

LEADERSHIP STYLES OF TOWNSHIP EDUCATIONAL OFFICERS AND ORGANIZATIONAL PERFORMANCE IN MYANMAR

Phu Pwint Nyo Win Aung ¹

Abstract

In the basic educational system of Myanmar, where Township Education Officers play a crucial role in administration of basic schools performance, their leadership styles may shape the organizational performance within districts. The study aimed to investigate Township Educational Officers' Leadership Styles and Organization Performance in Myanmar. A sample size of 323 TEOs were selected and relevant data were collected with questionnaire survey. The findings suggest a significant positive correlation between Bureaucratic Leadership Style and Organizational Performance, highlighting relationship between adherence to established rules and organizational performance. In contrast, Humanistic Leadership Style demonstrates no statistically significant correlation with Organizational Performance. The outcomes of this study inform policies and practices to enhance for the quality of education by emphasizing effective Bureaucratic Leadership Style of Township Education Officers and promoting organization performance, ultimately contributing to improved educational outcomes of Myanmar.

Keywords: Bureaucratic Leadership, Humanistic Leadership, Organization Performance

Introduction

In the dynamic landscape of education, effective leadership plays a pivotal role in shaping the learning environment and influencing the success of both educators and students. Leadership styles, defined by the manner in which leaders interact with their teams and make decisions, are particularly crucial in educational settings due to their profound impact on organizational culture, teacher morale, and student outcomes. The multifaceted nature of education demands leaders who can navigate diverse challenges, inspire innovation, and foster a collaborative atmosphere that empowers both educators and learners. As such, understanding and implementing various leadership styles become instrumental for educational leaders, allowing them to adapt to the evolving needs of educational institutions and create a positive and enriching environment for all stakeholders involved.

The significance of leadership styles in education extends beyond mere administrative functions; it directly influences teaching methodologies, curriculum development, and the overall ethos of a school or educational institution. A leader's approach, whether it be authoritative, transformational, democratic, or a combination of styles, shapes the organizational climate, impacting the motivation, engagement, and professional development of teachers. Moreover, effective leadership can inspire a shared vision among faculty, fostering a sense of purpose and commitment that transcends individual roles and contributes to a collective pursuit of educational excellence. Recognizing the nuanced interplay between leadership styles and educational outcomes underscores the imperative for educational leaders to cultivate a strategic and adaptive leadership approach that aligns with the ever-evolving demands of the educational landscape.

Organizational performance in this context is a multidimensional concept that reflects the ability of educational institutions to meet their goals, deliver quality education, and contribute to the overall development of students and the education system in Myanmar. Assessing organizational performance is crucial for understanding the strengths and weaknesses of the educational system, identifying areas for improvement, and implementing strategic initiatives to enhance the overall quality of education in the country. Exploring the impact of leadership styles of Township Educational Officers (TEOs) on organizational performance in Myanmar is a crucial undertaking to understand the dynamics within the educational system. Bureaucratic leadership, characterized by a focus on rules, procedures, and hierarchy, stands in contrast to humanistic leadership, which emphasizes empathy, collaboration, and the well-being of

¹ Department of Commerce, Yangon University of Economics

individuals. Both styles can have distinct effects on the performance of township education offices of respective districts.

Research in this area can provide valuable insights into the nuanced relationship between bureaucratic and humanistic leadership styles of TEOs and organizational performance in the Myanmar context. By examining these dynamics, educational stakeholders can formulate strategies that enhance the quality of leadership within the education system, ultimately contributing to a positive and supportive environment for teachers and fostering performance that positively impacts student outcomes.

Problem Statement

All basic education schools are under the supervision of the Ministry of Education. The administration and management of basic education is undertaken by the three Departments of Basic Education and the Department of Educational Planning and Training in accordance with the directives of the statutory bodies and organizations: Basic Education Council, Basic Education Curriculum, Syllabus and Textbook Committee, and Teacher Education Supervisory Committee. For management of basic education, the structure is constructed State/ Division of Education Offices, District Education Offices and Township Education Offices under the Department of Basic Education as hierarchy level. Township Educational Officers (TEOs) play a pivotal role in overseeing and managing schools at the township level, serving as central figures in the administration and governance of educational institutions.

Effective leadership, a favorable workplace atmosphere, and fair remuneration have the potential to inspire employees to excel, leading to various behaviors such as organizational citizenship behavior, entrepreneurial spirit and innovative behavior, work engagement (Abun et al., 2021), and job performance (Iqbal et al., 2015). Leadership positively correlates to service quality as a measure of organization performance (Naceur and Aisha, 2005). Ojukuku et al (2012) also stated that bureaucratic leadership has a negative impact on the organizational performance. The bureaucratic leadership style, characterized by a focus on rules, procedures, and formal structures, may bring about a sense of order and clarity in administrative processes. However, it could potentially create an environment of rigidity, stifling autonomy and hindering the emotional and professional investment of teachers. Conversely, the humanistic leadership style, grounded in empathy, collaboration, and a genuine concern for the well-being of individuals, may foster a positive work atmosphere. It has the potential to empower teachers, encouraging organization performance through a sense of purpose and personal growth. The performance in an organization is determined by the leadership style. Managers may transmit their performance and likewise make staff committed by some metrics by adopting a suitable leadership style (Brown, T.J., Churchill, and Peter, 1993).

In the context of Myanmar's education system, where TEOs play a pivotal role in educational governance at the township level, the leadership styles they adopt may shape the organizational culture within schools. The leadership styles adopted by Township Educational Officers (TEOs) in Myanmar play a pivotal role in shaping the organizational performance of educational institutions in a district. Bureaucratic and humanistic leadership approaches offer distinct frameworks for TEOs to navigate the complex landscape of educational administration. Bureaucratic leadership, characterized by adherence to rules and established procedures, provides a structured environment conducive to efficiency and accountability (Bass, 1990). This approach can contribute to the consistent implementation of educational tasks and foster a sense of order within the institution. On the other hand, humanistic leadership, which emphasizes empathy and support for individuals, has the potential to create a positive organizational culture, promoting teacher and staff well-being and engagement (Greenleaf, 1977). TEOs who balance both styles may achieve optimal results, combining the benefits of clear structures with the advantages of a supportive and collaborative environment. However, the effectiveness of these leadership styles is contingent on contextual factors such as cultural norms and educational policies (Northouse,

2018). Continuous improvement and adaptation to emerging challenges are essential for TEOs to enhance organizational performance in the dynamic field of education.

Despite the critical role of TEOs and the potential impact of their leadership styles on organizational performance, a noticeable gap exists in the empirical understanding of this dynamic within the Myanmar education system. The unique sociocultural and institutional context of Myanmar necessitates an in-depth exploration of how TEOs' leadership styles shape the commitment levels of teachers. Bridging this gap is imperative for informed decision-making by educational policymakers and administrators seeking to cultivate a robust and resilient education system that promotes teacher satisfaction, enhances student outcomes, and contributes positively to the nation's socio-educational development.

This study aims to address this gap in the literature by undertaking a comprehensive investigation into the leadership styles of TEOs and their implications for teachers' organizational commitment in Myanmar. By examining the leadership styles of Township Educational Officers, the research sheds light on their impact on teachers' commitment to their organizations. This insight is crucial for fostering a positive and effective learning environment. Conducted in Myanmar, the study's contextual relevance ensures that its findings are directly applicable to the unique challenges faced by the education sector in the country. The outcomes of this research can inform policies and practices to enhance the quality of education by emphasizing effective leadership and promoting teacher commitment, ultimately contributing to improved educational outcomes.

Objectives of Study

The general objective of this study is to investigate Township Educational Officers' Leadership Styles and Organization Performance in Myanmar. Specific Objectives are

- (i) To explore the leadership styles of Township Educational Officers' that contributes to Organizational Performance in Myanmar
- (ii) To analyze the effect of bureaucratic and humanistic leadership styles on organization performance in Myanmar

Literature Review

The study's conceptual framework is rooted in the Social Exchange Theory (SET). Blau (1964) and Emerson (1976) defined SET as an action-reaction system of exchange based on reward mechanisms for value exchange. According to Cropanzano et al. (2017), SET encompasses social, psychological, and sociological characteristics that depict stability and social shifts in negotiating exchanges among parties. This theory posits that human relationships are derived from the analysis of subjective behavioral cost-benefit and the comparison of alternatives during interactions. SET predicts that reciprocal relationships can forecast various organizational outcomes, such as organizational citizenship behavior, job performance, or turnover intentions (Cropanzano & Mitchell, 2005). It further suggests that the relationship between leadership style and the attitudes and behaviors of followers is mediated by the nature of the leader-follower relationship (Saqib, 2014). Ngodo (2008) perceives leadership as a reciprocal process of social influence, wherein leaders and subordinates influence each other to achieve organizational goals. The study emphasizes that organizations fostering a social exchange relationship, through care for employees and the provision of resources, can enhance performance.

Leadership is defined as the process by which a person exerts influence over people to inspire, motivate, and direct their activities to help achieve group or organizational goals (Jones & George, 2004). Leadership, according to Cole (2005), is essentially a process in which individuals influence the efforts of others towards goal achievement in given circumstances. Michael (2011) emphasizes the cause-and-effect relationship between leadership and organizational success. Adair (2002) defines leadership as the capacity to impact a group of employees' decision, behavior, recognition of the goal, and work with confidence and zeal. Adair

(2002) further states that leaders are required to develop a future vision, motivate organizational members, and achieve visions to improve performance.

Weber (1947) outlined the bureaucratic leadership style as a prioritization of organizational levels, characterized by rigid work procedures for employees. This leadership approach relies on established rules, procedures, and a hierarchical structure to exert influence over followers. It is a managerial style that permeates across multiple departments or individuals, emphasizing strict adherence to rules. Bureaucratic leadership, a classic and frequently utilized style, focuses on implementing rules and procedures to oversee teams and projects, often found in organizations resistant to innovation and change. In this style, employees are bound by the strictest of rules, operating within a formal atmosphere where duties and responsibilities are carried out based on predefined descriptions, rules, and procedures provided by the organization (cited in Weiss, 1983). This formal structure creates relationships based on organizational structures, functions, and rules, as noted by Aron (1994), Giddens (1997), and cited by Serpa and Ferreira (2019). Employees are expected to make decisions grounded in facts and rules rather than emotions. The basic education management structure in Myanmar is considered bureaucratic due to its formal application of structure, rules, and regulations, defining the lives of teachers, students, and administrators in the Ministry of Education. This structure is characterized by a command and control approach, where the supervision of operational processes adheres to conservative management practices..

According to Yang et al. (2020), humanistic leadership is defined as a collaborative and mutually reinforcing approach, where individuals work together rather than independently. An organization that values its staff, prioritizes its mission, and is dedicated to both work and social engagement is considered to embody humane qualities. Humanistic leadership places a strong emphasis on treating each person with respect as an individual, fostering their personal and professional growth, and establishing a sense of community that includes a diverse range of stakeholders, as highlighted by Mele (2013). In the context of humanistic leadership theory, as stated by Bolman and Deal (1995), a humanistic leader is tasked with providing individuals the freedom they require to realize their full potential and achieve personal fulfillment. In educational settings, such as that of a school principal, humanistic leadership involves supporting relationships and dialogues between leaders and followers in various dimensions of humanity. This includes enabling followers to find meaning and vision in the workplace, employing persuasive communication, encouraging participation and autonomy, ensuring fair treatment, providing constructive responses, and supporting personal growth, thereby serving as role models (Peus & Frey, 2009; Colbert, Nicholson, & Kurucz, 2018).

Dursun and Bilgivar (2022) conducted a survey to explore the relationship between leadership styles exhibited by school principals and their impact on teacher performance and organizational happiness. The study, which surveyed 346 participants in public schools in Istanbul, Silivri, and Büyükçekmece, revealed a high effect of the transformational leadership style on teacher performance. Moreover, a moderate and positive relationship was identified between leadership styles influencing teacher performance and organizational happiness. The research concluded that instructional leadership behaviors, positively affecting teacher performance, significantly predict organizational happiness. Additionally, the study highlighted that the transformational, instructional, and visionary leadership behaviors of school principals are strong factors predicting teachers' happiness and performance.

Sarwar, Tariq, and Yong (2022) investigated the influence of principals' leadership styles on the performance of college-level teachers. Using a random sampling approach, the study collected data from 300 college teachers. The findings indicated that a majority of college principals adopted a democratic leadership style at a higher level, followed by a moderate level of Laissez-faire and a low level of autocratic leadership in their colleges. The study revealed that an increased use of a democratic leadership style by principals correlated with improved teacher

performance. The results demonstrated a strong statistically positive relationship between the leadership style of college principals and the performance of teachers.

In another study, Abun, La Gente, Francis, and Encarnacion (2022) explored the impact of bureaucratic and humanistic leadership styles on the innovative work behavior of employees. The study focused on the employees of the Divine Word College of Laoag, collecting data through research questionnaires. The findings indicated a high prevalence of bureaucratic leadership style and a moderate presence of humanistic leadership style, suggesting that bureaucratic leadership was more dominant. Furthermore, the study identified a significant correlation between both leadership styles and innovative work behavior among employees.

Conceptual Framework

The conceptual framework indicates effect of bureaucratic and humanistic leadership styles on organization performance in Myanmar.. The conceptual model of the study is the following that is adapted by social exchange theory and the previous studies modified it to make suitable for the study.

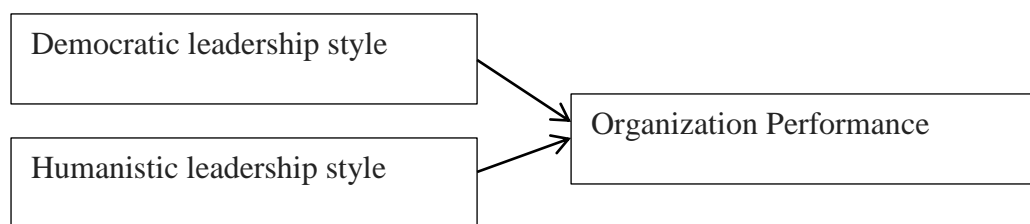


Figure (1) Conceptual Framework of the Study

Scope and Method of the Study

The study aims to investigate how the leadership styles adopted by Township Educational Officers impact the organizational commitment of head masters. The study collected data from Township Educational Officers who are working for Ministry of Education, Myanmar. A sample size of 323 will be selected for comprehensive analysis. The questionnaire survey is conducted at Educational Governance Training for Township Educational Officers during August –November 2023. The study employed descriptive statistics to provide a detailed summary of the leadership styles exhibited by the officers. Additionally, Pearson correlation analysis is utilized to examine the strength and direction of the relationship between leadership styles and organization performance. By employing these analytical tools, the study seeks to contribute valuable insights into the dynamics of educational leadership in Myanmar and its influence on organizations performance. This study is expected to provide actionable recommendations for enhancing educational leadership practices and fostering a positive organizational culture among teachers in Myanmar's educational system.

Analysis of the Study

The study utilized measures of mean scores to describe the central tendencies and distribution of scores for each leadership style dimension and conducted Pearson correlation analysis to explore the linear relationships between different dimensions of leadership styles and various organizational performance indicators. This analysis provide insights into the strength and direction of the associations. The demographic profile of the respondents has been described using descriptive analysis. The respondent's gender, age, educational background, occupation, and family type are mentioned in Table (1).

Table (1) Demographic Profile of Respondents

	No. of Respondents	Percentage (%)
Gender		
Male	196	60.7
Female	127	39.3
Age		
50-55 years old	34	10.5
56-60 years old	195	60.4
Above 60 years old	94	29.1
Education		
B.Ed	301	93.8
BA/ BSc	4	1.2
Master degree	14	4.3
PhD	2	.6
Experience		
21-25 years	5	1.5
26-30 years	6	1.9
31-35 years	72	22.3
36-40 years	181	56.0
Above 40 years	58	18.0
Under 15 years	1	.3
Family Type		
parent and sibling	86	26.6
Single	41	12.7
Spouse	48	14.9
Spouse and Sons/Daughters	148	45.8
Total	323	

Source: Survey Data (2022)

The demographic characteristics of the study participants were comprehensively examined, encompassing variables such as gender, age, education, experience, and family type. In terms of gender distribution, the majority of respondents were male, constituting 60.7%, while females comprised 39.3% of the sample. Regarding age distribution, a significant percentage fell within the age bracket of 56-60 years old (60.4%), followed by those above 60 years old (29.1%), and individuals aged 50-55 years old (10.5%). In terms of educational qualifications, a

substantial proportion held a Bachelor of Education (B.Ed) degree (93.8%), with smaller percentages possessing BA/BSc (1.2%), Master's degrees (4.3%), and Ph.D. qualifications (0.6%). In the context of professional experience, the majority of respondents had between 36-40 years of experience (56.0%), followed by those with 31-35 years (22.3%), and over 40 years of experience (18.0%). Family type diversity was observed, with the most prevalent category being "Spouse and Sons/Daughters" (45.8%), followed by "parent and sibling" (26.6%), "Single" (12.7%), and "Spouse" (14.9%). The data encompassed a total of 323 respondents, providing a comprehensive overview of the diverse demographic characteristics within the study sample.

This section presents the results of the analysis of leadership styles. The two main types of leadership style were assessed democratic leadership style and humanistic leadership style. Descriptive statistics were used to assess the level. Table 1 and 2 presents results of leadership styles. The mean and standard deviation (S.D.) of the dimensions of leadership styles were calculated, to establish the respondents, assessment of the extent to which their practices treat to subordinates (head master). The scale used in the statements was 1- strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree. According to Best (1977), the descriptive statistics of the findings are interpreted scores falling within the range of 4.21-5.00, categorized as "Very High," 3.41-4.20 as "High," 2.61-3.40 as "Moderate," 1.81-2.60 as "Low," and 1.00-1.80 as "Very Low."

Table (2) Bureaucratic Leadership Style of TEO of the Institution

	Indicators	Mean	Standard Deviation
1	Performing routine tasks over and over.	4.17	.425
2	Understand certain standards or	4.08	.386
3	Prefer rigid rules and regulations to flexibility.	3.22	1.020
4	Required to follow specific rules formulated by the authority/institution.	2.84	1.043
5	Even small matters have to be referred to someone higher up for the final answer.	3.57	.921
6	Working under the close monitoring of their supervisor	3.42	1.007
7	Employees are afraid of violating the rules because it means punishment	2.81	1.057
8	Communications, decisions, and proceedings are put in writing for future reference	3.69	.835
9	Leaders follow the rule of the book to keep the team in the right direction.	4.06	.492
	Average Mean	3.539	

Source: Survey Data Output (2023)

The exploration of Bureaucratic Leadership Style among Township Educational Officers (TEOs) in the institution reveals distinct patterns across various indicators, as indicated by mean scores and standard deviations. Notably, TEOs demonstrate a strong inclination towards performing routine tasks (Mean = 4.17, SD = 0.425) and understanding specified standards (Mean = 4.08, SD = 0.386), emphasizing a commitment to procedural regularity and adherence to established norms. The highest mean value highlights a notable commitment to leaders following established rules to guide the team (Mean = 4.06, SD = 0.492), emphasizing a rule-based leadership approach. However, requirement to follow specific rules formulated by authority (Mean = 2.84, SD = 1.043), suggesting a structured leadership approach with variations in the level of adherence to predefined regulations. The lowest mean value pertains to employees' fear of violating rules and potential punishment (Mean = 2.81, SD = 1.057), indicating varying levels

of concern among employees regarding rule violations. In synthesizing the findings of the study on Township Educational Officers' (TEOs) leadership styles, the overall mean values provide a comprehensive overview of the prevailing Bureaucratic and Humanistic Leadership Styles within the institution. The Bureaucratic Leadership Style, as indicated by an overall mean of 3.539, reflects a strong adherence to established rules, routines, and hierarchical structures. TEOs within the institution exhibit a propensity for repetitive task performance, stringent rule adherence, and a preference for written documentation. This suggests a leadership approach characterized by organizational order and formalized procedures, emphasizing stability and compliance.

Table (2) Humanistic Leadership Style of TEO of the Institution

	Indicators	Mean	Standard Deviation
1	Supporting role instead of a directive one.	3.72	.742
2	Support the strengths of employees by Shaping and designing the work environment.	3.83	.633
3	Respecting and appreciating the individual needs wants, wishes, and situations.	2.02	.707
4	Allowing Employees to follow self-set goals and are not motivated by the promise of promotion.	4.04	.408
5	Aiming at offering employees a working environment with creative leeway.	3.51	.930
6	Fostered the communal spirit actively	3.58	.875
7	Feeling secure as they are accepted as they are.	3.48	.934
8	If employees do not feel well in a system the leader would initiate a change toward a system that is better for the employee.	4.18	.511
9	Fostering individual passions	3.98	.543
	Average Mean	3.59	

Source: Survey Data Output (2023)

The investigation into the Humanistic Leadership Style of Township Educational Officers (TEOs) in the institution discerns notable variations across indicators, characterized by distinct mean scores and standard deviations. The highest mean value is attributed to the indicator stating that if employees do not feel well in a system, the leader would initiate a change toward a system that is better for the employee (Mean = 4.18, SD = 0.511). This finding underscores a robust commitment among TEOs to proactively adapt and improve organizational systems for the well-being and satisfaction of employees, reflecting a commendable aspect of humanistic leadership. Conversely, the lowest mean value pertains to the indicator of respecting and appreciating individual needs, wants, wishes, and situations (Mean = 2.02, SD = 0.707). This suggests a potential area for improvement, indicating that TEOs may need to enhance their efforts in recognizing and valuing the diverse individual needs and circumstances of employees within the institution. The Humanistic Leadership Style, with an overall mean of 3.59, portrays TEOs' commitment to a more people-centric and supportive leadership approach. TEOs demonstrate a willingness to adopt a supportive role, actively shape the work environment to leverage employees' strengths, and foster a creative and communal working atmosphere. The emphasis on individual autonomy, acceptance, and a proactive stance toward system change for employee well-being indicates a leadership style that values the holistic development and satisfaction of individuals within the organization.

To examine the relationship between leadership styles and specific organizational performance, Pearson correlation analyses are conducted. Correlation, serving as an indicator of the association between two variables, utilizes a statistical value ranging from -1 to 1, as

provided by the correlation coefficient. This coefficient measures both the direction and strength of the linear relationship between the two variables under consideration.

Table (3) Correlation between TEO Leadership Styles and Organization Performance of the Headmaster

		Organization Performance
Bureaucratic Leadership Style	Pearson Correlation	.165**
	Sig. (2-tailed)	.003
	N	323
Humanistic Leadership Style	Pearson Correlation	.065
	Sig. (2-tailed)	.247
	N	323
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

Source: Survey Data Output (2023)

The findings indicate a statistically significant positive correlation between Bureaucratic Leadership Style and Organizational Performance, as reflected in the Pearson Correlation coefficient of .165 at 0.01 level of confidence interval ($p = .003$). The correlation signifies that as Bureaucratic Leadership Style increases, there is a corresponding positive association with organizational performance. This relationship is considered statistically significant at significant at 1% level (2-tailed), underscoring the robustness of the observed correlation. On the other hand, Humanistic Leadership Style demonstrates a Pearson Correlation of .065 with Organization Performance, which is not statistically significant at the 0.05 level (2-tailed) ($p = .247$). These results suggest that, within the studied context, Bureaucratic Leadership Style appears to have a more noteworthy association with organizational performance compared to Humanistic Leadership Style.

Discussion and Recommendation

According to findings , the positive correlation suggests that organizations with higher levels of Bureaucratic Leadership tend to experience better organizational performance in Township Education offices of Myanmar. Given the positive correlation with Bureaucratic Leadership, Department of Basic Education and Ministry of Education may consider providing training and development programs to enhance leadership skills with an emphasis on effective bureaucratic management practices. This could involve training sessions, workshops, and professional development opportunities for educational leaders to enhance their skills in organizational structuring, process optimization, and efficient resource management. The Township Educational Officers (TEOs) should be offered coaching and feedback program to help them understand and refine their Bureaucratic Leadership practices. This proactive approach can contribute to continuous improvement in organizational performance. The finding implies that educational institutions characterized by a greater emphasis on structured procedures and clear organizational hierarchies tend to exhibit superior performance outcomes. Ministry of Education provide guidelines and frameworks that encourage educational leaders to adopt structured procedures and clear organizational hierarchies in line with best practices for improved

performance outcomes. Township Educational Officers (TEOs) should be encourage collaborative governance practices that align with the principles of Bureaucratic Leadership. TEOs should foster communication and cooperation among educational leaders, administrators, and teachers to enhance decision-making processes and ensure effective implementation of policies. They should practice establishing robust monitoring and evaluation systems to assess key performance indicators, conduct organizational assessments, and adapt strategies based on the evolving needs of educational institutions. TEOs should ensure that educational institutions receive adequate resources and support to facilitate the implementation of structured procedures and organizational efficiency.

In a study of Daley (1986), humanistic leadership-management practice moderately affects organizational success in his study for public employees. In the context of educational institutions, Effendi et. al (2019) suggested the effect of a humanistic approach to the principal's leadership on the strengthening of character education. In light of the findings indicating a lack of significant association between Humanistic Leadership Style and improved organizational performance in Township Education offices of Myanmar, the Ministry of Education and the Department of Basic Education. The Ministry should provide educational leaders with the knowledge and skills necessary to incorporate humanistic elements into their leadership practices. The study encourages the need for further research to deepen understanding of the effectiveness of Humanistic Leadership within the specific educational context of Myanmar, And also, further studies should examine the cultural, social, and organizational factors that influence humanistic leadership styles and their impact on performance as moderate factors.

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