

RELATIONSHIPS AMONG ADMINISTRATIVE BEHAVIOUR OF PRINCIPALS, WORK MOTIVATION AND ORGANIZATIONAL COMMITMENT OF TEACHERS

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Abstract

The purpose of this study is to investigate relationships among administrative behaviour of principals, work motivation and organizational commitment of teachers at selected Basic Education High Schools in Mogaung Township. Quantitative research methods were applied to collect required data. The sample for quantitative study was selected through purposive sampling which included 243 teachers from 6 selected Basic Education High Schools in Mogaung Township. This quantitative study was conducted by using three instruments: “*Administrative Behaviour Scale*” to assess the perceptions of teachers on their principals’ administrative behaviour, “*Work Motivation Scale*” to find out the perceptions of teachers on their work motivation, “*TCM Employee Commitment Survey*” to evaluate the perceptions of teachers on their organizational commitment. Data were computed by utilizing descriptive statistics and Pearson product-moment correlation analyses through SPSS software. According to the result of this study, teachers perceived that there were high levels of administrative behaviour of their principals, their work motivation and organizational commitment at selected high schools in Mogaung. Moreover, administrative behaviour of principals was positively and moderately correlated with organizational commitment of teachers ($r=0.629, p<0.01$). Moreover, a positive and high correlation was found between work motivation and organizational commitment of teachers ($r=0.790, p<0.01$). Again, administrative behaviour of principals was significantly and highly correlated with work motivation of teachers ($r=0.726, p<0.01$). Therefore, it can be concluded that if the level of administrative behaviour of principals was high, the work motivation of teachers will also be high and thereby leading greater organizational commitment of teachers.

Keywords: Administrative Behaviour of Principal, Work Motivation, Organizational Commitment

Introduction

A principal holds a key position in the administration of school. When the principal plans, organizes, communicates and takes decisions in order to achieve the goals of school, these specific behaviours of planning, organizing, communication and decision making become his administrative behaviour. Moreover, Ajay (2002, as cited in Arya, 2015) found that administrative behaviour of principal, which can impact performance of the students, play a central role in effective school. Thus, the administrative behaviour of a principal is an inspiring force that creates healthy climate, high morale, motivation and commitment in the institution (Rangan, 2007).

Similarly, Teachers need to be motivated first to improve their performance to ensure that their goals are carried out efficiently (Erdener & Dalkiran, 2017). Moreover, Sahertian (2000, as cited in Mustafa & Othman, 2010) asserted that teacher’s seriousness in teaching depends on teacher work motivation and professional competencies. In addition, Motivation among teachers is an essential factor for improving the effectiveness and achievements in the classroom and at school (Ololube, 2006, as cited in Accariya & Khalil, 2016). Moreover, one of the key factors that influence the organizational commitment is the motivation related to the commitment formation (Steer & Porters, 1990, as cited in Tentama & Pranungsari, 2016).

Moreover, the study of commitment to the organization is important because organizational commitment can influence employees’ creativity, innovativeness, adaptation, and reduces

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withdrawal behaviors. When teachers' commitment is high, educational institutions benefit in many ways (Das, 2017). Since teaching is a demanding profession, commitment and perseverance have been identified as critical factors for the success of educational institutions. In particular, a teacher's commitment is deemed instrumental in reaching out to this degree of success (Hueberman, 1993, as cited in Mohan & Kaur, 2014).

Therefore, this study explores the relationships among administrative behaviour of principals, work motivation of teachers and their organizational commitment at selected Basic Education High Schools in Mogaung Township. This study might provide insights into approaches which can support organizational commitment of the teachers by developing effective administrative behaviour of principals and work motivation of teachers. In such a way, exploring the relationships among administrative behaviour of principals, work motivation and organizational commitment of teachers is necessary and it is important for principals, teachers and education.

Purpose of the Study

The main purpose of this study is to explore relationships among administrative behaviour of principals, work motivation and organizational commitment of teachers.

The specific purposes of this study are:

- (1) To investigate perceptions of teachers on administrative behaviour of their principals,
- (2) To explore perceptions of teachers on their work motivation,
- (3) To determine perceptions of teachers on their organizational commitment,
- (4) To examine the relationship between administrative behaviour of principals and organizational commitment of teachers,
- (5) To study the relationship between work motivation of teachers and their organizational commitment, and
- (6) To investigate the relationship between administrative behaviour of principals and work motivation of teachers.

Research Questions

The following research questions guide the direction of the study.

1. How do teachers perceive administrative behaviour of their principals at selected Basic Education High Schools in Mogaung Township?
2. How do teachers perceive their work motivation at selected Basic Education High Schools in Mogaung Township?
3. How do teachers perceive their organizational commitment at selected Basic Education High Schools in Mogaung Township?
4. Is there any relationship between administrative behaviour of principals and organizational commitment of teachers at selected Basic Education High Schools in Mogaung Township?
5. What is the relationship between work motivation of teachers and their organizational commitment at selected Basic Education High Schools in Mogaung Township?
6. What is the relationship between administrative behaviour of principals and work motivation of teachers at selected Basic Education High Schools in Mogaung Township?

Scope of the Study

1. The scope of this study is limited to Basic Education High Schools in Mogaung Township.
2. The sample schools are limited to the schools in which the principals have at least one year of administrative service at the current schools.
3. The findings of the study may not be generalized to any group other than high schools in Mogaung Township.

Definitions of Key Terms

For the purpose of clarity, this study utilizes following operational definitions.

Administrative Behaviour is considered as the ‘on-the-job’ behaviour of a school principal (Taj, 2002, as cited in Parkash & Hooda, 2018). In this study, administrative behaviour of principals includes planning, organization, communication and decision making.

- (i) **Planning** generally means working out a detailed outline of the activities to be undertaken for the achievement of the goals of schools, of the method to be employed of participating teachers and accessories (Shaikh, 2016).
- (ii) **Organization** concerns the relationship between principals and teachers with respect to the delegation of responsibilities and authorities (Shaikh, 2016).
- (iii) **Communication** refers to the extent of freedom of flow of dynamic communication among principal, teachers, students, higher authorities and communities (Taj, 2002, as cited in Parkash & Hooda, 2018).
- (iv) **Decision Making** is the core activity that a school performs to carry out the administrative process in order to accomplish action (Taj, 2002, as cited in Parkash & Hooda, 2018).

Work Motivation is the process that arouses, energizes, directs, and sustains behavior and performance among teachers (Slocum, & Hellriegel, 2009 as cited in Ogonda, Orwa, Peter & Jedida, 2015). In this study, work motivation includes job security, flexibility in job, social climate, extrinsic motivation and intrinsic motivation.

- (i) **Job Security** is the objective sign of presence or absence of such factors as tenure and assurance of or threats to continued employment (Silver, 1983).
- (ii) **Flexibility in Job** can be defined as a state of equilibrium achieved between working priorities and private/personal lifestyle of teachers (Shaikh, 2016).
- (iii) **Social Climate** is social interaction among the colleagues (Shaikh, 2016).
- (iv) **Extrinsic Motivation** is called tangible benefits related to job such as salary, fringe benefits and job security (Latham, 1998, as cited in Shaikh, 2016).
- (v) **Intrinsic Motivation** refers to self-respect of accomplishment and personal growth of teachers (Ellis, 1984, as cited in Shaikh, 2016).

Organizational Commitment is a psychological state among teachers exhibiting a positive disposition and loyalty to the school (Meyer & Allen, 1990, as cited in Jackson, 2018). In this study, organizational commitment includes affective commitment, continuance commitment and normative commitment.

- (i) **Affective Commitment** is the teacher’s emotional attachment to, identification with, and involvement in the school (Meyer & Allen 1990, as cited in Pachua, 2018).

- (ii) **Continuance Commitment** is awareness of the costs associated with leaving the school (Meyer & Allen, 1990, as cited in Patil, 2016).
- (iii) **Normative Commitment** is a feeling of obligation to continue employment in school (Meyer & Allen, 1990, as cited in Patil, 2016).

Review of Related Literature

Administrative Behaviour

The concept of the "behaviour of the administrator" was introduced by Simon (1947, as cited in Rajeevalochana, 1981). According to him, administrative behaviour is defined as an organized system where the administrator maintains a relationship from lower to higher strata of the organization. Kakati (2017) also stated that administrative behaviour is one of the important factors for administrative success because it affects the behaviour of the other persons of the institution.

The school principal is the head of the masters or teachers in a particular school. He holds the key position and plans, coordinates and organizes various programs (Deodas, 2016). As a leader of the school, it is the behaviour of principal that improves or affects the quality of work that goes on in the school. Proper administrative behaviour of the principal will improve the teaching learning situation, team spirit, mutual respect and cooperation in the institution. The success of a school, therefore, depends upon the administrative behaviour of the principal (Kakati, 2017). Aspects of administrative behaviour have been grouped under four components by Taj (1998, as cited in Deodas, 2016): Planning, Organization, Communication and Decision Making.

Planning is the working out in broad outlines the things that need to be done and the method for doing them to accomplish the purpose set for the enterprise (Gullick, 1974, as cited in Thirunavukkarasu, 2000). Planning is the first step in any academic and administrative assignment. The principal has to plan all kinds of his activities in time for implementing various programs with success (Riti, 2010). According to Kakati (2017), during planning principal should seek cooperation of his staff. Planning area includes the items pertaining to the activities in the school which are decided in advance before the commencement of the academic year (Parkash & Hooda, 2018).

The next important task of the principal is organization. The principal can shape organizations to become better equipped in attaining their objectives in an effective way. This area includes the functions pertaining to how the principal distributes the work to be carried out by different staff members for the academic year and how he fixes up the responsibilities of each staff member (Riti, 2010). According to Deodas (2016), the school principal's organizing duties consist of the following tasks: organization of school plant, organization of the instructional work, organizing activities and organization of office work.

Communication, the lifeblood of every school or every organization, is the process that links the individual, the group and organization (Keyton, 2011 as cited in Lunenburg & Ornstein, 2012). In a school, communication means the direction, information, ideas, explanation and questions which are transmitted from principal to staff, staff to principal or staff to staff. Effective communication is important for good academic ambiance of the school. The principal should inform his ideas or planning to his staff time to time. He should organize meeting of various cells to exchange ideas and views on a particular matter. In addition, the principal should held meeting with different stakeholders of the school to get the feedback of the school (Kakati, 2017).

Decision making, universally defined as the process of choosing from among alternatives, is important to an understanding of educational administration (Lunenburg & Ornstein, 2012).

Similarly, all school activities from the beginning of the session to the end are important issues of decision-making. Before taking a decision the principal should consult the matter with his staff. This area is concerned with the decision making process of school heads, that is, the quickness and speediness of the decisions based on certain facts, experiences and rationality, etc. (Riti, 2010). In addition, the school principals have to select the best alternatives at the right time (Deodas, 2016).

Work Motivation

The relationship between a person and his or her work is a basic element of social life (Gehlawat, 2012). Work motivation is the process that arouses, energizes, directs, and sustains behavior and performance among employees (Slocum & Hellriegel, 2009 as cited in Ogonda *et al.*, 2015). Accordingly, Jennifer Vanbaren (2010, as cited in Gehlawat, 2012), work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well.

The educational organizations and school systems should have great attention in motivating teachers for a better performance and in achieving the expected educational goals and objectives for the future development of the country (Demekeet *et al.*, 2014, as cited in Ushuri, 2016). Work Motivation among teachers is an essential factor for improving the effectiveness and achievements in the classroom and at school (Ololube, 2006, as cited in Accariya & Khalil, 2016). Furthermore, teacher work motivation has been found to be correlated with high performing students (Michael Owa, 2002 as cited in Ushuri, 2016). Work motivation consists of five components: job security, flexibility in job, social climate, intrinsic motivation and extrinsic motivation (Shaikh, 2016).

Job security is one's expectation about continuity in job situation. Job security is the objective sign of presence or absence of such factors as tenure and assurance of or threats to continued employment (Silver, 1983). It has to do with employee feeling over loss of job or loss of desirable job feature such as current working conditions. Therefore, job security is an important factor in employee commitment (Abdullah & Ramay, 2012 as cited in Dhuryana & Hussain, 2018).

Flexibility in job can be defined as a state of equilibrium achieved between working priorities and private/personal lifestyle. In effect, workers should be able to enjoy their personal time outside of the working environment without guilt or worry about work all the time (Shaikh, 2016).

Social climate is social interaction among the colleagues. When people work in a supportive environment, they strive to produce results. Such an environment is called a positive social climate. Social interaction among colleagues may be beneficial in several ways. They promote better working relationships, which in the longer term may improve the quality of work (Shaikh, 2016).

Tangible benefits related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards (Latham, 1998, as cited in Shaikh, 2016). It concerns factors outside one's job. Extrinsic factors reflect outcomes generated by performing the job and are concerned with the context or environment in which the job has to be performed (Furnham, 2005, as cited in Ushuri, 2016). That is, the behaviour is not performed for its own sake, but instead to receive a reward or to avoid some punishment once the behaviour has ended (Pelletier *et al.*, 1997, as cited in Demir, 2011).

Intrinsic work motivation is the motivation to perform an activity in order to experience the pleasure and satisfaction inherent in the activity (Slocum & Hellriegel, 2009, as cited in Ogonda *et al.*, 2015). It is concerned with self-generation factors that influence an individual to behave in a particular way (Armstrong, 2007, as cited in Ushuri, 2016). According to Ellis (1984, as cited in Shaikh, 2016), intrinsic motivation is self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards.

Organizational Commitment

Organizational commitment reflects the strength of the bond which employees feel towards their organizations (Dogan & Kilic, 2008, as cited in Patil, 2016). Thus, Organizational commitment is a psychological state that characterizes the employee's relationship with the organization with its implications for the decision to continue membership in the organization (Meyer & Allen, 1990 as cited in Manocha, 2016).

Similarly, committed teachers also have strong psychological attachment to their institutions, students and subject areas (Das, 2017). Therefore, teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment (Celep, 2000, as cited in Manocha, 2016). Therefore, it can be said that educational organizations such as schools, colleges and universities require individuals who are committed to their profession and the well-being of students (Das, 2017).

In the present investigation, the three dimensional model of organizational commitment by Meyer and Allen (1990, as cited in Manocha, 2016) has been used. The first dimension of organizational commitment is affective commitment, which represents the individual's emotional attachment to the organization. According to Meyer and Allen (1990, as cited in Pachua, 2018) affective commitment is "the employee's emotional attachment to, identification with, and involvement in the organization". Organizational members, who are committed to an organization on an affective basis, continue working for the organization because they want to (Beck & Wilson, 2000 as cited in Misra, 2013). The strength of affective organizational commitment is influenced by the extent to which the individual's needs and expectations about the organization are matched by their actual experiences (Storey, 1995 as cited in Pachua, 2018).

The second dimension of organizational commitment is continuance commitment. Meyer and Allen (1990, as cited in Patil, 2016) defined continuance commitment as "awareness of the costs associated with leaving the organization". It is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current organization (Meyer & Allen, 1990, as cited in Misra, 2013). Meyer and Allen (1990, as cited in Misra, 2013) further stated that "employees whose primary link to the organization is based on continuance commitment remain because they need to do so". The strength of continuance commitment, which implies the need to stay, is determined by the perceived costs of leaving the organization (Meyer & Allen, 1984, as cited in Pachua, 2018).

The last dimension of the organizational commitment is normative commitment. Meyer and Allen (1990, as cited in Patil, 2016) defined normative commitment as "a feeling of obligation to continue employment". Internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organization. In terms of the normative dimension, the employees stay because they should do so or it is the proper thing to do. The strength of normative organizational commitment is influenced by accepted rules about reciprocal obligation between the organization and its members (Suliman & Lies, 2000, as cited in Pachua, 2018).

Methodology

Quantitative Method

Quantitative research method was utilized to find out the relationships among perceptions of teachers on administrative behaviour of principals, work motivation and organizational commitment of teachers.

Population and Sample

There are 9 Basic Education High Schools in Mogaung Township. Among them, 6 Basic Education High Schools were selected based on the criterion that the principal had been at least one complete year at the current school. Although there are 260 teachers (senior, junior and primary teachers) in six selected Basic Education High Schools in Mogaung Township, only 243 teachers participated in the study. For Pilot test, the preliminary instruments were field tested by 104 teachers in 2 selected high schools in Mohnyin Township.

Research Instruments

“Questionnaire for Teachers” was mainly used in this study for quantitative data. “Questionnaire for Teachers” included three questionnaires: “*Administrative Behavior Scale*” which consisted of 50 items and developed by Taj (2002, as cited in Shaik, 2016), “*Work Motivation Questionnaire*” which comprised of 30 items and developed by Shaikh (2016) and “*TCM Employee Commitment Survey*” which contained 24 items and developed by Meyer and Allen (1990, as cited in Kant & Rangannavar, 2013). Cronbach’s alpha reliability coefficient of “*Administrative Behaviour Scale*”, “*Work Motivation Scale*” and “*TCM Employee Commitment Survey*” were 0.943, 0.850 and 0.787 respectively. All the questionnaires used 5-point Likert scale including “(1) strongly disagree”, “(2) disagree”, “(3) undecided”, “(4) agree”, and “(5) strongly agree”.

Preliminary Review and Data Collection Procedure

Before the survey questions were sent to the sample population, they were reviewed and revised by supervisor who was qualified for the doctorate in Educational Administration and panel of eight experts who are well-experienced in Educational Administration and Leadership. After getting the validation, a pilot test was conducted at two selected high schools in Mohnyin Township and questionnaires were collected after five days later. Based on these findings, the questionnaires were modified again under the guidance of supervisor. Then, questionnaire were distributed to teachers at selected Basic Education High Schools in Mogaung Township at the end of the November and collected in December. Collected data were finally analyzed by computing descriptive statistics and Pearson product-moment correlation analyses.

Findings

The purpose of this study was to explore the relationships among administrative behaviour of principals, work motivation and organizational commitment of teachers at selected Basic Education High Schools in Mogaung Township.

Quantitative Research Findings

Principals’ Administrative Behaviour Perceived by Teachers in Selected High Schools

Table 1 presents the mean values and standard deviations of principals’ administrative behaviour perceived by teachers at selected high schools in Mogaung Township. According to statistical information given in Table 1, the mean values for all dimensions of principals’ administrative behaviour, such as “planning”, “organization”, “communication” and “decision making”, were at high levels in all six selected high schools. Similarly, the mean values for “overall principals’ administrative behaviour” of all six selected high schools were also at high levels based on teachers’ ratings.

Among selected high schools, the mean values of all dimensions for principal’s administrative behavior perceived by teachers from S5 were the highest and those of principal’s administrative

behavior perceived by teachers from S2 were the lowest. In addition, “communication” dimension had the highest mean value (4.01), followed, in descending order, by “organization” (4.00), “planning” (3.97) and then “decision making” (3.94).

Table 1 Mean Values and Standard Deviations of Principals’ Administrative Behaviour Perceived by Teachers in Selected High Schools (N=243)

Dimensions	High Schools						Composite Means
	S1	S2	S3	S4	S5	S6	
Planning	3.98 (.275)	3.91 (.236)	3.97 (.274)	3.95 (.222)	4.05 (.159)	4.03 (.185)	3.97 (.236)
Organization	4.00 (.328)	3.96 (.165)	3.99 (.261)	4.00 (.205)	4.07 (.172)	4.04 (.219)	4.00 (.228)
Communication	4.03 (.246)	3.94 (.243)	4.01 (.219)	4.01 (.157)	4.07 (.151)	4.06 (.159)	4.01 (.213)
Decision Making	3.91 (.314)	3.84 (.303)	3.99 (.212)	3.96 (.212)	4.04 (.151)	4.04 (.112)	3.94 (.257)
Overall Principals’ Administrative Behaviour	3.99 (.264)	3.92 (.214)	3.99 (.229)	3.99 (.172)	4.06 (.143)	4.04 (.164)	3.98 (.211)C

Note: 1.00-2.33=low level,

2.34-3.67=moderate level,

3.68-5.00=high level

Teachers’ Work Motivation Perceived by Teachers in Selected High Schools

Table 2 shows the mean values and standard deviations for each dimension of work motivation and “overall work motivation”.

Table 2 Mean Values and Standard Deviations of Teachers’ Work Motivation Perceived by Teachers in Selected High Schools (N=243)

Dimensions	High Schools						Composite Means
	S1	S2	S3	S4	S5	S6	
Job Security	3.85 (.328)	3.98 (.391)	3.91 (.399)	4.00 (.219)	4.10 (.216)	4.22 (.152)	3.99 (.295)
Flexibility in Job	3.95 (.272)	3.96 (.209)	3.85 (.214)	4.05 (.244)	4.13 (.160)	4.25 (.245)	4.00 (.249)
Social Climate	4.00 (.311)	3.98 (.243)	3.92 (.232)	4.07 (.237)	4.11 (.164)	4.25 (.256)	4.03 (.259)
Extrinsic Motivation	3.80 (.362)	3.87 (.251)	3.73 (.364)	3.86 (.244)	4.08 (.152)	4.12 (.205)	3.89 (.303)
Intrinsic Motivation	4.02 (.192)	3.99 (.264)	3.88 (.310)	4.01 (.182)	4.11 (.188)	4.17 (.201)	4.01 (.247)
Overall Work Motivation	3.92 (.220)	3.96 (.195)	3.86 (.200)	4.00 (.161)	4.10 (.142)	4.20 (.194)	3.98 (.212)

Note: 1.00-2.33=low level,

2.34-3.67=moderate level,

3.68-5.00=high level

According to statistical information shown in Table 2, the mean values for all dimensions of work motivation, such as “job security”, “flexibility in job”, “social climate”, “extrinsic

motivation” and “intrinsic motivation” perceived by teachers in all six selected high schools were at high levels. Accordingly, the mean values for “overall work motivation” perceived by teachers from six selected schools were also at the high levels.

Among selected high schools, the mean value for “job security” dimension perceived by teachers from S5 was the highest and the mean value for “job security” dimension perceived by teachers from S1 was the lowest. On the other hand, the mean values for four dimensions such as “flexibility in job”, “social climate”, “extrinsic motivation” and “intrinsic motivation” perceived by teachers from S6 were the highest and those of S3 were the lowest. Similarly, when studying the mean values for “overall work motivation” of selected high schools, S6 was the highest (4.20) and S3 was the lowest (3.86) among selected high schools.

Teachers’ Organizational Commitment Perceived by Teachers themselves in Selected High Schools

Mean values and standard deviations for dimensions of organizational commitment perceived by teachers at selected high schools in Mogaung Township are presented in Table3.

Table 3 Mean Values and Standard Deviations of Organizational Commitment Perceived by Teachers in Selected High Schools (N=243)

Dimensions	High Schools						Composite Means
	S1	S2	S3	S4	S5	S6	
Affective Commitment	3.91 (.249)	3.95 (.248)	3.77 (.375)	4.00 (.200)	4.16 (.166)	4.11 (.104)	3.97 (.274)
Continuance Commitment	3.77 (.239)	3.85 (.198)	3.71 (.281)	3.89 (.198)	4.01 (.101)	4.08 (.156)	3.86 (.234)
Normative Commitment	3.93 (.284)	3.93 (.205)	3.74 (.255)	3.92 (.201)	4.07 (.125)	4.08 (.179)	3.93 (.238)
Overall Organizational Commitment	3.87 (.198)	3.91 (.179)	3.74 (.198)	3.93 (.143)	4.08 (.101)	4.09 (.109)	3.92 (.198)

Note: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

According to Table 3, the mean values for three dimensions of organizational commitment, such as “affective commitment”, “continuance commitment”, and “normative commitment”, were at high levels in six selected high schools. Similarly, the mean values for “overall organizational commitment” of all selected high schools were also at high levels based on the ratings of teachers.

When analyzing the mean values of three dimensions of organizational commitment perceived by teachers among selected high schools, the mean value for “affective commitment” perceived by teachers from S5 was the highest but the mean value for “affective commitment” perceived by teachers from S3 was the lowest. On the other hand, the highest mean values for two dimensions of organizational commitment, namely, “continuance commitment” and “normative commitment”, were found in S6 and the lowest mean values for those dimensions were found in S3. Again, when studying the mean values for “overall organizational commitment” of selected high schools, S6 was the highest (4.09) and S3 was the lowest (3.74) among selected high schools.

Relationships among Perceptions of Teachers on Principals' Administrative Behaviour, Work Motivation and Organizational Commitment of Teachers

The Pearson product-moment correlation was utilized to find out the relationships among principals' administrative behaviour, work motivation and organizational commitment of teachers. Table 4 displays the correlation between perceptions of teachers on principals' administrative behaviour and organizational commitment at all selected high schools in Mogaung Township.

Table 4 Correlation between Perceptions of Teachers on Principals' Administrative Behaviour and their Organizational Commitment

Variables	Affective Commitment	Continuance Commitment	Normative Commitment	Organizational Commitment
Planning	.534**	.387**	.482**	.592**
Organization	.564**	.339**	.481**	.587**
Communication	.555**	.320**	.464**	.568**
Decision Making	.523**	.333**	.423**	.542**
Administrative Behaviour	.598**	.378**	.509**	.629**

**Correlation is significant at the 0.01 level (2-tailed)

Based on findings of Table 4, it was found that four dimensions of the administrative behaviour of principals, such as "planning", "organization", "communication" and "decision making" were positively and significantly correlated with three dimensions of organizational commitment, such as "affective commitment", "continuance commitment" and "normative commitment". In the same way, there was a statistically positive and moderate correlation between "overall administrative behaviour" and "overall organizational commitment" ($r=0.629$, $p<0.01$). Therefore, it can be interpreted that if the level of principals' administrative behaviour is high, the level of organizational commitment of teachers will also be high.

Table 5 Correlation between Perceptions of Teachers on their Work Motivation and Organizational Commitment

Variables	Affective Commitment	Continuance Commitment	Normative Commitment	Organizational Commitment
Job Security	.509**	.511**	.492**	.534**
Flexibility in Job	.473**	.372**	.485**	.559**
Social Climate	.556**	.400**	.622**	.664**
Extrinsic Motivation	.536**	.448**	.441**	.601**
Intrinsic Motivation	.580**	.367**	.541**	.629**
Work Motivation	.679**	.542**	.657**	.790**

**Correlation is significant at the 0.01 level (2-tailed)

Table 5 displays the correlation between perceptions of teachers on their work motivation and organizational commitment in selected Basic Education High Schools in Mogaung Township. When studying the relationship between work motivation and organizational commitment of teachers in selected high schools, it was found that all dimensions of the work motivation, such as "job security", "flexibility in job", "social climate", "extrinsic motivation" and "intrinsic motivation" were positively and moderately correlated with all dimensions of organizational commitment, such as "affective commitment", "continuance commitment" and "normative commitment". Moreover, it was also found that there was a statistically significant and high

relationship between “overall work motivation” and “overall organizational commitment” ($r=0.790, p<0.01$) in selected high schools. It can be interpreted that if the level of work motivation increases, the level of organizational commitment of teachers will also be increased.

Table 6 Correlation between Principals’ Administrative Behaviour and Teachers’ Work Motivation

Variables	Planning	Organi- zation	Communi- cation	Decision Making	Administrative Behaviour
Job Security	.538**	.533**	.527**	.549**	.588**
Flexibility in Job	.391**	.460**	.458**	.389**	.468**
Social Climate	.556**	.548**	.552**	.471**	.585**
Extrinsic Motivation	.615**	.558**	.532**	.486**	.602**
Intrinsic Motivation	.562**	.518**	.568**	.469**	.582**
Work Motivation	.686**	.672**	.675**	.609**	.726**

**Correlation is significant at the 0.01 level (2-tailed)

Table 6 displays the correlation between principals’ administrative behaviour and teachers’ work motivation in all selected high schools. Based on findings, all dimensions of administrative behaviour, such as “planning”, “organization”, “communication” and “decision making” and all dimensions of work motivation, such as “job security”, “flexibility in job”, “social climate”, “extrinsic motivation” and “intrinsic motivation”, were positively and significantly correlated with each other. In addition, it was found that there was a positive and high correlation between “overall principal’s administrative behaviour” and “overall work motivation” ($r=0.726, p<0.01$). Therefore, it can be interpreted that if the level of principals’ administrative behavior is high, the level of teachers’ work motivation will also be high.

Discussion and Conclusion

This study highlights to explore the relationships among administrative behaviour of principals, work motivation and organizational commitment of teachers at selected Basic Education High Schools in Mogaung Township.

Research question one investigated the perceptions of teachers on administrative behaviour of their principals at selected Basic Education High Schools in Mogaung Township. According to the ratings of teachers, it was found that principals from selected Basic Education High Schools in Mogaung Township had high levels of administrative practices in “planning”, “organization”, “communication” and “decision making”. Similarly, mean values for “overall administrative behaviour” of selected principals were at high levels in all selected Basic Education High Schools. Therefore, it was found that principals in selected high schools in Mogaung Township planned school activities in advance and delegated school tasks and instructional tasks to teachers. Moreover, they gave teachers important information and made collaboration with experienced teachers and school committees when making decisions.

Research question two was to explore the perceptions of teachers on their work motivation at selected Basic Education High Schools in Mogaung Township. According to teachers’ self-ratings, teachers from selected Basic Education High Schools in Mogaung Township had high levels of work motivation in “job security”, “flexibility in job”, “social climate”, “extrinsic motivation” and “intrinsic motivation”. Similarly, the mean values of “overall work motivation” of teachers indicated that they had high levels of work motivation in their schools. Therefore, it was found that

teachers from selected high schools in Mogaung Township had no difficulties in performing school tasks and instructional tasks. They enjoyed their teaching in their schools. Moreover, their principals and colleagues treat them like family members. Moreover, their efforts were recognized and appreciated by their principals and colleagues.

Research question three examined organizational commitment perceived by teachers in selected Basic Education High Schools in Mogaung Township. According to perceptions of teachers' ratings, it was found that teachers from selected high schools in Mogaung Township had high levels of "affective commitment", "continuance commitment" and "normative commitment". Similarly, the mean values of "overall organizational commitment" of teachers indicated that they had high levels of organizational commitment. Therefore, teachers in selected high schools in Mogaung Township loved their schools and assumed that their school problems were their own problems. Moreover, the majority of teachers wanted to stay in their current schools.

Research question four explored the relationship between perceptions of teachers on their principals' administrative behaviour and their organizational commitment at selected Basic Education High Schools in Mogaung Township. According to the perceptions of teachers, "administrative behaviour of principals" was positively and moderately correlated with "organizational commitment of teachers". Thus, if the principals correctly practice administrative behavior such as planning, organizing, communicating and decision making in their schools, the teachers will have "affective commitment", "continuance commitment" and "normative commitment" to their schools.

Research Question five analyzed whether there is a relationship between perceptions of teachers on their work motivation and organizational commitment at selected Basic Education High Schools in Mogaung Township. Based on research findings, there was a positive and high correlation between "work motivation" of teachers and "organizational commitment" of teachers. Therefore, it can be concluded that if teachers receive adequate "job security", "flexibility in job", "social climate", "extrinsic motivation" and "intrinsic motivation", they will more commit to their teaching profession and schools.

Research question six examined the relationship between perceptions of teachers on administrative behaviour of principals and their organizational commitment at selected high schools in Mogaung Township. The results of study demonstrated that there was a positive and high relationship between "principals' administrative behavior" and "work motivation of teachers". Therefore, it can be stated that the principals systematically practice administrative behavior such as "planning", "organization", "communication" and "decision making" in their schools, work motivation of teachers such as "job security", "flexibility in job", "social climate", "extrinsic motivation" and "intrinsic motivation" were also be high.

Based on the findings of this study, the researcher wants to offer some suggestions for principals and teachers from high schools in Mogaung Township. First of all, when analyzing teachers' perceptions on mean values of administrative behaviour of principals at selected high schools in Mogaung Township, all dimensions of administrative behavior were at high levels. However, selected principals more practiced "organization" and "communication" than "planning" and "decision making" in their schools. Therefore, principals from high schools in Mogaung Township should equally and effectively employ four administrative functions to improve their schools.

Accordingly, based on the findings of work motivation perceived by teachers in selected Basic Education High Schools in Mogaung Township, all dimensions of work motivation, were at high levels in selected high schools. However, it was found that "extrinsic motivation" was the weakest dimension for teachers among all dimensions of work motivation. Hence, high schools in

Mogaung Township should have a system of rewards to encourage good behavior of teachers. Principals from high schools in Mogaung Township should motivate teachers to work hard by using a combination of intrinsic and extrinsic factors.

On the other hand, when exploring the mean values of organizational commitment perceived by teachers at selected high schools in Mogaung Township, all dimensions of organizational commitment were at high levels. However, it was found that “continuance commitment” was the lowest among the dimensions. Therefore, the principals of high schools in Mogaung Township need to utilize effective strategies for teachers in order to stay in their current schools. For examples, principals provide teachers with necessary materials and facilities, treat teachers as one of their families, respect teachers’ views and help teachers when they encounter difficulties.

All in all, the principals should carry out four administrative practices, namely, as “planning”, “organization”, “communication” and “decision making” in their schools. In addition, they should also emphasize the importance of work motivation. If they do so, consequently, organizational commitment of the teachers will be increased to a certain level. Therefore, it can be generalized that the more principals practice administrative behavior highly, the more organizational commitment of teachers will also be high. Similarly, the more work motivation of teacher is increased, the more organizational commitment of teachers will also be increased.

Recommendations for Further Research

This section presents recommendations for further study. This study explores the relationship among principals’ administrative behaviour, work motivation and organizational commitment of teachers in Mogaung Township. Based on research findings, the recommendations are as follows:

- This research was limited to Basic Education High Schools in Mogaung Township in Kachin State. Therefore, a replication of this study should be conducted in other Townships, States and Divisions.
- A comparative research should be conducted in high schools, middle schools and primary schools regarding those variables to determine the similarities and differences among different school levels.
- Again, this study was mainly based on teachers’ perceptions. Therefore, further studies should be conducted by using the ratings of students, principals and superiors.
- Moreover, large population should be used as it can ensure for a better generalization of data. Expanding the sample population can provide a greater insight into the perception of three variables.

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