

financial supports and prayers at times. Her mostly love and encouragement inspired me to accomplish my goal successfully. My special thanks to Mother Irene Htoo, general superior of (ZSLF), for further permission of conducting my research in the congregation and thanks to all sisters in the congregation for your efforts and participating throughout my study.

I am very grateful to my scholarship program (PB) and L.W.A (Little Way Association), for granting me admission during my graduate study. Also, my sincere thanks are given to Mr. Banny Paul, for his excellent translation on my survey questionnaire. My sincere thanks go to Tr. Daw Ohn Mar Khaing and Sr. Stella Maria, for their time and correction on my survey questionnaire translation accuracy.

I would like to express my deepest thanks from the bottle of my heart to my special brother, Mr. John XI, for his love, kindness, understanding, suggestions, encouragement and constant support throughout my graduate study.

Finally, I would like express my sincere thanks all my relatives and friends. Last but not the least, I would like to thank Mrs.Tin Tin Mar, Ms. Nang Kham Aung and all my friends from other countries for their love, motivation, supports and encouragement when much needed.

Mary Wai Wai Lwin

CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL.....	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
CONTENTS.....	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
 CHAPTER I INTRODUCTION	
Background of the Study.....	1
Statement of the Problem.....	3
Research Questions.....	5
Research Objectives.....	5
Research Hypothesis.....	5
Theoretical Framework.....	5
Conceptual Framework.....	9
Scope of the Study.....	10
Definitions of Terms.....	10
Significance of the Study.....	12

CHAPTER II REVIEW OF RELATED LITERATURE

Leadership.....	14
Leadership Styles.....	16
Job Satisfaction.....	20
Other Leadership Styles Theories.....	24
Other Job Satisfaction Theory.....	30
Previous Studies on Leadership Styles and Job Satisfaction.....	32
Background of the Congregation.....	34
Summary of literature review.....	35

CHAPTER III RESEARCH METHODOLOGY

Research Design.....	37
Population.....	37
Sample.....	37
Research Instrument.....	40
Collection of Data.....	41
Data Analysis.....	41
Summary of the Research Process.....	42

CHAPTER IV RESEACH FINDINGS

Research Objective One.....	43
Research Objective Two.....	44

Page

Research Objective Three	45
--------------------------------	----

CHAPTER V CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Findings.....	49
Conclusion	49
Discussion.....	50
Recommendations.....	55

REFERENCES	58
-------------------------	----

APPENDICES	65
-------------------------	----

Appendix A: Instrumentation (in English).....	66
---	----

Appendix B: Instrumentation (in Burmese).....	70
---	----

Appendix C: List of Translators (in English).....	75
---	----

Appendix D: Translation Approved Evidences.....	76
---	----

BIOGRAPHY	80
------------------------	----

LIST OF TABLES

TABLE		Page
1	Breakdown of Survey Questions for Leadership Styles	38
2	Breakdown of Survey Questions for Job Satisfaction	39
3	Score and Interpretation for Survey Questions 1-20.....	39
4	Summary of Research Process.....	42
5	Leadership Styles of the Zetaman Sisters	44
6	Sisters' Job Satisfaction in Zetaman Sisters of the Little Flower Congregation.....	45
7	Overall Mean Score of Sisters' Job Satisfaction of each group of sisters' Leadership Style.....	46
8	Comparing the Sisters' Job Satisfaction among different Leadership Styles.....	47

LIST OF FIGURES

FIGURES		Page
1	Conceptual Framework of This Study	10
2	Hygiene and motivator factors.....	23
3	Maslow's Theory of Hierarchy of Needs.....	31



CHAPTER I

INTRODUCTION

This chapter presents study's background, problem statement, research question, research objective, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, definition of terms and significance of the study.

Background of the Study

In every organization, we need to have effective leaders to direct the organization to achieve its vision and mission. Leadership has the important role for the firms in leading, developing and improving the performance of their people in the organization.

In the era called Globalization, leadership develops into very important roles in every organization for many reasons. According to McShane and Glinow (2004), research topics about leadership and leadership styles have been the most fashionable in institutional performance from the time when the days of Greek philosophers. The research issue of leadership has been the article of wide-ranging lessons in twentieth century. Tsourvakas, Zotos, and Dekoulou (2007) also mentioned, any society and department are planned in groups of assistant performing be in charge of and command of person in charge. Meanwhile, Moorhead and Griffin (1995) stated that leadership styles have an authoritative influence on each person and group performance.

As stated by Raiz, and Haider (2010), every society leader is anticipated to take responsibilities with some degree of source to the utmost point that keep going

the ready for action edge and maintain effectiveness situation of the society. The outcomes of prior studies conducted by Stogdill (1970) and Walder (1995) proved that diverse leadership styles do not contain the equal force on job satisfaction. Rooted in the Stogdill's (1970) setting off arrangement, leadership style and job satisfaction are more possible to offer bigger obligation in Asian firms, while leadership style would provide better job satisfaction in Western context thought. Past studies have checked mostly the force of styles leadership on member of staffs' job satisfaction in a variety of situation for instance army, education, healthcare and business organizations (Hepworth, & Warr, 1989; Bass, 1990). However, these past studies usually specified the impact of leadership styles on job satisfaction in the situation of their countries.

However in Myanmar, not many studies conceding about leadership and leadership styles were conducted in this decade. This is also happening in the ZSLF' congregation, which is a private Catholic Christian organization, where the volunteers work and serve the people in the poor rural region in some ways, especially for the basic healthcare and education of children. In the ZSLF' congregation, there is no specific leadership styles that have been studied before, though most of the sisters prefer to be service oriented leaders versus self-governing dictators and they attributed it as a spiritual character. They situate the deep character growth process is God is the first in every sector of their life. The authority of the cultural context of the Christian follower influences their leadership role. They care about other persons' plan come before their own and commitment to service comes first. The basic perception of servant leadership is putting others before self; it is a natural practice and characteristic of a Christian. They contribute the development of the congregation moral. The sisters serve for the others and yet for having achievements of their

visions, they apply no specific leadership style. All decision making process must be done by general superior or in charge sisters and the sisters have to follow their process to run their congregation vision.

In outlook of this gap, there was no previous researches focus on this comparative study in the circumstance of religious organization. Thus, the comparative study on Sisters' leadership styles and their job satisfaction in Zetaman Sisters of the Little Flower Congregation was a relatively new area of research.

Statement of the Problem

For the success of the organization, the qualified of leaders and followers understanding of their leadership styles are very important. By the time, if the leaders and followers do not be aware of their leadership styles; they will contain problems in leading organizational goals. Moreover, when leaders and follower leadership role do not match each other, it will be difficult to obtain the success of their organization.

The organization was found in 1987 as a Lay Zetaman Missionary Association (LZMA) at Loikaw, Kayah State, Myanmar. It is a private Catholic Christian organization. It is a group of young people of high school level who volunteer to serve the people in the poor rural region in small ways, especially for the basic healthcare and education of children. "Zetaman" means one who is sent, or apostle, messenger, evangelizer. After eight years of the Lay Zetaman Missionary Association movement, the religious order started on May 20, 1995 at Taunggyi Archdiocese, Shan State, Myanmar. The name of the religious organization called "Zetaman Sisters of the Little Flower Congregation".

They have major person to manage the whole congregation procedure called general superior. The main tasks of the congregations are work for the basic healthcare and education of poor and orphan children. They extend 11 communities in 2014 at present. In a community, the sisters open clinic, nursery school and orphanage. The vision of the sisters is to help to promote the development of poor children education. In the congregation, they do not exhibit the specific kinds of leadership styles when they lead each other in their communities and congregation. Congregation does not have proper leadership training. There is no professional activity to train them to use that fit to their leadership roles.

As Rad & Yarmohammadian (2006) pointed out that organizations could not be successful without the efforts and commitment of their employees and job satisfactions was significant to preserving and catch the attention of good-qualified personnel. When there was no awareness of leadership styles and job satisfaction, there would be several problems can happen in the organization. Consequently, the problems would definitely have an effect on the organization achievement and on the performance of organization members and ethical as equally of them have great impact on organization achievement and its members.

Thus, this study put into the presented text and intended to study the trouble of job dissatisfaction in a diversity of backgrounds, as there was no previous study of leadership styles and job satisfaction in the organization. The researcher wanted to investigate sisters' leadership style, which included autocratic leadership, democratic leadership, and laissez-faire leadership and job satisfaction in Zetaman Sisters of the Little Flower Congregation. The researcher believed that studies of leadership styles should be useful to guide for training for the congregation in future.

Research Questions

1. What are the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation?
2. What are the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation?
3. Are there any differences of Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation?

Research Objectives

1. To identify the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation.
2. To determine the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation.
3. To compare the Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower.

Research Hypothesis

There are no significant differences of Sisters' Job Satisfaction among different Leadership Styles in the Little Flower Congregation.

Theoretical Framework

In this study, the theory of leadership styles especially including autocratic, democratic and laissez-fair leadership, and Herzberg's motivator-hygiene theory were used as major theory for this study.

1. Theory of Leadership styles

Autocratic leadership is a leadership style characterized by individual control over all decisions and little input from group members. It relies on self-centered and missionary authoritarians. They prefer to keep in their hands. They typically make choices based on their own idea and judgments and rarely accept advice from their followers. They constantly want to stay put in the center stage and love to use power over their followers. And, not followers can dictate their vision but their own personal experience and reflections. Instead of directing their followers, they always like to check and inspect mode to find faults and weakness in their followers.

Autocratic leadership style is preferred when organizational policies are not clear. And yet, although when job is routine, autocratic leadership style is preferred by assistants who are closed-minded as measured by authoritarian scales. This involve inform followers precisely what they are needed to do. Inclusive of planning, setting performance objectives and highlight adherence to pre-determined rules are typical behaviors for autocratic type.

Democratic leadership is considered as one of the best style in all circumstances. They prefer to provide an open discussion, listen patiently, pay attention carefully and notes down and make changes in their point of view where essential. Some democratic leaders see themselves as team leaders and are ready to let others direct them in certain areas. They believe in sharing vision and participating in making decision approach. According to Kunwar (2001), democratic leaders do not believe in inspection and often checking in the group but in support and mentoring them. They usually make available for the opportunity of their subordinates to enlarge their prospective college responsibilities, job satisfaction, and moral. Democratic leaders believe that subordinates' participation in decision making helps in making

right decision because “two heads are better than one”. All group members are equally accountable for employing decision. According to Khanka (2007), sometimes the making decisions taken become the fainted on because “many cooks spoil the broth”.

Democratic leader encourages other members to contribute the decision making process in the team and yet he or she will make the final decision. By involving employees or team members in decision process, it increases job satisfaction and help to develop people’s skills. If team members have a chance to participate in group, this approach can direct more slowly that things happening but the final result is better. The quality is more important than productivity of quantity.

In short, both people and performance has high emphasized by democratic leaders why to state that they are interested in their people and also suppose a high level of performance in terms of both quantity and quality. The democratic leaders take time to establish clear objectives. They try to reach a high level of both productivity and satisfaction by defining, planning, organizing, motivates group members to do responsibilities.

Laissez-faire leadership applies little or no influence on the group. This leadership style is the opposite of autocratic leadership style. The leaders feel free and the members get gratification to make decision. This style is fit when leaders are able to completely hand over the powers of decision making to their subordinates. Subordinates are also well capable and knowledgeable. According to Khanka (2007), laissez-faire leadership style also has limitation because it creates confusion and unprofessional conduct in decision making.

Leaders those who use laissez-faire leader style can be illustrating that a leader who leaves his or her co-workers alone to get on with their work. According to

Henman (2008) said that laissez-faire leadership style works well when the team is highly capable and motivated and also no need to support close monitoring and yet this behavior can arise because leaders are lazy or distracted and this is where the approach can fail.

This leadership style allows complete freedom to all members and has no particular way of achieving goals. On the other hand, there is no the best style of leadership, the effectiveness of a particular style is depending on the organizational situation. Organization is an individual which is put up for a reason. It can define as the human co-ordination of a number of persons or individuals in the service of mutual help for the success of common goals through the division of labor and through hierarchy of authority.

2. Herzberg's Motivator-Hygiene Theory

Herzberg, (1966); Herzberg, Mausner, & Snyderman (1959), sophisticated the study of satisfaction. Herzberg developed two factors theory. One set of factors called "hygiene" that contains supervision quality, rules and policies of the organization, inter personal relationship between leaders and followers and leaders working situation. Another set of factors is called "motivation", which contains success, advancement and growth, responsibilities and feedback.

According to this theory, job satisfaction from the work they do, as success is due from helping students achieve their goals. If the organization performance getting well and success, the members may get more satisfaction on what they perform. It includes intrinsic satisfaction and extrinsic satisfaction.

Intrinsic Satisfaction: According to Ryan & Deci (2000) stated that there can be both extrinsic and intrinsic motivated when applied physical activities. Intrinsic motivation relates to engagement in an activity because the intrinsic happiness and

pleasures it provides. Intrinsic motivation be in the relation between persons and actions. Therefore, an understanding of intrinsic stimulus must think how the characteristics of an activity are practiced and engaged through the person and how these understandings are affected by situational and appropriate reasons and supports.

Extrinsic Satisfaction: It means a measurement of satisfaction that comes from external factors related to work, such as organizational policies and practices, advancement, recognition and compensation. Engagement in a behaviour or activity in order to attain some product separable from the action itself is defined as extrinsic motivation (Frederick & Ryan, 1995; Ryan & Deci, 2006). It is extremely important in the sphere of physical activities. Therefore, extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

Conceptual Framework

This research mainly aimed to identify the sisters' leadership styles and job satisfaction, and also to compare Sisters' Job Satisfaction among different Leadership Styles in the Little Flower Congregation.

Figure 1 below showed the conceptual framework of this study that includes leadership styles and job satisfaction since the researcher wants to know their job satisfaction toward their leadership styles. The researcher used three leadership styles including authoritarian leadership style, democratic leadership style and laissez-faire leadership styles as the components of sisters' leadership styles. And the sisters' job satisfaction also included three key components: general satisfaction, extrinsic satisfaction and intrinsic satisfaction.

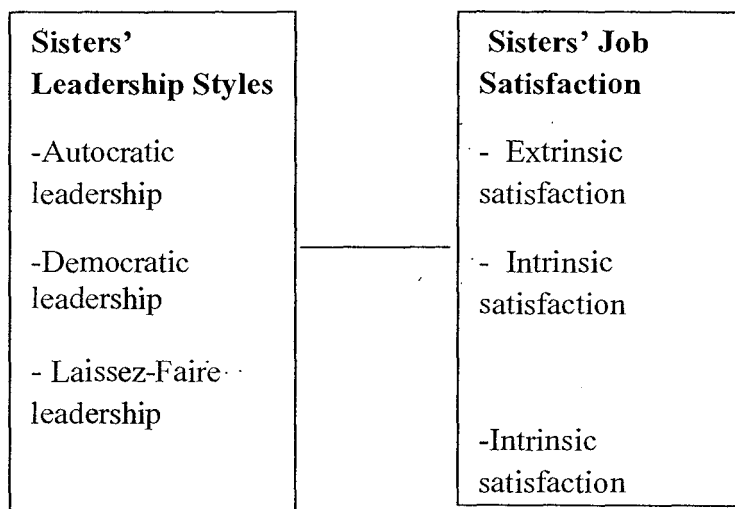


Figure 1: Conceptual Framework of this study

Scope of the Study

This research was conducted in May, 2014 only in Zetaman Sisters of the Little Flower Congregation, Taunggyi Archdiocese, Shan State, Myanmar.

This research was only trying to identify the sisters' leadership styles and job satisfaction, and to compare Sisters' Job Satisfaction among different Leadership Styles in the Little Flower Congregation.

Since this study was conducted with one particular organization (Zetaman Sisters of the Little Flower Congregation) in Myanmar, the findings may not be applicable for other sister's congregation in Myanmar and other countries.

Definitions of Terms

Sisters refer to who devote themselves to the service of the evangelization for life, but not as lay persons but as religious in Zetaman Sisters of the Little Flower Congregation, Taunggyi Archdiocese, Shan State, Myanmar.

Sisters' Leadership refer to a procedure of influencing people to finish the tasks, inspire their commitment, and develop the Zetaman Sisters of the Little Flower Congregation, Taunggyi Archdiocese, Shan State, Myanmar.

318 2-1

Leadership Styles refer to the behavior, abilities, and traits techniques of anyone in a leadership situation which include three styles in this study. Questionnaire part I will be evaluating the sisters' leadership styles in this study.

1. **Authoritarian's leadership** refers to self-centered and missionary authoritarians who is for all time wish to stay in the core level and be keen on handle authority above the assistants. In this study questionnaire part I, question No.1, 4, 7, 10, 13, and 16 determined this style.
2. **Democratic leadership** refers to leader provides an open opportunity for discussion with the members, listens patiently, takes notes and makes changes in their opinions where necessary. In this study questionnaire part I, question No. 2, 5, 8, 11, 14, and 17 determined this style.
3. **Laissez Faire Leadership** refers to the leaders are hands-off and allow members to construct the judgments. In this study questionnaire part I, question No. 3, 6, 9, 12, 15, and 18 determined this style.

Job Satisfaction refers to a pleasing or optimistic emotional figure consequential from a judgment of one's work or work experiences. Questionnaire part II evaluated the sisters' job satisfaction in this study.

1. **Extrinsic satisfaction** refers to a measurement of satisfaction that comes from external factors related to work, such as organizational policies and practices, advancement, recognition and compensation. In this study questionnaire part II, question items 5, 6,12,13,14, 17, 18 and 19 determined the extrinsic satisfaction.

2. ***Intrinsic satisfaction*** means a measurement of satisfaction that comes from personal inherent factors in motion, such as capacity utilization, success, activity, power, imagination, freedom, and moral values. In this study questionnaire part II, question items 1, 2, 3, 4, 7, 8, 10,11,15,16, and 20 determined the intrinsic satisfaction.

Zetaman Sisters of the Little Flower Congregation refers to a religious community to gather a group of people, in Taunggyi Archdiocese, Shan State, Myanmar.

Significance of the Study

First, the proposed study would raise general awareness about the reality of the leadership styles and its potential adverse impact on the job satisfaction of Zetaman Sisters of the Little Flower.

Second, the findings from this study would inform these Zetaman Sisters of the Little Flower of the extent of their leadership styles, and in particular, how such leadership styles may adversely impact their job satisfaction. The findings may also be beneficial by helping these Zetaman Sisters of the Little Flower and how to take awareness of the leadership styles.

Third, the study's findings might be relevant not only to Zetaman Sisters of the Little Flower Congregation but also to other Sisters Congregation who may experience the same or even more intense feelings of job satisfaction.

Fourth, it was hoped that the findings would help Catholic religious authority, the founder and superior of the congregation to better understand the Zetaman Sisters of the Little Flower leadership styles as well as the job satisfaction problem. Such an understanding may assist those in position of religious authority to develop strategies

aimed at alleviating some of the leadership styles and job satisfaction problems that they face.

Finally, the researcher believed that this study would benefit to future researchers since it consists of some evidences and elements to learn further regarding leadership styles and job satisfaction in religious organization in Myanmar.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of Zetaman Sisters of the Little Flower Congregation's background, leadership theory, job satisfaction, theoretical framework, and previous study of leadership styles. In order to present a review of the related literature logically includes: **Leadership, Leadership styles theory of autocratic leadership style, democratic leadership style, laissez-faire leadership styles; Job satisfaction; Other Leadership styles theories; Other job satisfaction theory; Previous studies on Leadership Styles and Job Satisfaction and A Brief Introduction to Zetaman Sisters of the Little Flower Congregation** in this part.

Leadership

Fred C. Lunenburg & Allan C. Ornstein (2011) noted that the topic of leadership has been the point of wide study since the beginning of the twentieth century. Leadership plays in an important role in every school, organization, nation and society because it verifies and forms should be look like of the organization, school, society and nation. Leadership has been defined in terms of traits, behaviors, influence, interaction patters, role relationships, and occupation of an administrative position.

Everyone has his or her own explanation of leadership according to Stogdill (1974). Leadership is a complex concept and people define different meaning of leadership. Cooper (2002) trusted that the characteristic for the efficient pointing in management of the workplace is leadership. For having success organization, leaders are the key person in the organization.

Leadership is considered as one of the majority essential determinants of worker job satisfaction. It comprehensively influences any workers' motivation and commitment. Thus, it is necessary to consider related leadership styles for thoughtful the scope of leadership. Previous organizers in education highlighted that autocratic leadership style was most relevant to the task dimension behavior while others highlighted that democratic leadership style was similar to the consideration dimension behavior. Authoritarian or autocratic and participative or democratic leader is contrasted with his or her management uniqueness. The authoritarian leaders centralized power and rely on their directorial influences.

In opposition, Daft (2005) highlighted that democratic leader hands over and shares ability in addition to authority among his/her supporters and persuaded his or her involvement in judgment or decision making. The only group which direct by the autocratic leaders acted upon the responsibilities glowing in the existence of organizers. On the other hand, they were unsatisfied with closed autocratic leadership approach. The presentation of the group who was allocated democratic leaders was good and distinguished through constructive thoughts more willingly than umbrage. According to White and Lippitt (1960), the group members which led by the democratic style of leadership acted upon well yet the principal was absent and left them on its individual.

In an organization, leader is the main person who set up direction to develop future vision of the organization. A good and effective leader leads his or her followers not only by words but also by actions. They never avoid their responsibilities and ready to solve the problem for any kinds of changing situation. Moreover, an effective leader not only knows his or her role very well but also they can motivate their people and never leaves them behind.

Leadership Styles

The defining of leadership style is the model of the performance that leaders present while they are working with others (Hersey and Blanchard, 1993). According to Miller et al (2002), who highlighted his view of leadership style that the style of leadership is the model of communication between leaders and followers. According to Hersey et al. (2000), the phrase of leadership style can be understood as leadership behavior with two independent dimensions: task interaction and interpersonal relationships.

Leadership styles decide the effectiveness of the leader personal leadership and it is related to organizational behavior of one's' model. There are many leadership styles among them the researcher would like to apply these three general approaches. The three general approaches are as follows: (1) autocratic leadership style (2) democratic leadership style, and (3) laissez-faire leadership style for this study.

Autocratic Leadership

Autocratic leadership style is a leadership style characterized by individual control over all decisions and little input from group members. It relies on self-centered and missionary authoritarians. They prefer to keep in their hands. They typically make choices based on their own idea and judgments and rarely accept advice from their followers. They constantly want to stay put in the center stage and love to use power over their followers. And, not followers can dictate their vision but their own personal experience and reflections. Instead of directing their followers, they always like to check and inspect mode to find faults and weakness in their followers.

Autocratic leadership style can be helpful in some instances, such as when decisions urgently need to be made without discussing with many people. So, In order to get things done quickly and proficiently, some project need strong leadership. While autocratic leadership can be helpful at times, there are also many occasions where this leadership style can be challenging. Because autocratic leaders usually make decisions without discussing with the group members, then people in the group may not like the leader since they are not capable to contribute ideas.

Autocratic leadership style is preferred when organizational policies are not clear. And yet, although when job is routine, autocratic leadership style is preferred by assistants who are closed-minded as measured by authoritarian scales. This involve inform followers precisely what they are needed to do. Inclusive of planning, setting performance objectives and highlight adherence to pre-determined rules are typical behaviors for autocratic type.

Democratic Leadership

Democratic leadership style is considered as one of the best style in all circumstances. They prefer to provide an open discussion, listen patiently, pay attention carefully and notes down and make changes in their point of view where essential. Some democratic leaders see themselves as team leaders and are ready to let others direct them in certain areas. They believe in sharing vision and participating in making decision approach. According to Kunwar (2001), democratic leaders do not believe in inspection and often checking in the group but in support and mentoring them. They usually make available for the opportunity of their subordinates to enlarge their prospective college responsibilities, job satisfaction, and moral. Democratic leaders believe that subordinates' participation in decision making helps in making right decision because "two heads are better than one". All group members are

equally accountable for employing decision. According to Khanka (2007), sometimes the making decisions taken become the fainted on because “many cooks spoil the broth”.

However, there are some strong points to use democratic leadership style because group members have encouraged sharing their thought. It can guide to get improved ideas and more imaginative answers to problems. They also think more engaged and entrust to the tasks, stimulation group members to care more about till the end of the outcomes. Democratic leadership can be expressed as the most useful leadership styles (Cheery, 2008). It has some potential downsides in some situations because the roles are unclear or time is of the essence under some circumstances. If group members are skilled and enthusiastic to distribute their knowledge, democratic leadership works best. In this situation, to have a lot of time is also important because leaders need to permit and supply group members to develop a plan.

Democratic leader encourages other members to contribute the decision making process in the team and yet he or she will make the final decision. By involving employees or team members in decision process, it increases job satisfaction and help to develop people’s skills. If team members have a chance to participate in group, this approach can direct more slowly that things happening but the final result is better. The quality is more important than productivity of quantity.

In short, both people and performance has high emphasized by democratic leaders why to state that they are interested in their people and also suppose a high level of performance in terms of both quantity and quality. The democratic leaders take time to establish clear objectives. They try to reach a high level of both productivity and satisfaction by defining, planning, organizing, motivates group members to do responsibilities.

Laissez-faire Leadership

Laissez-faire leaders apply little or no influence on the group. This leadership style is the opposite of autocratic leadership style. The leaders feel free and the members get gratification to make decision. This style is fit when leaders are able to completely hand over the powers of decision making to their subordinates. Subordinates are also well capable and knowledgeable. According to Khanka (2007), laissez-faire leadership style also has limitation because it creates confusion and unprofessional conduct in decision making.

Leaders those who use laissez-faire leader style can be illustrating that a leader who leaves his or her co-workers alone to get on with their work. According to Henman (2008), laissez-faire leadership style works well when the team is highly capable and motivated and also no need to support close monitoring and yet this behavior can arise because leaders are lazy or distracted and this is where the approach can fail.

By using the participative performance of the democratic leader such as to coach and involves with group members, they probably did fine even the leaders presence or not. Leaders are classified as autocratic, democratic and mixture of two styles. And yet, through exchange from autocratic to democratic too difficult because of their styles could be accustomed to manage by the presented condition (cited Daft, 2005). In a past study accomplished by House, Wright, and Aditya (1997) stated even though an autocratic style of leadership is not as popular as a democratic style all over the world, most of administrators in every countries tends to choose instruction performance over convincing performance. Therefore, the usefulness of leadership styles depends very much on performance as an alternative of personality trait.

This leadership style allows complete freedom to all members and has no particular way of achieving goals. On the other hand, there is no the best style of leadership, the effectiveness of a particular style is depending on the organizational situation. Organization is an individual which is put up for a reason. It can define as the human co-ordination of a number of persons or individuals in the service of mutual help for the success of common goals through the division of labor and through hierarchy of authority.

Job Satisfaction

As Spector (1997) stated that job satisfaction is a well-know issue for both people work in societies and study them. Hoy & Miskel (1996) had been studied job satisfaction extensively in organizational science since the 1930s. Nowadays, job satisfaction productivity depended on the motivation of the employee but in the past time, job satisfaction focus not to know the workers' satisfaction however how it influenced on various other variables. Green (2000) explained that jobs can hold the success of individual goals and assist a personal set up self-esteem through assisting others. Job satisfaction showing by person has positive emotion.

There are many different definition about job satisfaction has been proposed by different people. There are three reasons for focusing on job satisfaction according to Spector(1997): First, organizations that are concerned with humanitarian values try to treat employees with respect and focus on people's relationships. The reflection of emotional or mental health could be concerned with the high level of job satisfaction. Next, job satisfaction can be observed from a useful viewpoint. The level of job satisfaction or dissatisfaction job functions are reflected employees' job performance. Positive performances can be seen that employees have job satisfaction and negative

performances can be noticed that people are dissatisfied in their job. Finally, it could be an indication of a problem if the levels of job satisfaction among exact units vary significantly. As Locke (1976), job satisfaction is an enjoyable or positive emotional state resulting from one's job or job experiences.

In addition, Armstrong (2003) defined that job satisfaction is the feelings and attitudes of people toward their job. He further stated that if people or employees feel good on the job and have optimistic feelings towards the job they are appointed, this is called job satisfaction. However, if employees do not have any good feeling on their job and pessimistic feelings towards their job, this is called job dissatisfaction. Successful organization usually has satisfied employees though poor job satisfaction can happen in an organization. According to Voon, Lo, and Ayob (2011), job satisfaction consists of common job satisfaction or overall, besides a diversity of satisfaction aspects.

In addition, Lok and Crawford (2003) further highlighted that job satisfaction and organizational commitment are essential attitudes when assess employees' aim to stop and the generally involvement of the employee to the organization. Job satisfaction is prejudiced by several organizational background factors, salaries range, job independence, job protection, workplace flexibility, to leadership. Leaders within organizations can take on good leadership styles to have an effect on employee job satisfaction, assurance and efficiency of the employee. According to Voon, et al (2011), employee job satisfaction is referring to the employees' attitude towards the job and the organization they are employed.

Therefore, effective leadership and employee's job satisfaction are the two features that have been considered as an essential for the successful of any organization. For instance, employees with high level of job satisfaction are probably

to use more effort in the tasks they are assigned in and feel more interested in the organization. Voon, et al (2011) further mentioned that an organization that encourage or promote high level of employee job satisfaction is also get more able of preserving and catch more employees' the attention.

Herzberg's Motivator-Hygiene Theory

Herzberg (1966); Herzberg, Mausner, & Snyderman (1959) sophisticated the study of satisfaction called the two-factor theory or Herzberg's motivator-hygiene theory. Some reasons of motivation depend on internal includes personal factors such as interests, needs, curiosity, and satisfaction. The interest or curiosity is intrinsic motivation. According to Deci & Ryan, 1985; Reeve (1996) mentioned the natural tendency of intrinsic motivation is to find and overcome the challenges of the people personal interests and exercise capacities.

According to Corpus et al.(2009), extrinsic motivation is connected with negative feelings, not very high academic accomplishment. For some reasons the organizational members are not interested in the activity for their own sake, they just only care what they will gain from organization.

Herzberg extended two-factor of motivation as Rue & Byars said in year of 1997. One factor is called motivators and it is connected with job satisfaction. In this factor includes respect, success, task, and development. The second factor is hygiene and maintenance that contain job dissatisfaction and consist of organization policies, direction, payment, technical supervision and working circumstances (Herzberg, 1966).

In short, the motivation-hygiene approach argued that the resource of motivation is in the personality not from outside. The leaders who have attention on

the hygiene factor may carry on an individual be converted into highly dissatisfied and yet this approach cannot inspire an individual to offer motivational factors that could have a positive outcome while failure to meet up hygiene factor would result in a negative effect. The negative provider prevented motivation. Rue & Byars (1997, p.290) showed some examples of hygiene and motivator factors.

Hygiene or Maintained Factor	Motivation Factors
Interpersonal Relations	Challenging Work
Quality of Supervision	Achievement
Company Policy and Administration	Growth in the Job
Working Conditions	Responsibility
Job Security	Advancement
Salary	recognition

Figure 2: Hygiene and motivator factors

Diener (19985) stated that job satisfaction get from the work they do, as success is due from helping students achieve their goals. It can be from intrinsic satisfaction and extrinsic satisfaction. If the organization performance getting well and success, the members may get more satisfaction on what they perform.

Intrinsic Satisfaction

According to Ryan & Deci (2000), there can be both extrinsic and intrinsic motivated when applied physical activities. Intrinsic motivation relates to engagement in an activity because the intrinsic happiness and pleasures it provides. There is no external factor rewards or incentive to be performed, many physical activities are pleasurable in their own right. Intrinsic motivation be in the relation between persons and actions. Each individual is instrinsically motivated for some activities and not others and aslo only in definite times. Therefore, an understanding of

intrinsic stimulus must think how the characteristics of an activity are practiced and engaged through the person and how these understandings are affected by situational and appropriate reasons and supports.

Extrinsic Satisfaction

Frederick & Ryan, 1995; Ryan & Deci (2006) stated that extrinsic satisfaction means a measurement of satisfaction that comes from external factors related to work, such as organizational policies and practices, advancement, recognition and compensation. Engagement in a behaviour or activity in order to attain some product separable from the action itself is defined as extrinsic motivation. It is extremely important in the sphere of physical activities. Therefore, extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

Other Leadership Styles Theories

The purpose of researcher conducted about leadership styles in zetaman sisters of the little flower congregation was to know each of them practicing leadership style in leading roles of their daily activities works. Only autocratic, democratic and laissez-faire leadership styles using as main theories are not sufficient to explain and get the information for understanding about leadership styles. There are a lot of leadership theories in the leadership studies. Some theories study about a variety styles of leadership while other theories study about different components of leadership style. As there are different kind of leadership theories and different studies of leadership, yet, contingency theory and situational theory will be used in this study as the supportive theories.

Leadership is about showing the way or promoting future's vision together with the essential strategies for constructing the changes that required achieving a vision (Long, & Thean, 2011). According to Burns (1978), leadership is the majority of experimental and least understood phenomenon on the world. The issue topic of leadership has been discussed widely. It fascinated the interest of many historians, philosophers, researchers or scholars who like to investigate the right meaning of leadership (Bass, 1990). Since the beginning of the twentieth century, the issue of leadership has become the major issue to study comprehensively.

Some people would go so far as to say that the development of now a day education and mass communication makes leaders unnecessary in any organization. As so far, however, there has been no clue that leaders are no longer necessary, and actually there is no successful group or organization or any community or society without any leadership. For example, even when some of the members from the group do not wish to participate as leader roles, others member would arise to fill the void position. Thus, the question is not whether there should or should not be leaders, but what represents the most successful and effective leadership for a given organization.

Leadership is the one who manipulates others to reach the goal and directs in a way for the organization that helps its organization to be more consistent and rational. The style of leadership is the ability that each leader belongs to and quality or technique of a person in a leadership position. Daniel Goleman, Richard Boyatzis, and Annie McKee (2002) highlight that however, nobody can say about each and every one of us can't be leader one day because leader is not the one who is good looking or influencing. Everybody is born with dissimilar exceptional characteristic to become any kind of leader for others around us however in order to be the way of it, all of us have to find it out and develop it.

Contingency theory

Bass (1990), the contingency was the primary approach to join leadership behaviors with changing situations. Leadership style is a comparatively stable feature and not easy to modify according to Fiedler. Fiedler (1967) motivated that leaders should work in situations which equivalent leadership style when they know their particular leadership style. Northouse (1997) indicated that contingency theory gives for choosing the right leader to fit the content and particular condition. This contingency attempt to guess which leadership style is the most excellent in which situation.

Lunenburg & Ornstein (2008) stated that according to contingency theory, leaders have to think all the factors in the context of the situation in which the leader must lead. The least-preferred scale (LPC) was used in Fiedler's study to measure leadership personalities of the people. Participants were asked an individual to express about the people with whom they like to work and chose with whom they have been able to work least effectively. Then, the applicants reported their least-preferred choice co-worker on the LPC (Rue & Byars, 1997).

In addition, Fiedler classified two basic leader personalities as (1) relationship motivated (2) task motivated style. According to Chance (2002) said that if the leaders have a tendency to see their least preferred co-worker in positive terms, the persons scoring high on the LPC are thought relationship motivated. Low LPC scores have showed task motivated leaders. The theory also stated that the effectiveness of a leader in reaching high group performance depend on the leaders' motivational system, controlling and influencing the situation.

Furthermore, Andrew J. DuBrin (2012) stated that situations as high, moderate and low control organizes in Fiedler's contingency theory. The theory is determined

the situation by rating its three dimensions which are (1) leader-member relations (2) task structure (3) leader's position power. *Leader-member relations* determine how good leader and the group working together. *Task structure* determines the definition of the group task goals, procedures and evaluation of the job. *Position power* relevant the authority of the leaders to complete the procedure of the organization task such as hire, fire, and grant salary increase to group members. On the other hand, the leader has power to reward or punish the group members.

On the whole, using contingency theory of leadership identifies diverse reasons that cooperate with the style of the leaders and supply to a leader's efficiency. Therefore, it presents some uncertain reason for the explanation why a particular leadership is more successful in one position than another. There is not one most useful or the best and prefer leadership style to use. It also depends on the situation of the organization. For that reason, leaders have to think all the factors in the context of the situation in which the leader must lead.

Situational Theory

Situational theory was proposed by Fred Fiedler in 1967. His objective of proposing situation theory is, to find out when a task oriented approach would be more effective and when a relationship-oriented style would be more productive. He accomplished that *task-oriented* leaders are effective when situations are either very favorable or unfavorable for the leader (Fiedler, 1967, p.13). When his situations are favorable, group members relation are strong and is a positive relationship between the group members and the leader; and the task is clear and structured. Consequently, the group members are ready and keen to work, and their energies can be focused more on the goal. Task-oriented leaders are effective for the reason that they support job performance.

According to Fiedler's theory, situational factors that influence on the effectiveness of leader are the relation of leader-follower, leader position power, and the degree of task structure. In regard of his situation or contingency theory, there are two different kinds of leadership styles. They are task-oriented and people-oriented leadership. The need of task accomplishment is the first major concern for task-oriented leader and the need of interpersonal relationship is the first most important concern for people-oriented leader (Lunenburg and Ornstein, 2008).

Numerous leadership studies and researchers can study more about leadership base on the Fiedler's Contingency Theory. Explaining the effectiveness of leader is the first approach by identifying the relation of leadership style and situation. Moreover, Fiedler further mentions that not all the styles of leadership can be effective in all situations but only specific kind of leadership style can be effective in the specific situation. Therefore, Lunenburg and Ornstein (2008) suggested that all leaders have to reflect on all the issue in the perspective of the situation in that lead by the leader.

Leadership behavior greatly relies on the situation contingency and readiness of the participants to suppose the responsibility for the definite assignment Hersey and Blanchard (1988). They also recommended that the situational leaders needs to change emphasis of grouping the task and the relationship behavior of the leaders.

The following four factors are leadership behavior of this theory:

1. Delegating
2. Participating
3. Selling

4. Telling

The differentiation of each behavior has the combination of the task and the relationship behavior of the leaders which equivalent with each member at not the same level of willingness.

Delegating Behavior: Leaders are supplied with only some way and few support for the task. They permit how to do willingly for what they know, that is to say allowing their members the chance to take their responsibilities.

Participating Behavior: The best leader has the average and high level of performing the tasks. It means to raise their motivation by allowing followers to share their point of view in decision making process. Participating behavior improves the aspiration of the members to perform the tasks of the organization.

Selling Behavior: This behavior is the suit for leaders or members with low and average readiness because this kind of behavior leaders recommends task direction and support the people who are not capable and yet willing to receive task up responsibility. It engages grouping instruction approach with clarification and corroboration to keep up enthusiasm.

Telling Behavior: It is good for the leaders who posses low readiness. This behavior mentions that it should provide all direction on how and what to finish task for the leaders who has this kind of behavior. These kinds of behavior leaders need to offer direction of their roles so it helps out to reduce any insecurity about the task that must be done.

Other Job Satisfaction Theories

Herzberg's Motivator- Hygiene theory explain only intrinsic and extrinsic motivation of the people personal interests. For having the organization performance getting well, the members may require more satisfaction on their job satisfaction. As the researcher conducted this study with leadership styles and job satisfaction research topic not only intrinsic and extrinsic motivation is enough to encourage the members to perform well but also hierarchy of needs is needed in order to improve their job satisfaction in the organization. Consequently, the research inserted Maslow's Hierarchy of Need as other supportive theory to understand the hierarchy of need.

Maslow's Hierarchy of Need Theory

Maslow's theory is based on two assumptions; people always want extra things all the time and main concern of their necessities in order to worth (Smith & Cronje, 1992). Maslow's theory is frequently symbolized as a pyramid, with the lower levels stand for the more basic of needs and the upper levels representing the growth/being needs and finally the need of self-actualization. According to his theory, the higher needs in the hierarchy develop into apparent only after all the needs that are lower down in the pyramid are met. The reviewed of Maslow's hierarchy of needs are psychological needs, safety needs, social needs, ego, and esteem needs, and self-actualization needs.

According to Maslow's (1954) view of individual needs that job satisfaction is said to be present when the job and its environment meet. Maslow's hierarchy of needs focus on five categories of needs arranged in ascending order of meaning: 1) physiological, 2) safety and security, 3) love and social activity, 4) self-esteem and status, and 5) self-actualization. Maslow's hierarchy of needs stress the idea that,

within the hierarchy, a person attempts to feel more satisfy the more basic needs before directing behavior towards satisfying upper-level needs.

Maslow's Hierarchy of need theory is based on two assumptions as Smith & Cronje (1992) mentioned, such as people for all time wish for more and main concern of their necessities in order of implication. Maslow's theory is frequently symbolized as a pyramid, with the lower levels stand for the more basic of needs and the upper levels representing the growth/being needs and finally the need of self-actualization. According to his theory, the higher needs in the hierarchy develop into apparent only after all the needs that are lower down in the pyramid are met. While studying Maslow's hierarchy theory, Schultz, Bagraim, Potgieter, Viedge, and Werner (2003) and Smith and Cronje (1992) summarized these needs as: physiological needs, safety needs, social needs, ego and esteem needs, and self-actualization needs.

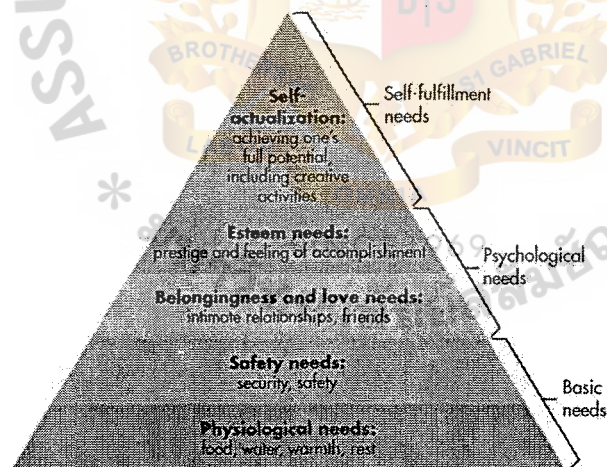


Figure 3: Maslow's Theory of Hierarchy of Needs

Physiological needs. Psychological needs are the fundamental level of need also well-known as the natural desires which include water, food, rest, exercise, and sex. There is no longer inclined the behavior if all of these requirements are fulfilled.

Safety needs. The second level of needs is the need for safety or security. They include assurance, medical help and shelter.

Social needs. The third level of needs from Maslow's theory they include the need for companionship, love, respect and sympathy from others.

Ego and esteem needs. The fourth level of needs in human beings are the need for self-respect, the need for respect by others, success and self-confidence.

Self-actualization needs. This is the main level of Maslow's hierarchy of needs direct to complete the improvement of a personnel potential. A person develops into self actualized and grows all abilities well and turns out to be imaginative on this level.

Previous Study on Leadership Styles and Job Satisfaction

Inside lay organizations there were a lot of studies have been done that decide the usefulness of a variety of leadership styles. And yet, there is few researches have been done to investigate the usefulness of religious leaders performing the key conceptual ideas of autocratic, democratic and laissez-faire leadership styles in their congregations. The lack of the business leadership skills to control Christian congregations effectively is one of the main reasons of dissatisfaction (Hart, 2001 as cited in Revenhill, 1999-2007).

To apply these leadership styles in the congregation is very important for religious leaders. In religious congregations, the study will help in association the gap in literature that exist in the part of practicing autocratic, democratic and laissez-faire leadership styles. The significance of job satisfaction in all styles of leadership has been supported through research (Bruce & Blackburn, 1992).

According to Wanoun (1974) the outcomes specified that job satisfaction is connected to the staffs' performance. The use of leadership styles are obviously connected to their job satisfaction and organization commitment.

Nway (2011) conducted a study on "Teachers Perceptions of Challenges and Leadership Styles in Monastic School in Yangon, Myanmar", Authoritarian leadership, democratic leadership and laissez-Faire Leadership styles were used to identify leadership styles of teachers in her study. And finally, she found in four monastic schools, 98.7 % of teachers rated that they had practiced democratic leadership style in their teaching and 1.3 % was found out leadership in transition period.

Kyaw (2012) also did a study to identify leadership styles of Graduate schools teachers, at Assumption University of Thailand. His study found that Directive leadership style was the most perceived leadership style of teachers in Graduate Schools of AU.

Dim (2013) conducted a study on "The teaching volunteers' perceptions toward leadership styles and organizational culture at Shan Education Networking group, Myanmar", Authoritarian leadership, democratic leadership and laissez-Faire Leadership styles were used to identify leadership styles of teachers in his study. The respondents rated 7.70 % of respondents had practiced autocratic leadership style, 76.90% democratic leadership style, 6.20% laissez-faire leadership style and 9.20% was found out leadership in transition period in their teaching volunteer in Shan Education Networking Group.

Aung (2014) conducted to determine the job satisfaction levels in the four selected migrant high schools in Mae Sot district, Tak province, Thailand. Her study found out that the total mean score of teachers' job satisfaction from the four schools

was 3.4916 in the range of 2.51-3.50, which meant teachers' job satisfaction level, was "Neutral" for the four migrant high schools. Teachers' extrinsic satisfaction was higher a bit than their intrinsic satisfaction, as their extrinsic satisfaction was 3.5097, but their intrinsic satisfaction was only 3.4734.

King (2014) study found out the total mean scores of teachers' job satisfaction of Chea Sim Boeung Keng Kang Upper Secondary School were 3.29, whereas the total mean scores of teachers' job satisfaction of Chea Sim Angkor Chey Upper Secondary Schools were 3.15. The mean scores of both schools were in the scale of 2.51-3.50, which meant the teachers' job satisfaction in both schools were moderate.

A Brief Introduction to Zetaman Sisters of the Little Flower Congregation

The organization was found in 1987 as a Lay Zetaman Missionary Association (LZMA) at Loikaw, Kayah State, Myanmar. It is a private Catholic Christian organization. It is a group of young people of high school level who volunteer to serve the people in the poor rural region in small ways, especially for the basic healthcare and education of children. "Zetaman" means one who is sent, or apostle, messenger, evangelizer. After eight years of the Lay Zetaman Missionary Association movement, the religious order started on May 20, 1995 at Taunggyi Archdiocese, Shan State, Myanmar. The name of the religious organization called "Zetaman Sisters of the Little Flower Congregation".

They have major person to manage the whole congregation procedure called general superior. The main tasks of the congregations are work for the basic healthcare and education of poor and orphan children. They extend 11 communities in 2014 at present. In a community, the sisters open clinic, nursery school and orphanage. The vision of the sisters is to help to promote the development of poor

children education. In the congregation, they do not exhibit the specific kinds of leadership styles when they lead each other in their communities and congregation. Congregation does not have proper leadership training. There is no professional activity to train them to use that fit to their leadership roles.

Meanwhile, concerned about leadership and leadership styles no study was conducted in the ZSLF' congregation. In the ZSLF' congregation, there is no specific leadership styles that have been studied before, though most of the sisters prefer to be service oriented leaders versus self-governing dictators and they attributed it as a spiritual character. They situate the deep character growth process is God is the first in every sector of their life. The authority of the cultural context of the Christian follower influences their leadership role. They care about other persons' plan come before their own and commitment to service comes first. The basic perception of servant leadership is putting others before self; it is a natural practice and characteristic of a Christian. They contribute the development of the congregation moral. The sisters serve for the others and yet for having achievements of their visions, they apply no specific leadership style. All decision making process must be done by general superior or in charge sisters and the sisters have to follow their process to run their congregation vision.

Noticing this, this researcher decided to the comparative study on Sisters' leadership styles and their job satisfaction in Zetaman Sisters of the Little Flower Congregation is a relatively new area of research.

Summary of Literature Review

This chapter has supplied a review of the related literature and research basic for understanding this study. A review of the literature on ZSLF congregation is to

understanding the historic background. A review of the theories of leadership built a framework for understanding their personal characteristic of leadership performances and a review of job satisfaction is to understanding their job satisfaction regarding to their leadership performances. Therefore, knowing and understanding their job satisfaction regarding to their leadership styles that may help the attainment of the congregation visions.



CHAPTER III

RESEARCH METHODOLOGY

The following information is presenting in this chapter: research design, participants of the study, research instrumentation, data collection procedure, and proposed data analysis.

The study is a quantitative research using a questionnaire to collect data from the participants. Descriptive statistics used to identify the Zetaman Sister of the Little Flower Congregation's leadership styles and job satisfaction at Taunggyi Archdiocese, Shan State, Myanmar. Correlation used to determine relationship between the Zetaman Sister's leadership styles and their job satisfaction in the Little Flower Congregation.

The researcher used a questionnaire combined with two parts: 1) Leadership Styles – (i) Autocratic Leadership Style (ii) Democratic Leadership Style (iii) Laissez-fair Leadership Style; 2) Job Satisfaction, and the questionnaires design to examine leadership styles and job satisfaction in (ZSLF) congregation.

Population

The targeted group for this study was all sisters at Zetaman Sisters of the Little Flower Congregation, Taunggyi Archdiocese, in Shan State, Myanmar.

All of these 80 sisters of the Little Flower Congregation who were working in this academic year of 2014 were used for this research.

Research Instrument

The research instrument employed in this study was composed of a two parts.

Part I: was Leadership Styles consisted of 18-items to check how leadership style communicates to other styles of leadership. The researcher used Northhouse's (2001) leadership questionnaire for this study's part I.

This questionnaire was planned to measure three common styles of leadership such as question No. 1,4,7,10,13, and 16 for autocratic leadership; question No. 2,5,8,11,14, and 17 for democratic leadership; and question No. 3,6,9,12,15, and 18 for laissez-faire leadership styles. More details of the part I questions were shown in Table 3 below.

Table 1 Breakdown of Survey Questions (Leadership Styles 1-18)

Leadership Styles	Survey Questions
Autocratic Leadership Style	1,4,7,10,13, and 16
Democratic Leadership Style	2,5,8,11,14, and 17
Laissez-fair Leadership Style	3,6,9,12,15, and 18

The participants were required to indicate the level of the agreement they have in each item. To identify the leadership styles of teachers, the responses from the leadership questionnaire (part I) were calculated into "average," and analyzed the "averages" to get the total "means" and "standard deviation" of each leadership style. The highest mean scores were used to represent the most perceived leadership style of sisters, while the lowest mean score represented the least perceived leadership style of sisters.

Part II: was job satisfaction including 20-items to determine the Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation. This part used Weiss J. (1967) MSQ questionnaire short form 20 items.

More details of the part II questions of job satisfaction were shown in Table 2 below.

Table 2: Breakdown of Survey Questions for Job Satisfaction

Job satisfaction	Survey Questions
Intrinsic satisfaction	1,2,3,4,7,8,9,10,11,15,16 and 20
Extrinsic satisfaction	5,6,12,13,14, 17, 18and 19
Overall	All 20 items

Table 3 showed the interpretation detailed that related to Scores and ranges, based on the Weiss J. (1967) questionnaire short form 20 items.

Table 3: Score and Interpretation for Survey Questions 1-20

Interpretation for Job Satisfaction	Scores	Range
Very Dissatisfied	1	1.00 – 1.50
Dissatisfied	2	1.51 – 2.50
Neutral	3	2.51 – 3.50
Satisfied	4	3.51 – 4.50
Very Satisfied	5	4.51 – 5.00

Validity and Reliability of the Instrument

As the research questionnaire Part I was from Northhouse's (2001) leadership styles questionnaire, and questionnaire Part II was from Weiss J. (1967) MSQ Job satisfaction questionnaire short form (20 items), both parts of questionnaire were the same as the original questionnaires, which had been used in the previous study.

The validity test of the instrument was proved by the studies of Northhouse's (2001) and Weiss J. (1967s), also confirmed by the studies of Nway (2011) and Kyaw (2012).

The Cronbach alphas' coefficient as the previous studies of Nway (2011) and Kyaw (2012) showed for Part I were 0.87 and 0.84, which were regarded as reliable.

The Cronbach alphas' coefficient of Kham (2014) showed for Part II were 0.846, which were regarded as reliable of Job Satisfaction.

As for part II, according to Lin C. Hsiu (2003), who also used this questionnaire for conducting her research, as she also used the reliability of Weiss et al. (1981) questionnaire The reliability coefficient Alpha of job satisfaction was 0.90.

The questionnaire translated from English into Burmese language. The major translator who is working as a principal at Loikaw high school, Myanmar, to translate the questionnaire into Myanmar Language. Then, the details of the translators' information with the translation-checking evidences were shown in Appendix D)

Some items of the questions changed and replaced such as some words, grammatical order according to their expert comments and suggestions. For this study, the researcher distributed 80 questionnaires to ZSLF congregation, Myanmar.

Finally, all 80 questionnaires were returned and valid. And the study also calculated the reliability of the questionnaire by using Cronbeah's Alpha, as the value of Cronbeah's Alpha were at .720 for Leadership Styles and .778 for job satisfaction, the questionnaire was regarded as reliable as well.

Collection of Data

The researcher requested a permission from the congregation founder and congregation general superior for conducting this study first.

After the proposal approved, this researcher distributed and collected data by herself in May, 2014.

The data collection ended in June 2014. All 80 questionnaires were collected by this researcher by the end of June, 2014, the returned valid rate research 100%.

Data Analysis

Data analysis completed throughout the following statistical treatments:

For Research Objective One, *Frequency and Percentage* were used to identify the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation.

For Research Objective one, *Mean and Standard Deviation* were used to determine sisters' job satisfaction in Zetaman Sister of the Little Flower Congregation

For Research Objective Three, *One-way ANOVA* was used to identify the Sisters' Job Satisfaction among their Leadership Styles in the Zetaman Little Flower Congregation, Taunggyi Archdiocese, Shan State, Myanmar.

Summary of the Research Process

Research Objective	Source of data or Sample	Research instrument	Data analysis
- To identify the sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation	80 Sisters in the congregation	Questionnaire of leadership styles and Job satisfaction, including Part I and Part II	Frequency percentage
- To determine the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation.			Mean, Standard Deviation
- To compare the Sisters' job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation.			One-Way ANOVA

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the analysis and interpretation of the data derived from 80 respondents. A total of 80 questionnaires were distributed to the targeted population. All 80 questionnaires had been received finally; the respondents' valid returned rate was 100%. Data analysis and the interpretation reports information that gives answer to the research objectives. The findings are illustrated and presented in 3 parts as follows;

1. To identify the sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation.
2. To determine the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation.
3. To compare the Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation.

Research Objective One

Research Objective One was to identify the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation. Frequency and Percentage were used to identify the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation.

The researcher included questions 1-18, which were from previous researches and asked the preferred leadership styles of the participants. The 80 participants answered the questions based upon their preference or perception toward leadership styles by choosing from a range of:

1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

To identify leadership styles of the sisters, firstly, the scores of each leadership styles practiced by each sister were added up to see the total scores, and the highest total scores of leadership style were used to represent the sisters' leadership style.

Table 5 showed 32.5% of the participants to the researchers' questionnaires from Zetaman Sisters were using Autocratic Leadership Style, 40% of the participants were using Democratic Leadership Styles, 27.5% of the respondents were using Laizzes-Fair Leadership Style.

Table 5: Leadership Styles of the Zetaman Sisters

Leadership Styles	Frequency	Percentage
1. Autocratic Leadership Style	26	32.5
2. Democratic Leadership Style	32	40.0
3. Laissez-Faire Leadership Style	22	27.5
Total	80	100.0

Research Objective Two

Research objective two was to determine the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation.

To determine the Sisters' Job Satisfaction levels in Zetaman Sisters' of the Little Flower Congregation, the researcher used the MSQ Satisfaction Questionnaire which had 20 items covered two parts including intrinsic satisfaction and extrinsic satisfaction.

The research findings were displayed in Table 6.

Table 6, in general, indicated that the total mean scores of Sisters' job satisfaction were 3.89, in the scale of 3.51-4.50, according to the criteria of

interpretation; it meant sisters' job satisfaction in Zetaman sisters of the Little Flower Congregation was regarded as **satisfied**.

Furthermore, Table 6 demonstrated in details that the mean scores of sisters' job satisfaction toward intrinsic job satisfaction was 3.69 , the mean scores of sisters' job satisfaction toward extrinsic job satisfaction was 4.08.

The mean scores of intrinsic were 3.69, in the scale of 3.51-4.50, according to the interpretation criteria, it meant sisters' job satisfaction in Zetaman Sisters of the Little Flower Congregation towards the working condition were **satisfied**. The mean scores of extrinsic were 4.08, in the scale of 4.51-5.00, according to the interpretation criteria, it meant sisters' job satisfaction in Zetaman Sisters of the Little Flower Congregation towards extrinsic job satisfaction were **very satisfied**.

Table 6: Sisters' Job Satisfaction

Zetaman Sister of the Little Flower Congregation				
Sisters' Job Satisfaction	N	Mean	SD	Interpretation
Intrinsic Satisfaction	80	3.69	.293	Satisfied
Extrinsic Satisfaction	80	4.08	.525	Very Satisfied
Total	80	3.89	.311	Satisfied

Research Objective Three

The third objective of the research was to compare the Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation in term of their different leadership styles. The overall sisters' job satisfaction which is the combination of both intrinsic and extrinsic satisfaction has been used as the dependent variable.

Table 7: Overall Mean Score of Sisters' Job Satisfaction of each group of sisters'**Leadership Style**

Leadership Styles	N	Mean	F	Sig.
Autocratic leadership style	26	3.93	0.450	.639
Democratic leadership style	32	3.90		
Laissez-Faire leadership style	22	3.84		

Table 7 showed the mean score of overall Sisters' Job Satisfaction regarding to each group of sisters' Leadership Style. The mean score of autocratic leadership style was 3.93, democratic leadership style was 3.90 and laissez-faire leadership style was 3.84 toward overall job satisfaction.

The researcher analyzed the data for testing for the research hypothesis, namely, "There are significant differences of Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation. The statistical method the One-way ANOVA was used to find the difference of Sisters' job satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation.

As there were three different Leadership styles: Autocratic leadership style; Democratic leadership style; and Laissez-Faire leadership style; One-way ANOVA was used to test the hypothesis at the 0.05 level of significant value.

Table 8 showed that the probability significance of .639 was bigger than .05, which means there were no significant differences between the means of sisters' leadership styles toward their job satisfaction.

As a result, hypothesis “There are significant differences of Sisters’ job satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation” was rejected.

Table 8: Comparing the Sisters’ Job Satisfaction among different Leadership Styles

General Job Satisfaction	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.088	2	0.044	0.450	.639
Within Groups	7.552	77	0.098		
Total	7.640	79			

*The mean difference is significant at the .05 level.



CHAPTER V

FINDINGS, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief summary review of this research, findings, conclusions, discussion, and recommendations for Zetaman Sisters of the Little Flower Congregation and for future researchers.

The study aimed to identify the Sisters' leadership styles which included autocratic leadership style, democratic leadership style and laissez-faire leadership style. Next, the study tried to determine Sisters' job satisfaction. Then, this study attempted to compare Sisters' job satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation.

To conduct this study, the researcher selected Zetaman Sisters of the Little Flower Congregation in Taunggyi, Southern Shan State, Myanmar as the study target. A total of 80 questionnaires were distributed to Zetaman Sisters of the Little Flower Congregation and the returned valid rate (100%) which meant all respondents returned their survey questionnaires to the researcher. During the process of surveying Sisters, this researcher also got informed that they were divided into temporary vow sisters, first to fourth years vow sisters and perpetual vow sisters in the Congregation.

The following three research objectives were discussed in this study. They were:

1. To identify the sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation.
2. To determine the Sisters' Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation.
3. To compare the Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation.

Findings

1. Regarding to sisters' leadership styles, 32.5 % of Sisters used Autocratic leadership style, 40% of Sisters used Democratic leadership style, and 27.5% of Sisters used Laissez-Faire leadership style.
2. The total mean scores of job satisfaction of Zetaman Sisters of the Little Flower Congregation were 3.89, in the scale of 4.51-5.50, which mean the overall sisters' job satisfaction were "satisfied".

The mean scores for intrinsic satisfaction was 3.69 which was regarded as "satisfied"; and the mean scores for extrinsic satisfaction was 4.89 which was regarded as "very satisfied".

3. In the comparison of sisters' job satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation, the probability significance of difference was .639, was bigger than .05 therefore the researcher hypothesis was rejected, there are no significant differences of Sisters' Job Satisfaction among different Leadership Styles in the Zetaman Sisters of the Little Flower Congregation.

Conclusions

Based on the research objectives and findings, the following conclusions were drawn as follows:

1. Among 80 respondents, the majority of Sisters used Democratic Leadership Style in the Zetaman Sisters of the Little Flower Congregation, quite a lot of them practiced Autocratic Leadership Style, and a small number of them applied Laizzes-Faire Leadership Style in the Zetaman Sisters of the Little Flower Congregation.

2. In the Zetaman Sisters of the Little Flower Congregation, the overall Sisters' job satisfaction was *satisfied*. Sisters' intrinsic job satisfaction was regarded as *satisfied*, but their extrinsic job satisfaction was higher, and regarded as very *satisfied*.
3. There were no significant differences of sisters' job satisfaction among their leadership styles in the Zetaman Sisters of the Little Flower Congregation.

Discussion

In this research, the discussion was made according to the stated objectives and parts of the questionnaire:

1. What are the Sisters' Leadership styles in Zetaman Sisters of the Little Flower Congregation?

According to the data analysis results, the researcher found out that most of the sisters strongly agree to practice democratic leadership style with the percentage of 40%, and 32% mentioned agreed to autocratic leadership style in the congregation. 27.5% was claimed to practice laissez-faire leadership style.

Nway (2011) conducted a study on "Teachers Perceptions of Challenges and Leadership Styles in Monastic School in Yangon, Myanmar", Authoritarian leadership, democratic leadership and laissez-Faire Leadership styles were used to identify leadership styles of teachers in her study. And finally, she found in four monastic schools, 98.7 % of teachers rated that they had practiced democratic leadership style in their teaching and 1.3 % was found out leadership in transition period.

Dim (2013) conducted a study on “The teaching volunteers’ perceptions toward leadership styles and organizational culture at Shan Education Networking group, Myanmar”, Authoritarian, democratic and laissez-Faire Leadership styles were used to identify leadership styles of teachers in his study. He finally found 7.70 % of respondents rated that they had practiced autocratic leadership style, 76.90% democratic leadership style, 6.20% laissez-faire leadership style and 9.20% was found out leadership in transition period in their teaching volunteer in Shan Education Networking Group.

Therefore the sisters should implement the appropriate leadership styles, giving professional leadership training, create freedom to use leadership style in their daily work area and treat with respect and given trusts to each other in the congregation.

The most effective leadership style is democratic leadership style can be described according to Warrick (1981), however it does not have some probable downsides. For example, democratic leadership can be led to miss communication and unfinished tasks. It is possible to use most of the time. Hence, organization members may not have compulsory expertise or knowledge to compose quality contributions to the decision-making process in some situations. Democratic leadership can be worked best in situation where group members are skilled and eager to share their knowledge.

It highly emphasize on both performance and people. On the other hand, it focuses not only in quality but also in quantity in the organization. Henman (2008) stated that they move forward management as a skill and take time to set up clear goals, identify tasks and supply the requirement leadership to achieve a high points of both production and satisfaction in the organization. In addition to this, other

leadership theories focused on variables that are related to the environment and that would be determined which styles of leadership are suitable for a particular situation. To sum up, leadership not only use for the key of every organization to success but also to change people' mind, reinforce and move organization forward to success definite goals.

2. What are the Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation?

This study found that in the Zetaman Sisters of the Little Flower Congregation, the overall Sisters' job satisfaction was satisfied. Sisters' intrinsic job satisfaction was regarded as satisfied, but their extrinsic job satisfaction was higher, and regarded as very satisfied.

According to Wanoun (1974) the outcomes specified that job satisfaction is connected to the staffs' performance. The use of leadership styles are obviously connected to their job satisfaction and organization commitment.

Based on this research extrinsic job satisfaction is more higher than intrinsic because extrinsic is how people feel about aspects of the work situation that are external to the job tasks or work itself has more positive in management function, mentoring system. The sisters are clear with their extrinsic job condition more than intrinsic job condition. Hence, the good extrinsic job condition as a key for the sisters for improving their job performance and increase personnel retention in congregation. The intrinsic job condition refers to the job or duty that is given to employees that they should accomplish their job with a commitment and creative therefore the external to the job tasks or extrinsic is more satisfied than intrinsic job satisfaction.

Satisfaction can be reproduced as a purpose of the level to which members' expectations regarding organization met with constructive substantiation of anticipations, and it can be guided to higher ranks of satisfaction according to Churchill & Suprenant (1982).

Satisfaction is the clients' fulfillment reply by judging to a product or service quality according to Oliver (1997). Green (2000) explained that jobs can hold the success of individual goals and assist a personal set up self-esteem through assisting others. Job satisfaction showing by person has positive emotion.

According to Reichard (1990) found that the members of a small organization had very little or no influence on organization satisfaction.

Wippy (2000) study discovered many of the same findings with Wright-Tatum (1999) found out n significant differences between their chief academic officers that related to overall job satisfaction.

King (2014) study found out that the probability significance of teachers' job satisfaction towards other three areas: work itself (.094), working condition (.296), and work supervision (.127), were bigger than .05, thus there was no significant difference of teachers' job satisfaction in the two schools towards work itself, working condition and supervision.

All in all, nowadays, many organizations had attempted to measure members' satisfaction in order to measure the quality of organization achievements for the members and to discover ways of improving the organization itself goals. Since the researcher found out that the sisters' job satisfaction was satisfied, sisters should be cared more about their job so sisters may become more proficient and satisfied on their jobs.

3. Is there a significant difference of Sisters' Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation?

The testing of research hypothesis results showed that the probability significance was .639 bigger than .05, therefore the researcher hypothesis was rejected, which meant “there are no significant differences of Sisters' Job Satisfaction among different Leadership Styles in the Zetaman Sisters of the Little Flower Congregation.”

The same study results were also confirmed by Zeleke (2013), who studied on leadership styles and job satisfaction in Higher Theological Institutions of Addis Ababa, Ethiopia. As his result of the study also showed, there was no significant difference between the leadership styles toward job satisfaction, since the probability significance of .272, which was bigger than .05.

Meanwhile, there were some possible reason to result in the conclusion of “no significant differences between the leadership styles toward job satisfaction”, according to the researcher's experiences and observation, since the sisters encounter the challenge of leading a complex academic institution with its own unique system of governance and needs. The possible reasons might be also come from the facts that the participants were all Sisters, living in similar lives and doing similar work every day, and their working experiences, education background were alike, thus, the researcher felt not surprised when there is no a significant difference of Sisters' Job Satisfaction among different Leadership Styles in the Zetaman Sisters of the Little Flower Congregation.

The theories of leadership have changed through many philosophical attitude, perceptions, theories, definitions, and metaphors. According to Halpin, (1959); Hersey and Blanchard, (1982); Hersey, Blanchard, and Johnson, (1996) stated that

many leadership styles have been found and later used together in various ways and some are more complex than others. Hersey et al., (1996) mentioned that there is no one theory or all-inclusive model of leadership behavior is clear. Walter, Caldwell, and Marshall (1980) sustained that every combination brings regarding not the same results.

In conclusion, job satisfaction is a topic of broad interest not only people who work in organizations but also people who study them. The need of fulfillment leads to job satisfaction. The study found the explanations for job satisfaction through investigating the interaction of expectancies, values, and needs.

Recommendations

Recommendation for Sisters

Sisters are recommended to strengthen their leadership styles and job satisfaction which leads to the ultimate success in developing sisters in both their leadership styles and congregation and to practice appropriate leadership styles in the congregation. An excellent leader is not only skillful in using only one leadership style in leading role but also can be used appropriate leadership styles depends on situations. Sisters are also recommended to understand leadership styles clearly and how to apply when they are working with communities in the present time and future leading roles.

They are recommended to provide Self-learning, peer learning, group learning to learn and share, to ensure different personal growth, even though they lived together for most of their time. All above mention learning ways will be improved their understanding of Leadership Styles and Job Satisfaction more in the future.

According to researcher finding sisters' job satisfaction for intrinsic satisfaction was satisfied and extrinsic satisfaction was very satisfied and yet overall satisfaction on their job was satisfied. So, the suggestion is that sisters need to check the working conditions in their communities and have evaluation for the congregation.

Recommendation for the congregation

The sisters in congregation are recommended to develop mutual support within the members of the congregation. Furthermore, the sisters are recommended to supply profession development activities, leadership training, and workshop to their congregation in order to improve the level of job satisfaction that related to their leadership to be more positive and very satisfied with their job.

The suggestions for sisters to use leadership styles are not only using democratic leadership style very strongly but also they should practice that leadership style by combination with other leadership styles based on the situation and to apply suitable leadership styles, not holding only one leadership style in the congregation.

Based on the findings of this study, the sisters should develop their program of studying not only that related to religious study but also other program that convey the common core of new leadership knowledge and skills to the sisters who are preparing to serve their lives as a nun (sister) and provide training to them to be both good leaders and followers.

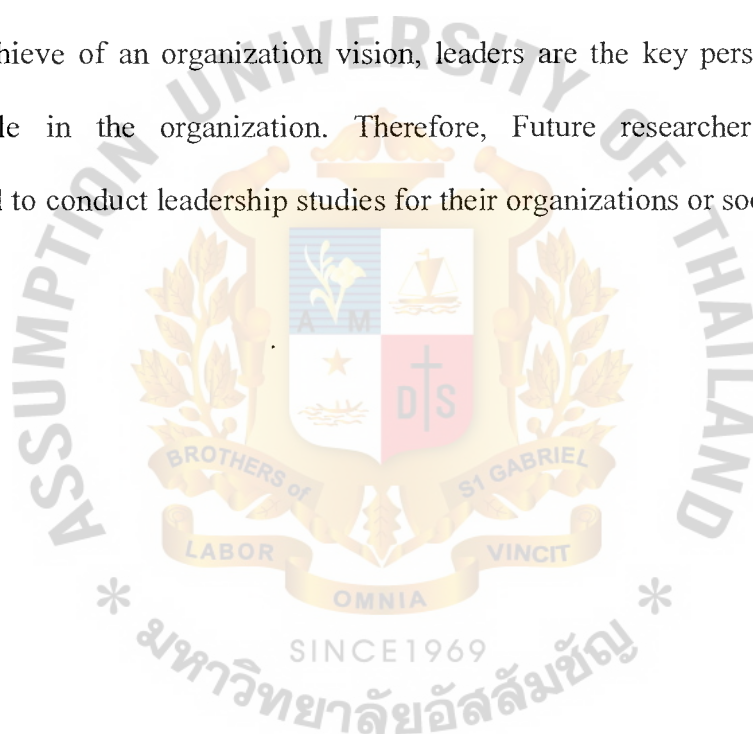
In the congregation, the general superior or in-charge sister should give opportunity to do self-learning, peer learning, and group learning so they may freely share their ideas and know how to apply their leadership style based on the situation. Once they know how to use their leadership skill, their working results also improve and satisfied with their working condition as well.

Recommendation for Future Research and Further Studies

According to the results of this research, the future researchers should be conducted not only in the same congregation and but also in others congregations as well.

Future researchers are also recommended to explore the research with a comparative study topic by comparing demographic and leadership styles between sisters and priests so the future researchers may know how different of applying leadership styles in leading roles.

To achieve of an organization vision, leaders are the key person to play an important role in the organization. Therefore, Future researchers are highly recommended to conduct leadership studies for their organizations or societies.



Recommendation for Future Research and Further Studies

According to the results of this research, the future researchers should be conducted not only in the same congregation and but also in others congregations as well.

Future researchers are also recommended to explore the research with a comparative study topic by comparing demographic and leadership styles between sisters and priests so the future researchers may know how different of applying leadership styles in leading roles.

To achieve of an organization vision, leaders are the key person to play an important role in the organization. Therefore, Future researchers are highly recommended to conduct leadership studies for their organizations or societies.



REFERENCES

- Adams, I. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67(5), 422-436.
- Andrew J. Dubrin, "Leadership Research, Findings, Practice, and Skill" May 2013, 7th edition
- Akhtar, M. S. (2010). *Job satisfaction and customer focus: A survey of elementary school teachers*. Germany: VDM Verlag Dr. Muller Aktiengesellschaft & Co.
- Arches, J. (1991). Social structure, burnout, and job satisfaction. *Social Work*, 36 (3), 202-206.
- Armstrong, M. (2003). *A Handbook of Human Resource Management Practice*. (9th ed.). London: Kogan Page.
- Bass, B. M. (1990) Two Decades of Research and development in transformational Leadership. *European Journal of work and organizational psychology*, 8 (1), 9-32.
- Bruce, W. M., & Blackburn, J. W. (1992). Balancing job satisfaction and performance. Westport, CT: Quorum Books.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Butler, B. B. (1990). Job satisfaction: Management's continuing challenge. *Social Work*, 35 (1), 112-117.
- Cooper, A.A. (2002). *Leadership in Organizations*. Ohio: South-Western Educational Publishing
- Cherry, K. (n.d.). Democratic Leadership - What Is Democratic Leadership. *Psychology - Complete Guide to Psychology for Students, Educators & Enthusiasts*. Retrieved from <http://psychology.about.com/>
- Daft, R. L. (2005). *Management*. Singapore: Thomson Asia.

- Diener, T. (1985). Community college faculty job satisfaction. *Community/Junior College Quarterly*, 9(4), 347-357.
- Dim, L. Z.(2013) *A comparative study of the teaching vounteers' perceptions toward Leadership Styles and Organizational Culture at Shanana Education Networking Group (SENG), Northern Shan State, Myanmar*. Unpublished Master's thesis, Assumption Universith Library, Bangkok, Thailand.
- Fiedler, Edward (1967). Improving leadership effectiveness: The leader match concept (2nd edition). New York: J. Wiley.
- Frederick, C. M., & Ryan, R. M. (1995). Self-determination in sport: A review using cognitive evaluation theory. *International Journal of Sport Psychology*
- Green, J. (2000) *Job satisfaction of community college chairpersons*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University.
- Goleman, Boyatzis, and Annie McKee. (2002). *Primal Leadership: realizing the power of emotional intelligence*. Boston: Harvard University.
- Hepworth, & Warr, (1989) Leadership styles and job satisfaction: empirical evidence from Mogadishu universities. *European Journal of Management Sciences and Economics*
- Hersey, P. and Blanchard, K. H. (1969). *Management of Organizational Behavior – Utilizing Human Resources*. New Jersey/Prentice Hall.
- Herzberg, F., Mausner, B., Snyderman, B. (1959). *The motivation to work* (2nd ed.). New York: John Wiley & Sons.
- Herzberg, F. (1966). *Work and the nature of man*. New York: Thomas Y. Crowell Publishers.
- Hersey, P., Blanchard, K. H. (1982). *Management of organizational behavior*.

Englewood Cliffs, NJ: Prentice-Hall.

Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). *Management of organizational behavior* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Henman, L. D. (n.d.). Leadership: *Theories and Controversies*.

Retrieved from <http://henmanperformancegroup.com>

House, R., Javidan, M. Hanges, P. & Dorfman, P. (2002). Understanding cultures and implicit leadership theories across the globe: An introduction to Project GLOBE. *Journal of World Business*, 37, 3-10.

House, R. J., Wright, N. S., & Aditya, R. N. (1997). Cross-cultural research on organizational leadership: A critical analysis and a proposed theory. *New perspectives in International Industrial/Organizational Psychology*, 535-625.

Hoy, W. K., & Miskel, C. G. (1996). *Educational administration: Theory, research and practice* (5th ed.). New York, NY: McGraw-Hill.

Kham Aung, N. (2014) *A Comparative Study of Teachers' Decision Making Styles and Their Job Satisfaction in four selected migrant high schools in Mae Sot district, Tak province, Thailand*. Unpublished Master's thesis, Assumption University Library, Bangkok, Thailand.

King, S. (2014) *A Comparative Study of Teachers' Job Satisfaction of Chea Sim Boeung Keng Kang and Cheasim Angkok Chey Upper Secondary Schools in Cambodia*. Unpublished Master's thesis, Assumption University Library, Bangkok, Thailand.

Kyaw, M. (2012). *A Study of the Teachers' Perceptions of Leadership and Organizational Climate in Graduate Schools of Assumption University, Thailand*. Unpublished Master's thesis, Assumption University Library,

Bangkok, Thailand.

- Lin C. Hsiu (2003). *Perceived Presidential Leadership Styles and Faculty Job satisfaction at Taiwanese Institutes of Technology*.
- Locke, E. A. (1976) The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.
- Lok, P., & Crawford, J. (2003) The effect of organisational culture and leadership on jobsatisfaction and organisational commitment A cross-national comparison. *Journal of Management Development*, 23 (4), 321-338.
- Lok, P and Crawford, I. (2007). *The Effects of Organizational Culture and Leadership Styles on Job Satisfaction and Organizational Commitment in Australian and Hong Kong samples*. Sydney, Australia University, Dissertation.
- Long, C. S., & Thean, L. Y. (2011) Relationship between leadership styles, Job satisfaction and employees' Turnover intention: A literature review. *Research journal of business management* , 5 (3), 91-100.
- Lunenburg & Ornstein. (2008). *Educational Administration: Concepts and practices*, Fifth Edition. Wadsworth, Cengage Learning.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper & Brothers Publishers.
- Mcshane, S. L., & Glinow, M. A. V. (2004). *Organizational behavior*. New York: McGraw- Hill.
- Miller, J.E., Walker, J. R. and Drummond K.E. (2002). *Supervision in the Hospitality Industry*. (4th ed.). New Jersey: John Wiley & Sons, Inc

- Moorhead, G. M., & Griffin, R. W. (1995). *Organizational behavior*. Boston: Houghton Mifflin.
- Northouse, P. G. (2001). *Leadership: Theory and practice* CA: Thousand Oaks.
- Nyew Nyew, M. (2011). *A Study on Teachers' Perceptions of Challenges and Leadership Styles in Monastic Schools in Yangon Area of Myanmar*. Unpublished Master's thesis, Assumption University Library, Bangkok, Thailand.
- Oliver. (1997). *Satisfaction: A Behavioral Perspective on the Consumer*. New York: The McGraw-Hill Companies, Inc.
- Rad, A. M. M., & Yarmohammadian, M. H. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2), 11-28.
- Ravenhill, D. (1999-2007). Fired up or burning out? Retrieved January 28, 2008, from http://www.brusharborquarterly.com/sample_articles/david_ravenhill.html
- Riaz, A., & Haider, M. H. (2010) Role of Transformational and Transactional leadership on job satisfaction and Career satisfaction. *Business Economic Horizontal*, 1 (1), 29-38.
- Reichard, L. A. (1990). *Relationship between presidential leadership styles in small public four-year colleges and job satisfaction, job anxiety, and job performance among deans of academic affairs*. (Doctoral dissertation, West Virginia University, 1990). Dissertation Abstracts International, 51, 11.
- Rue, L. W., & Byars, L.L. (1997). *Management: Skills and application* (5th ed.). Chicago, IL: McGraw-Hill.
- Ryan, & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*

Schultz, H., Bagraim, J., Potgieter, T., Viedge, C., & Werner, A. (2003).

Organizational behavior: A contemporary South African perspective. Pretoria: Van Schaik Publishers.

Smith, P. J., & Cronje, G. J (1992). *Management principles. A contemporary South African edition*. Kenwyn: Juta & ltd.

Spector, P.E. (1997). *Job satisfaction: Application, assessment, cause, and consequences*.

Thousand Oaks, CA: Sage Publication, Inc.

Stodgill, R.M. (1970) Introduction: The student and model-building, *The Process of Model-Building in the Behavioral Sciences*. New York, NY: W.W. Norton and Company.

Tsourvakas, G., Zotos, Y., & Dekoulou, P. (2007). Leadership styles in the top Greek media companies: Leading people with a mixed style. *International Journal on Media Management*, 9(2), 77–86.

Voon, M. L., & Ayob, M. C. (2011) The influence of leadership styles on employees' jobsatisfaction in public sector organization in Malaysia. *International Journal of Business, Management & Social Sciences*, 2 (1), 24-32.

Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley.

Walder, C. A. 1995. *The Waning of the Communist State : Economic Origins of Political Decline in China and Hungary*. Berkley : University of California Press

Wanous, J. P. (1974). A causal-correlational analysis of the job satisfaction and performance relationship. *Journal of Applied Psychology*, 59(2), 139-144.

Warrick, D. (n.d.). *Leadership Styles and Their Consequences*. Retrieved from <http://www.sbaweb.wayne.edu/>

Weiss, D.J., Dawis, R. V., England, G. W., & Lofquist, L.H. (1967). *Manual for the Minnesota Satisfaction Questionnaire*. Minneapolis, MN: The University of Minnesota Press

Whippy, H. J. D (2000). *Leadership and faculty job satisfaction at the University of Guam*. Unpublished doctoral dissertation, the University of Nebraska.

White, R. K., & Lippitt, R. (1960). *Autocracy democracy: An experimental inquiry*. New York: Harper.

Zelege, Tamrat F. (2013) *Perceived Principals' Leadership Styles and Faculty Job Satisfaction in Higher Theological Institutions of Addis Ababa, Ethiopia: Is There a Difference?* Published by ProQuest LLC (2013) A dissertation College of Education Columbia International University





APPENDIX (A)

Instrumentation (in English)

Part I. Leadership Styles Questionnaire

Directions:

1. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
2. Give your immediate impressions. There are no right or wrong answers.

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

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I need to be supervised closely, or I am not likely to do my work.	1	2	3	4	5
2	I want to be a part of the decision-making process.	1	2	3	4	5
3	In complex situations, superior should let sisters work problems out on their own.	1	2	3	4	5
4	It is fair to say that most sisters in the general population are lazy.	1	2	3	4	5
5	Providing guidance without pressure is the key to being a good sister.	1	2	3	4	5
6	Leadership requires staying out of the way of sisters as they do their work.	1	2	3	4	5
7	As a rule, superior must be given rewards or punishments in order to motivate sisters to achieve organizational objectives.	1	2	3	4	5
8	Most sisters want frequent and supportive communication from their superior.	1	2	3	4	5
9	As a rule, superior should allow me to appraise my own work.	1	2	3	4	5
10	Most sisters feel insecure about their work and need direction.	1	2	3	4	5
11	My superior need to help sisters accept responsibility for completing their work.	1	2	3	4	5
12	My superior should give me complete freedom to solve problems on my own.	1	2	3	4	5
13	Superior is the chief judge of the achievements of the members of the group.	1	2	3	4	5

14	It is the superior's job to help sisters find their "passion."	1	2	3	4	5
15	In most situations, sisters little input from the superior.	1	2	3	4	5
16	Effective leaders give orders and clarify procedures.	1	2	3	4	5
17	Sisters are basically competent and if given a task will do a good job.	1	2	3	4	5
18	In general, it is best to leave sisters alone	1	2	3	4	5



Part II: Job Satisfaction Questionnaire

This questionnaire contains a total of 20 items regarding your present working situation.

Please express your degree of satisfaction by drawing a circle around the option that best represents your perspective.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
On my present job, this is how I feel about...

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Being able to keep busy all the time	1	2	3	4	5
2	The chance to work alone on the job	1	2	3	4	5
3	The chance to do different things from time to time	1	2	3	4	5
4	The chance to be "somebody" in the community	1	2	3	4	5
5	The way my superior handles her sister	1	2	3	4	5
6	The competence of my superior in making decisions	1	2	3	4	5
7	Being able to do things that don't go against my conscience	1	2	3	4	5
8	The way my job provides for steady employment	1	2	3	4	5
9	The chance to do things for other people	1	2	3	4	5
10	The chance to tell people what to do	1	2	3	4	5
11	The chance to do something that makes use of my abilities	1	2	3	4	5
12	The way company policies are put into practice	1	2	3	4	5
13	My pay and the amount of work I do	1	2	3	4	5
14	The chances for advancement on this job	1	2	3	4	5
15	The freedom to use my own judgment	1	2	3	4	5
16	The chance to try my own methods of doing the job	1	2	3	4	5
17	The working conditions	1	2	3	4	5
18	The way my colleagues get along with each other	1	2	3	4	5
19	The praise I get for doing a good	1	2	3	4	5

	job					
20	The feeling of accomplishment I get from the job	1	2	3	4	5



APPENDIX (B)

Instrumentation (in Burmese)

အပိုင်း ဘ ဦးဆောင်မှု စတိုင်နှင့် သက်ဆိုင်သော မေးခွန်းများ

လမ်းညွှန်ချက်

၁. အောက်ပါ အဆို ဝါကျ တစ်ခုစီအတွက် သင်၏ ထောက်ခံမှု အတိုင်းအတာကို ပြသသည့် ဂဏန် ကို ဝိုင်းပြီး မှတ်သားပြပါ။

၂. သင်၏ အဖြေသည် အမှား အမှန်တန်ဖိုး ဖြတ်လိမ့်မည် မဟုတ်ပါ။ မှားမှန် မစဉ်းစားဘဲ ခံစားရသည့်အတိုင်း ဖြေပါ။

၁= လုံးဝ သဘောမတူပါ ၂=သဘောမတူပါ ၃ = မသိပါ။ ၄= သဘောတူပါတယ် ၅ = အရမ်းကို သဘောတူပါတယ်။

အမှတ်စဉ်	အကြောင်းအရာ	လုံးဝ သဘောမတူပါ	သဘောမတူပါ	မသိပါ	သဘောတူပါသည်	အရမ်းကို သဘောတူပါသည်
၁	ကျွန်မကို နီးကပ်စွာ ကြီးကြပ်ညွှန်ကြားရန်ကျွန်မပို၍နှစ်သက်သည်။	၁	၂	၃	၄	၅
၂	ဆုံးဖြတ်ချက် ချတဲ့ ကိစ္စတွေမှာ ကျွန်မလည်း ပါဝင်လိုပါသည်။	၁	၂	၃	၄	၅
၃	ဖြေရှင်းရခက်ခဲတဲ့ ကိစ္စတွေမှာကျွန်မအကြီးအကဲကငယ်သားတွေကို မိမိကိုယ်တိုင် ပြသနာ ဖြေရှင်းဖို့အခွင့်အရေးပေးသည်ကို ကျွန်မပို၍နှစ်သက်သည်။	၁	၂	၃	၄	၅
၄	ကျွန်မ လုပ်ငန်းလုပ်ဆောင်ရာမှာ တစ်ခါတစ်ရံပျင်းရိ ပါသည်။	၁	၂	၃	၄	၅
၅	ခေါင်းဆောင် ကောင်းတစ်ယောက်ရဲ့ အဓိက သော့ချက်သည်ဖိအား မပေးဘဲ လမ်းညွှန်ချက် ပေးခြင်းဖြစ်သည်။	၁	၂	၃	၄	၅
၆	ခေါင်းဆောင် ဆိုသည်မှာ ငယ်သားတွေ အလုပ်လုပ်နေတဲ့အခါ မပါဝင်သင့်ပါ	၁	၂	၃	၄	၅
၇	အဖွဲ့အစည်း ရည်မှန်းချက်တွေ ထမြောက် အောင်မြင်ရန် အသင်းသူများကိုဆုပေး	၁	၂	၃	၄	၅

	ဒက်ပေးစနစ် ကျင့်သုံး သည်ကိုကျွန်ုပ် ပို၍နှစ်သက်သည်။					
၈	သီလရှင် အတော်များများကို ခေါင်းဆောင် လုပ်သူတွေက မကြာမကြာ စောင့်ကြည့် အားပေး တိုက်တွန်းမှုကိုလိုအပ်သည်။	၁	၂	၃	၄	၅
၉	ကျွန်ုပ် အလုပ်အောင်မြင်မှု အတိုင်းအတာ ကို ကျွန်ုပ်ကိုယ်တိုင်ပြန်သုံးသပ်ရန် ခွင့်ပြုသင့်သည်။	၁	၂	၃	၄	၅
၁၀	သီလရှင်အများစုက ဘာလုပ်ရမည် ဆိုတာ သေချာ မသိတဲ့အတွက် လမ်းညွှန်ပေးရန်လိုအပ်သည်။	၁	၂	၃	၄	၅
၁၁	အလုပ်ပြီးမြောက်ဖို့ ရန် ခေါင်းဆောင် လုပ်သူတွေက လက်အောက်ငယ်သား တွေကို တာဝန်ယူတတ်အောင် ကူညီ ပြောဆို ပေးသည်ကို ကျွန်ုပ်ပို၍ နှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၂	ပြဿနာတွေကို ကိုယ်တိုင် ဖြေရှင်းတတ်အောင် သီလရှင်များကို လွတ်လပ်ခွင့် အပြည့်ပေးထားရမည် ကို ကျွန်ုပ်ပို၍နှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၃	ခေါင်းဆောင်ဆိုတာ အဖွဲ့သားတွေ စွမ်းဆောင်ရည်ကို အဆုံးအဖြတ်ပေးတဲ့ အဓိကပုဂ္ဂိုလ်ဖြစ်သည်။	၁	၂	၃	၄	၅
၁၄	လက်အောက်ငယ်သားတွေ လုပ်ဖို့ အားသန်တဲ့ အလုပ်ဟာ ဘာလဲ ဆိုတာကို သိအောင် ကူညီရန်မှာ ခေါင်းဆောင် များ၏အလုပ်ဖြစ်သည်။	၁	၂	၃	၄	၅
၁၅	ကိစ္စ တော်တော်များများမှာ ခေါင်းဆောင် တွေရဲ့ အကြံပြုချက် အနည်းငယ် ကိုသာ ငယ်သားတွေက လိုလား သည်။	၁	၂	၃	၄	၅
၁၆	ခေါင်းဆောင်ကောင်း ဆိုသည်မှာ	၁	၂	၃	၄	၅

	အမိန့်ပေး တတ်ပြီး ညွှန်ကြားချက် တိကျ ပြတ်သား ရမည်။					
၁၇	သာမန်အားဖြင့် သီလရှင်များသည် မိမိကိုယ်ပိုင်အရည်အချင်းရှိကြသည့်အတွက် ပေးအပ်သည့်တာဝန်ကို ကျေပြန်အောင် ထမ်းဆောင်နိုင်ကြသည်။	၁	J	၃	၄	၅
၁၈	ပုံမှန်အားဖြင့် လက်အောက် ငယ်သားတွေကို လွတ်လွတ်လပ်လပ် လုပ်ကိုင်ခွင့် ပေးသင့်သည်။	၁	J	၃	၄	၅



၁၀	အခြားသူများအားလုပ်ငန်းလုပ်ဆောင်ရန် လမ်းညွှန်ပေးနိုင်သောအခွင့်အလမ်းပေးခြင်းကို နှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၁	ကျွန်မ၏အရည်အချင်းကို အသုံးပြုပြီး လုပ်ငန်းလုပ်ဆောင်ခွင့်ရရှိနိုင်သော အခွင့်အလမ်းကိုနှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၂	အသင်းဝိုက်၏ လက်တွေ့ ကျင့်ကြံရန် သတ်မှတ်ထားသောစည်းမျဉ်းစည်းကမ်းများထားရှိသောနည်းလမ်းများကိုနှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၃	ကျွန်မ၏လုပ်ငန်းများလုပ်ဆောင်ရာမှရရှိသော ခံစားခွင့်ကိုနှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၄	ဤလုပ်ငန်းမှ ရရှိလာသော တိုးတက်မှုအခွင့်အလမ်းများကို ကျွန်မနှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၅	ကျွန်မ၏ ကိုယ်ပိုင်ဆုံးဖြတ်ချက်ကို လွတ်လပ်စွာ အသုံးပြုနိုင်သော အခွင့်အလမ်းကို နှစ်သက် သည်။	၁	၂	၃	၄	၅
၁၆	လုပ်ငန်းများလုပ်ဆောင်ရန် ကျွန်မ၏ ကိုယ်ပိုင် နည်းလမ်းများကို အသုံးပြုနိုင်သော အခွင့်အလမ်းပေးခြင်းကို နှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၇	ကျွန်မ၏ လုပ်ငန်းအခွင့်အလမ်းများကိုနှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၈	ကျွန်မ၏လုပ်ဖော်ကိုင်ဖက်များ တစ်ဦးနှင့်တစ်ဦးဆက်ဆံရေးပြေပြစ်ကောင်း မွန်မှုကို နှစ်သက်သည်။	၁	၂	၃	၄	၅
၁၉	ကောင်းမွန်စွာအလုပ်လုပ်ခြင်းမှ ရရှိသော ဂုဏ်ပြုမှုကို ကျွန်မ နှစ်သက်သည်။	၁	၂	၃	၄	၅
၂၀	ကျွန်မ လုပ်ငန်းတစ်ခု ပြီးမြောက်အောင်မြင်တိုင်း ရရှိသော ခံစားချက်ကို ကျေနပ်သည်။	၁	၂	၃	၄	၅

APPENDIX (C)

List of Transistors

The following three experts helped to check the reliability of translation accuracy of questionnaire from English to Myanmar Language.

1. Ms. Ohn Mar Khaing
 Master of Education in Administration
 Yangon University, Myanmar
 High School principle
Ohnmarkhaing99@gmail.com
2. Mr. Banny Paul
 Bachelor in Myanmar
 Taunggyi University, Myanmar
 High School principle
 (6) mile High School, Loikaw , Myanmar
bannypaul@gmail.com
3. Sr. Stella Maria
 Master in Spirituality
 Institute for Consecrated Life in Asia (ICLA)
 T-AAA (Taunggyi Archdiocesan Alumni Association) Institute instructor
stellamobye@gmail.com

APPENDIX (D)

Survey Translation Evidences

Dear Sir/ Madam

This is Mary Wai Wai Lwin, currently persuading a master's degree in Master of Education (M.Ed in Education Administration) at Assumption University in Thailand.

My Thesis Title is **“A COMPARATIVE STUDY OF SISTERS’ LEADERSHIP STYLES AND THEIR JOB SATISFACTION IN ZETAMAN SISTERS OF THE LITTLE FLOWER CONGREGATION AT TAUNGGYI ARCHDIOCESE, SHAN STATE, MYANMAR**

The research Question and Objectives are as follows;

Research Questions

4. What are the Sisters’ Leadership styles in Zetaman Sisters of the Little Flower Congregation?
5. What are the Sisters’ Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation?
6. Are there any differences of Sisters’ Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower Congregation?

Research Objectives

4. To identify the Sisters’ Leadership styles in Zetaman Sisters of the Little Flower Congregation.
5. To determine the Sisters’ Job Satisfaction levels in Zetaman Sisters of the Little Flower Congregation.
6. To compare the Sisters’ Job Satisfaction among different Leadership Styles in Zetaman Sisters of the Little Flower.

Could you please kindly provide comments and advices regarding my survey translation? Your feedback and advices will be the great help in order to develop my survey. I do require your excellent feedback and advices regarding my survey before I really hand out it to the respondents. I believe that you are the right person to respond my questionnaires. I would like to express my deeply thanks and appreciation to you from the bottom of my heart for checking and feedback.

Survey Translation Evidences Form

1. What do think about the survey? Is the survey clear and easy enough to understand?

Very Clear and easy to understand

2. Is there any grammar mistake, wrong contests or is there any questions which might make the participants confuse?

I changed some words

3. What mistake you find in the survey questionnaires? How could this survey questionnaire be improved?

None

Your Name Sr. Stella Maria

Position (current or former) T-AAA (Taunggyi Archdiocesan Alumni

Mobile Association) Institute instructor

Email. stellamobye@gmail.com

Signature

Stella

Date 15 May 2014

Thank You

Survey Translation Evidences Form

1. What do think about the survey? Is the survey clear and easy enough to understand?

It's clear.

2. Is there any grammar mistake, wrong contexts or is there any questions which might make the participants confuse?

No, mistake

3. What mistake you find in the survey questionnaires? How could this survey questionnaire be improved?

The survey translation is corrected.

Your Name Ms Nar Whaing

Position (current or former) High school principal

Mobile _____

Email narwhaing99@gmail.com

Signature 

Date 12.5.2014

Thank You

Survey Translation Evidences Form

1. What do think about the survey? Is the survey clear and easy enough to understand?

Yes.

2. Is there any grammar mistake, wrong contests or is there any questions which might make the participants confuse?

Correct grammar and clear.

3. What mistake you find in the survey questionnaires? How could this survey questionnaire be improved?

No mistake. Translation approved.

Your Name Banny Paul

Position (current or former) High School Principle

Mobile bannypaul@gmail.com

Email. _____

Signature



Date

6/5/2014

Thank You

BIOGRAPHY

Name: Mary Wai Wai Lwin

Date of Birth: 10 March 1989

Nationality: Myanmar

Ethnicity: Kayan

Religion: Roman Catholic

Education:

2012- 2014 M.Ed. Educational Administration, Assumption University

2002-2004 B.A. (Psychology), University of Distance Education, Loikaw,
Myanmar

Thesis A Comparative Study of Sisters' Leadership Styles and their Job
Satisfaction in Zetaman Sisters of the Little Flower Congregation at
Taunggyi Archdiocese, Shan State, Myanmar

