

A Study of Principal's Leadership Styles and Teacher Job Performance in Basic Education High Schools

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Abstract

The main objective of this study is to study principal's leadership styles and teacher job performance in Basic Education High Schools. Quantitative and qualitative methods were used in this study. The questionnaire included the demographic information, principal leadership styles and teacher job performance. The reliability coefficient (Cronbach's alpha) of principal's leadership styles and teacher job performance were 0.85. 250 teachers from Basic Education High Schools were approached for a simple random sample. The Statistical Package for Social Science (SPSS) software version 22 was used to analyze the collected data. Descriptive statistics, Independent Sample *t* Test, One-Way ANOVA and Pearson correlation were used to analyze the data in this study. The democratic leadership style was the most prominent leadership style among principals of Basic Education High School. The levels of teachers' job performance were found to be at above satisfactory (Mean= 3.55, SD=0.30). Pearson correlation was found that principal leadership styles positively and weakly correlated with teacher job performance. There is a significant and positive relationship between principals' leadership styles and teachers' job performance. The information from open-ended questions were complementary to the quantitative findings.

Key words: leadership style, teachers' job performance

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