

RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES AND TEACHERS' FOLLOWERSHIP STYLES

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Abstract

The purpose of this study was to explore the relationship between principals' leadership styles and teachers' followership styles at Basic Education High Schools in Nyaung Shwe Township. The theoretical framework of this study was developed based on Hersey, Blanchard (1996, as cited in Safitri & Fahmi, 2014) and Kelley (1992, as cited in Safitri & Fahmi, 2014). Mixed method (quantitative and qualitative) was used in this study. For quantitative study, 255 teachers from 11 selected schools participated in this study. The reliability coefficient (Cronbach's alpha) was 0.854. According quantitative analysis, principals from schools in Nyaung Shwe Township mostly exhibited telling leadership styles and teachers from schools mostly exhibited conformist followership styles. Furthermore, according to integration model, out of 11 selected schools, 7 schools (S1, S2, S3, S4, S5, S6 and S9) were found that principals' leadership style corresponded with teachers' followership style. And then, 4 schools (S7, S8, S10 and S11) were found that principals' leadership style did not correspond with teachers' followership style. According to the results, if the principals cannot exhibit the correspondent leadership styles, the improvement of schools will not be achieved as they wished. Moreover, if the principals exhibit the correspondent leadership style with teachers' followership styles, the teachers will be happy to stay at their schools and they will try their best and they will perform the schools' activities actively and as the result, the school will improve.

Keywords: Principals' Leadership Styles, Teachers' Followership Styles

Introduction

Members of today's organizations must think and do; manage both others and themselves; make decisions and perform real work; must learn how to both lead and follow (Johnson, 2003). Hassan (2004, as cited in Essa & Alattari, 2019) noticed that leadership is a collective role since no one can be a leader alone, but can exercise leadership by actively participating in a group within a given situation. Thus, the leadership is the interaction of the leader and followers in a certain situation in which these parties has a unique network that branch in several directions and intersects these networks with each other. Flexible leaders will be able to use a variety of behaviors in their leadership (Vandayani, Kartini, Hilmiana & Azis, 2015). Followership is an art that encompasses many attributes, such as loyalty, dedication, trustworthiness, self-management, courage, compliance with rules, and accountability-traits that do not come naturally, but must be learnt and made practical in daily experiences.

The concept of followership seems to be greatly overlooked but like leadership, it requires a mastery of skills. In the absence of followership skill development, leader-follower relationships in an array of settings could be ineffective. Unique traits, characteristics, and behavior of followers dominate leader-follower relationship (Collinson, 2006). Followers, like leaders must behave responsibly and need some direction in doing so. Leaders need the conceptual knowledge and skills necessary to engage followers in productive and satisfying mutual pursuits. Success or failure of organizations, including educational institutions, is a result of both the leaders' and followers' roles (Avolio & Reichard, 2008, as cited in Safitri & Fahmi, 2014).

Relationship between leaders and followers is very important to maintain and improve so that the concepts of leadership skills and followership skills are effective. The teachers are mostly conformers thus principals should use situational leadership styles. This situation is not perfect

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unless there is a good relationship between principals and teachers. Thus, it is necessary to understand the relationship between principals' leadership styles and teachers' followership styles. Therefore, this study will explore the relationship between principals' leadership styles and teachers' followership styles at Basic Education High Schools in Nyaung Shwe Township.

Purpose of the Study

Main Purpose

The main purpose of the study is to examine the relationship between principals' leadership styles and teachers' followership styles at Basic Education High Schools in Nyaung Shwe Township.

Specific purposes

The specific purposes of the study were:

- to explore the leadership styles that principals mostly exhibit at Basic Education High Schools in Nyaung Shwe Township,
- to explore the followership styles that teachers mostly exhibit at Basic Education High Schools in Nyaung Shwe Township, and
- to determine if leadership styles correspond with followership styles at Basic Education High Schools in Nyaung Shwe Township.

Research Questions

This research dealt with the following questions regarding principals' leadership styles and teachers' followership styles at selected Basic Education High Schools in Nyaung Shwe Township.

1. Which leadership styles do principals mostly exhibit at Basic Education High Schools in Nyaung Shwe Township?
2. Which followership styles do teachers mostly exhibit at Basic Education High Schools in Nyaung Shwe Township?
3. Do leadership styles correspond with followership styles at Basic Education High Schools in Nyaung Shwe Township?

Definitions of Key Terms

The terms used throughout the current study were identified below for clarity and understanding.

- ***Leadership*** is the ability to inspire confidence and support among the people who are needed to achieve organizational goals (Dubrin, 2003, as cited in Kim, 2011).
- ***Leadership style*** is defined as the leader's preferred way of behaving when in a leadership mode (Johnson, 2003).
- ***Followership*** is defined as the ability of people who use to follow. Followership is what people do when they interact in an organization with leaders to accomplish something, to get something done (Rost, 2008, as cited in Kim, 2011).
- ***Followership style*** is defined as the follower's preferred way of behaving when in a following mode (Johnson, 2003).

Operational Definition

Principals' leadership style is defined as the different capacities of people who use to lead. Leadership is the skill to change and govern according to the circumstances of the followers. Teachers' followership style is defined as the willingness to participate in working towards the attainment of the group mission.

Limitations of the Study

- The scope of this study was limited to selected Basic Education High Schools in Nyaung Shwe Township because this study was based on available time and resources of the researcher.
- The findings of this study could not be generalized to any other group than high schools in Nyaung Shwe Township and other townships in Myanmar.

Review of Related Literature

Leadership

Leadership is an influence of relationship among leaders and followers who propose real changes that reflect their mutual purposes (Rost, 1991). The ingredients of effective leadership are complex and depend on the specific leadership situation, the difficulty of tasks, the degree of a leader's authority and the maturity and capabilities of followers (Bass, 1981, as cited in Chowdhury, 2014). In an education field, leadership is often regarded as the single most important factor in the success or failure of institutions (Hoy & Miskel, 2013). School leadership is of secondary importance to learning. The leadership styles of leaders may also influence quality of work culture in the organization. If the leaders characterize poor qualities of leadership styles it may affect the quality work culture in the organization (Ali, N.M., Jangga, Ismail, Kamal & Ali, M. N., 2015).

Styles of Leadership

According to Hersey and Blanchard, situational leadership theory is based on two dimensions: relationship behavior and task behavior. Based on these two dimensions, there are four leadership styles: telling, selling, participating and delegating that reflect behaviors along two dimensions.

- **Telling Style:** The follower lacks capability and is unwilling or insecure about the tasks. In this case more emphasis is on task and less on relationship (Raza & Sikandar, 2018).
- **Selling Style:** Here the follower lacks capability but is willing or confident to perform the task. In this case, there is a high relationship and high task consideration to facilitate performance (Raza & Sikandar, 2018).
- **Participating Style:** Here the follower possesses capability but is unwilling or insecure about the tasks. In this case, there is a high relationship and low task consideration to facilitate performance (Raza & Sikandar, 2018).
- **Delegating Style:** The follower possesses capability and is willing or confident about the tasks. In this case, there is less emphasis is on task and relations (Raza & Sikandar, 2018).

Followership

Followership can be defined as the characteristics, behaviors and processes of individuals acting on relation to leaders (Uhl-Bien, Riggio, Lowe, & Carsten, 2014, as cited in Cruickshank, 2017). Followership also exists in situations where there is organized leadership (Blackshear, 2004). Potter, Rosenbach & Pittman (2001, as cited in Schwind, 2009) emphasize that no

followership style is better than any other in every context. All followership styles have their place in certain organizations, or even in different parts of an organization. These styles are often influenced by personal characteristics, but may even be influenced by the nature of the leader, or the culture of the organization.

Styles of Followership

Kelley's (1992, as cited in Northouse, 2019) typology is currently the most recognized followership typology. Kelley sorted followers' styles on two dimensions: independent critical thinking and active engagement. Based on these two dimensions, there are five follower role types:

- **Exemplary Followers:** Kelly (1992, as cited in Schwind, 2009) says exemplary followership is the most ideal style in all organizations. Exemplary followers think independently and are active engagement in their roles and applying their talents for the benefit of the organization (Kelley, 1998, as cited in Beckerleg, 2002).
- **Alienated Followers:** Alienated followers think for themselves and exhibit a lot of negative energy and proactively provide alternative solutions to the leader (Kelley, 2008, as cited in Novikov, 2016; Northouse, 2019).
- **Pragmatist Followers:** Pragmatist followers have a moderate level of engagement and critical thinking (Kelley, 1992, as cited in Novikov, 2016). Pragmatic followers have qualities of all four extremes (alienated, exemplary, conformist, and passive) and are able to adapt their style to their current environment (Schwind, 2009; Daft, 2008).
- **Conformist Followers:** Conformist followers who are yes people and very active followers that unquestioningly follow leader directions and always on the leader's side but still look to the leader for direction and guidance (Kelley, 2008, as cited in Novikov, 2016; Northouse, 2019).
- **Passive Followers:** Passive followers (sometimes called "sheep") who look to the leader for direction and motivation (Northouse, 2019). Passive followers unquestioningly follow the leader but only after being given constant direction (Kelly, 2008, as cited in Novikov, 2016).

Theoretical Framework of the Study

The theoretical framework of this study was developed based on Hersey, Blanchard (1996) and Kelley (1992). The Hersey and Blanchard situational leadership theory is based on two dimensions: task behavior and relationship behavior (Hersey, Blanchard, & Johnson, 1996, as cited in Safitir & Fahmi, 2014). Based on these two dimensions, there are four leadership styles: telling, selling, participating and delegating.

- **Telling style** reflects a high concern for tasks and a low concern for people and relationship. This is a very directive style. The leader gives explicit directions about how tasks should be accomplished.
- **Selling style** is based on high concern for both tasks and relationships. With this approach, the leader explains decisions and gives followers a chance to ask questions and gain clarity about work tasks.
- **Participating style** is characterized by high relationship and low task behavior. The leader shares ideas with followers, encourages participation, and facilitates decision making.
- **Delegating style** reflects a low concern for both tasks and relationships. This leader provides little direction or support because responsibility for decisions and their implementation is turned over to followers (Daft, 2008).

The Kelley followership typology has two dimensions: independent critical thinking and active engagement. Based on these two dimensions, there are five styles of followership: exemplary, alienated, pragmatic, conformist, and passive.

- **Exemplary Followers:** Exemplary followers (sometimes called "star" followers) are rank high in both active engagement and independent critical thinking. Exemplary followers think for themselves and are willing to challenge leaders by providing alternative solutions if they disagree with the leader. They proactively support organizational goals and leader decisions that are congruent with their beliefs (Kelley, 1992, as cited in Novikov, 2016).
- **Alienated Followers:** An alienated follower thinks independently and critically but is not active in carrying out the role. They do not contribute to the positive direction of the organization (Suda, 2013).
- **Pragmatist Followers:** Pragmatists have a moderate level of engagement and portray a moderate level of critical thinking (Kelley, 1992, as cited in Novikov, 2016). They are uncommitted and wait to see where things they take action (Kelley, 2008, as cited in Novikov, 2016).
- **Conformist Followers:** The conformist follower is highly engaged and eager to do the work but low in independent thinking skills and lack original ideas. They willingly take orders, but do not question the leader's ideas or decisions. They like having someone above them and work to please (Schwind, 2009).
- **Passive Followers:** Passive followers, also referred to as "sheep," are neither independent thinker, nor are they active in their role. They rely on others and look to the leaders to do the thinking. Many passive followers have not developed their followership skills, so they basically do nothing (Kelly, 1992, as cited in Schwind, 2009).

The theoretical framework of this study is illustrated in the following Figure 1.

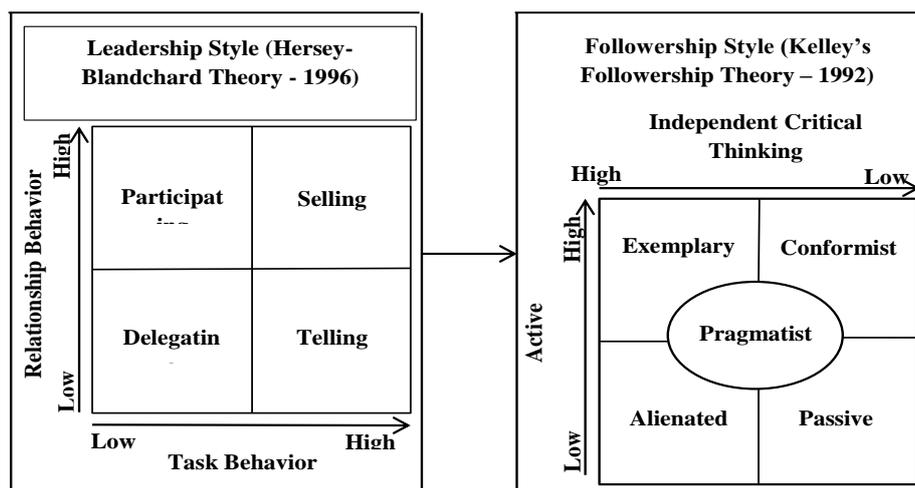


Figure 1 Theoretical Framework for the Relationship between Leadership Style and Followership Style

Adapted from: Safitri & Fahmi (2014). The relationship of leadership style and followership style (Case: Andalas University).

Methodology

In this study, both quantitative and qualitative research methods were used. For quantitative analysis, “*Leadership Effectiveness and Adaptability Description Questionnaire*” developed Hersey and Blanchard (1996, as cited in File & Shibeshi, 2012), and “*Kelley’s Followership Styles Questionnaire*” developed by Kelley (1992, as cited in Johnson, 2003) were used to collect the required data. The reliability coefficient (Cronbach’s alpha) of Kelley’s Followership Styles Questionnaire was 0.854.

Simple random sampling method was used. For quantitative analysis, 255 teachers from 11 selected Basic Education High Schools in Nyaung Shwe Township participated. The descriptive statistic, such as simple frequency was used to investigate the predominantly perceived leadership style of principals and followership style criteria developed by Fobbs (2010, as cited in Novikov, 2016) was used to investigate the predominantly perceived followership styles of teachers. The integration model (Bjugstad, Ken, Spotlight & Comcast, 2006, as cited in Safitri & Fahmi, 2014) was applied to determine if followership styles correspond with leadership styles at selected high schools. For qualitative analysis, 18 teachers from 4 selected Basic Education High Schools in Nyaung Shwe Township participated. And, interviews with selected teachers were conducted to capture phenomena in teachers’ own words about principals’ leadership styles and teachers’ followership styles by using thematic analysis method (Saldaña, 2009).

Research Findings

Quantitative Research Findings

The result of the teachers’ perception of their principals’ leadership styles were shown in Table 1.

Table 1 Frequency of Teachers’ Perception of their Principal’ Leadership Styles of High School in Nyaung Shwe Township (N=255)

Schools	Frequency			
	Selling	Telling	Participating	Delegating
S1	123	125	52	23
S2	112	116	89	17
S3	129	139	93	43
S4	88	90	69	54
S5	128	130	126	53
S6	113	114	83	47
S7	133	126	104	54
S8	154	80	112	41
S9	145	86	37	77
S10	102	60	43	20
S11	146	100	117	57

According to Table 1, out of 11 high schools, teachers from **S1, S2, S3, S4, S5** and **S6** perceived that their principals mostly exhibited Telling style and second mostly exhibited Selling Style. On the other hand, teachers from the remaining schools (**S7, S8, S9, S10**, and **S11**) perceived that their principals mostly exhibited Selling Leadership Style and second mostly exhibited Telling Style.

The result of the teachers’ perception of their followership styles were shown in Table 2. According to Table 2, out of 11 high schools, teachers from **S1, S2, S3, S4, S5, S6** and **S10**

perceived that they mostly exhibited Conformist Followership Style and second mostly exhibited Pragmatist Style and Exemplary Style and very rarely exhibited Passive Style but none of them exhibited Alienated Style. On the other hand, teachers from **S7**, **S8** and **S11** perceived that they mostly exhibited Pragmatist Followership Style and second mostly exhibited Exemplary Style and Conformist Style and very rarely exhibited Passive Style but none of them exhibited Alienated Style. Finally, teachers from remaining school (**S9**) perceived that they mostly exhibited Passive Followership Style and second mostly exhibited Pragmatist Style and Exemplary Style and very rarely exhibited Conformist Style but none of them exhibited Alienated Style.

Table 2 Frequency of Teachers' Perception of their Followership Styles of High Schools in Nyaung Shwe Township (N=255)

Schools	Frequency				
	Exemplary	Conformist	Alienated	Passive	Pragmatist
S1	6	10	0	1	5
S2	6	10	0	0	7
S3	4	15	0	0	9
S4	4	12	0	0	3
S5	5	11	0	1	10
S6	4	10	0	1	9
S7	4	5	0	0	11
S8	4	6	0	2	12
S9	6	4	0	7	6
S10	5	7	0	2	4
S11	7	3	0	2	11

The results of the teachers' perception of their followership styles were shown in Table 3. Based on the result, if we take a look to the integration model between leadership styles and followership styles by Bjugstad (2006, as cited in Safitri & Fahmi, 2014), seven schools such as **S1**, **S2**, **S3**, **S4**, **S5**, **S6** and **S9** corresponded. Five schools such as **S7**, **S8**, **S10** and **S11** did not correspond.

Table 3 Mostly Exhibited Principals' Leadership Styles and Teachers' Followership Styles of Schools

Schools	Mostly Exhibited Principals' Leadership Styles	Mostly Exhibited Teachers' Followership Styles	Correspond/ does not Correspond
S1	Telling	Conformist	Correspond
S2	Telling	Conformist	Correspond
S3	Telling	Conformist	Correspond
S4	Telling	Conformist	Correspond
S5	Telling	Conformist	Correspond
S6	Telling	Conformist	Correspond
S7	Selling	Pragmatist	Does not correspond
S8	Selling	Pragmatist	Does not correspond
S9	Selling	Passive	Correspond
S10	Selling	Conformist	Does not correspond
S11	Selling	Pragmatist	Does not correspond

Based on the *open-ended responses* of teachers, principals from Basic Education High Schools in Nyaung Shwe Township mostly exhibited telling leadership style (for example the

principal points practically about the facts that should be done in teaching activities and co-curriculum activities). Again, teachers from Basic Education High Schools in Nyaung Shwe Township mostly exhibited conformist followership style (for example the teachers performed the processes set by principal to be successful and participated dynamically in school activities).

Finally, according to the *interview* responses of participants, it was found that the principals of **S4** and **S5** mostly exhibited telling leadership style and teachers of **S4** and **S5** mostly exhibited conformist followership styles. Principals' leadership styles corresponded with teachers' followership styles according to integration model. In addition, it was found that the principals of **S8** and **S10** mostly exhibited selling leadership style and teachers of **S8** and **S10** mostly exhibited conformist followership styles. Principals' leadership styles did not correspond with teachers' followership styles according to integration model.

Qualitative Research Findings

The sample of this study consisted of 11 Basic Education High Schools in Nyaung Shwe Township. Based on the quantitative results, if we take a look to the integration model between leadership styles and followership styles by Bjugstad, two correspondent schools (**S4** and **S5**) and two not correspondent schools (**S8** and **S10**) were selected for interview. For qualitative analysis, the interview transcripts were analyzed by thematic analysis methods. The overall framework for analyzing data was arranged into three levels. Firstly, when teachers were asked about their principal's leadership styles at **S4**, they showed their different perceptions, for examples;

"Our principal solves problems with teachers."

"Our principal negotiates conflicts."

"Our principal lets to reveal others' opinions freely."

Then, when teachers were asked about their followership styles at **S4**, they answered differently, for examples;

"I learn/study more by myself."

"I perform the assigned tasks dutifully."

For **S4**, at Level 1 interview transcripts were analyzed into **40** codes as shown in above examples. And then in Level 2, **40** codes were developed under **7** categories. They were related to selling leadership styles, telling leadership styles, participating leadership styles, delegating leadership styles, exemplary followership styles, conformist followership styles, passive followership styles and pragmatist followership styles. And at Level 3, codes from Level 2 were analyzed in search of answers for main research questions. After analyzing the data collected into three levels, three main themes were discovered to answer the research questions. They are:

- 1) Principal' mostly exhibited leadership style of **S4** was telling style.
- 2) Teachers' mostly exhibited followership style of **S4** was conformist style.
- 3) According to the integration model, principal's leadership style corresponded with teachers' followership styles.

And then, when teachers were asked about their principal's leadership styles at **S5**, they showed their different perceptions, for examples;

"Our principal never makes decision alone."

"Our principal makes decision as he wished."

Then, when teachers were asked about their followership styles at **S5**, they answered differently, for examples;

“I tell the principal frankly what I want.”

“80% of the teachers are super active.”

For **S5**, at Level 1 interview transcripts were analyzed into **46** codes as shown in above examples. And then in Level 2, **46** codes were developed under **6** categories. They were related to selling leadership styles, telling leadership styles, participating leadership styles, exemplary followership styles, conformist followership styles and pragmatist followership styles. And at Level 3, codes from Level 2 were analyzed in search of answers for main research questions. After analyzing the data collected into three levels, three main themes were discovered to answer the research questions. They are:

- 1) Principal’ mostly exhibited leadership style of **S5** was telling style.
- 2) Teachers’ mostly exhibited followership style of **S5** was conformist style.
- 3) According to the integration model, principal’s leadership style corresponded with teachers’ followership styles.

And then, when teachers were asked about their principal’s leadership styles at **S8**, they showed their different perceptions, for examples;

“Our principal lets to reveal others’ opinions freely.”

“Our principal respects teachers’ teaching/learning situation.”

Then, when teachers were asked about their followership styles at **S8**, they answered differently, for examples;

“I use to teach my students about music.”

“All teachers help solve problems.”

For **S8**, at Level 1 interview transcripts were analyzed into **45** codes as shown in above examples. And then in Level 2, **45** codes were developed under **6** categories. They were related to selling leadership styles, telling leadership styles, participating leadership styles, exemplary followership styles, conformist followership styles and pragmatist followership styles. And at Level 3, codes from Level 2 were analyzed in search of answers for main research questions. After analyzing the data collected into three levels, three main themes were discovered to answer the research questions. They are:

- 1) Principal’ mostly exhibited leadership style of **S8** was selling style.
- 2) Teachers’ mostly exhibited followership style of **S8** was conformist style.
- 3) According to the integration model, principal leadership style did not correspond with teachers’ followership styles.

And then, when teachers were asked about their principal’s leadership styles at **S10**, they showed their different perceptions, for examples;

“Our principal always reconciles us.”

“Our principal makes the schools competition.”

Then, when teachers were asked about their followership styles at **S8**, they answered differently, for examples;

“I take care of school in summer holiday.”

“I only participate in teaching.”

For **S10**, at Level 1 interview transcripts were analyzed into **61** codes as shown in above examples. And then in Level 2, **61** codes were developed under **8** categories. They were related to selling leadership styles, telling leadership styles, participating leadership styles, delegating leadership styles, exemplary followership styles, conformist followership styles, passive followership styles and pragmatist followership styles. And at Level 3, codes from Level 2 were analyzed in search of answers for main research questions. After analyzing the data collected into three levels, three main themes were discovered to answer the research questions. They are:

- 1) Principal' mostly exhibited leadership style of **S10** was selling style.
- 2) Teachers' mostly exhibited followership style of **S10** was conformist style.
- 3) According to the integration model, principal leadership style did not correspond with teachers' followership styles.

Discussion and Conclusion

According to the perceptions of teachers in both quantitative and qualitative analysis, for research question one, it was found that principals from Basic Education High Schools in Nyaung Shwe Township mostly exhibited telling leadership styles. Daft (2008) suggested that the leader who used telling leadership style gives explicit directions about how tasks should be accomplished. Therefore, it can be interpreted that principals from Basic Education High Schools in Nyaung Shwe Township gave definite directions and guidance to teachers, motivated teachers to do the new jobs, listened to the teachers' opinions but they did not focus on the relationship between principals and teachers. For research question two, it was found that teachers from Basic Education High Schools in Nyaung Shwe Township mostly exhibited conformist followership styles. Kelley (2008, as cited in Novikov, 2016) and Northouse (2019) suggested that conformist followers who are yes people and very active followers that unquestioningly follow leader directions and always on the leader's side but still look to the leader for direction and guidance. Therefore, it can be interpreted that teachers from Basic Education High Schools in Nyaung Shwe Township are super active followers, have done what the principals direct, and performed effectively the things given for them. Furthermore, it could be suggested that teachers should give advices and suggestions about the schools' improvement to principals conveniently.

For research question three, it was found that two types of schools: correspondent schools and not correspondent schools. It can be interpreted that most of the principals from Basic Education High Schools actually know their teachers' followership styles but some principals do not actually know about their teachers. This finding was consistent with Safitri and Fahmi (2014) research and it can be interpreted that if the principals cannot exhibit the corresponding leadership styles, the improvement of schools will not be achieved as they wished. Therefore, it can be interpreted that if the principals exhibit the corresponding leadership style with teachers' followership styles, the teachers will be happy to stay at their schools and they will try their best and they will perform the schools' activities actively and as the result, the school will improve. On the other hand, sometimes it could be the teachers who miss perceived themselves as someone who is the best in the world.

In any school organization, we must understand the functions of both leadership and followership in our schools and realize that the motivation of followers (teachers) will have an impact on the effectiveness of the school (Crippen, 2012). The greatest successes in an organization require that people in both roles perform maximally (Kelley, 1992, as cited in Beckerleg, 2002).

Therefore, it could be suggested that principals should move from one leadership style to another to meet the changing needs of the schools and their teachers. According to literature, exemplary followership style is the best style so it could be suggested that all teachers from selected schools should turn their style into exemplary style in order to achieve organizational success. Therefore, it is suggested that not only the principals should adjust their leadership styles and teachers' actual followership styles but also teachers themselves must realize their followership styles.

Recommendations for Further Research

Based on the research findings, the recommendations are as follows:

- This research was limited at Basic Education High Schools in Nyaung Shwe Township, Southern Shan State. Therefore, similar research should be conducted at primary schools, middle schools, high schools in other states or regions.
- Again, this study was conducted based on teachers' perceptions of principals' leadership styles and teachers' followership styles. Therefore, further studies are needed to conduct by students' rating and principals' rating.
- In this research, quantitative and qualitative research methods were utilized but interview was conducted in order to obtain detailed information about teachers' perceptions on their principals' leadership styles and their followership styles.

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