

## **A STUDY OF PRINCIPAL'S LEADERSHIP STYLES ON TEACHERS' JOB PERFORMANCE IN BASIC EDUCATION HIGH SCHOOLS**

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### **Abstract**

The main aim of this study is to examine the leadership styles adopted by school principals and their influence on the job performance of basic education high school principals' current leadership styles. Descriptive research method was used in this study. 139 teachers at five selected Basic Education High Schools working in Waw Township, Bago Region were studied, using purposive sampling method. Questionnaires for teachers composing four main portions, demographic data, the perceptions on teachers' on leadership styles, the perceptions on teachers' on job performance and the open-ended questions were used. Instrument was reviewed by the teacher-experts. The reliability coefficient for the principals' leadership styles was 0.87 and for the teachers' performance was 0.91. Based on the findings obtained from the questionnaires, the total mean values for the principals' leadership styles were 4.48, 4.45, 4.42 and 4.41 respectively. It could be concluded that the principals mostly used supportive styles and directive styles than participative styles and achievement-oriented styles. Moreover, the total mean values for teachers' job performance for School A, B, C, D and E were 4.68, 4.62, 4.71, 4.65 and 4.47 respectively. The result of the data analysis indicated that the principals of School A, C and D always used supportive leadership style and directive leadership style was frequently used by the principals of School B and E. According to the result, the dimensions teachers' job performance were significantly correlated with principal's leadership styles. Computing to the result of Pearson correlation, the result indicated that the principal's leadership styles have a positively impact on the teachers' job performance in this study.

**Keywords:** leadership, leadership style, job performance

### **Introduction**

Normally, principals' leadership styles are seen in their behaviors and how they interrelate with teachers, students, parents, and other school staff. If the principal has an effective leadership style, he or she can engender a positive climate in the school. Teachers, students, staff, and parents will come to feel more comfortable and satisfied with their children's educational experience. However, if the principal is ineffective, then the opposite may equally be held true (Wachira, Gitumu, & Mbugua, 2017).

Teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meeting them (Adeyemi, 2004).

Since teachers have different cultural backgrounds, come from different socio-economic groups and have different personalities, it is important to realize that each will have his/her own way of teaching. Principals need to keep this in mind when employing leadership styles to get the most out of their teachers, and to enhance the performance of the teachers. The purpose of this study is to explore the principals' leadership styles on teacher performance in complete the basic education high schools in Waw Township.

### **Significance of the Study**

This study is to support the current endeavors of the government of the Republic of the Union of Myanmar to improve educational quality by various changes to the education system,

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such as decentralized management. Furthermore, the results of the study could be applied to the management of the education system in Education Sector. The findings derived from this study can also be useful with regard to improving school principals' leadership styles and their effect on teachers' job performance. Moreover, it will strive to determine whether the directive, supportive, participative and achievement oriented styles or a combination of these leadership styles have a greater effect on the performance of teachers (Adeyemi, 2006). This study only focuses on the leadership styles of principals and their effects on teacher performance at Basic Education High Schools in Waw Township since it would need a considerable amount of time to conduct this study in all the basic education schools in Myanmar. It also focuses on the effect of the leadership styles of school leaders on teacher performance. Participants in the research were principals and teachers at Basic Education High Schools in Waw Township, Bago Region.

## **Objectives**

### **(a) General Objective**

The general objective is to study the principal's leadership styles on teachers' job performance at Basic Education High Schools in Waw Township, Bago Region.

### **(b) Specific Objectives**

The specific objectives are

- to explore the leadership styles of the principals
- to investigate the job performance level of the teachers, and
- to find out the relationship between the principal's leadership styles on teachers' job performance

## **Research Questions**

The research questions are as follows:

- (1) Which leadership styles are most commonly adopted by the principals?
- (2) What is the job performance level of the teachers?
- (3) Is there any significant relationship between the principal's leadership styles and the teachers' job performance?

## **Scope of the Study**

This study is concerned with principal's leadership styles on teachers' job performance at basic education high schools. Due to the time constraint, this study was restricted to the areas of Waw Township, Bago Region.

## **Definitions of Key Terms**

### **Leadership**

Leadership refers to the power of an individual in a group, which provides him/her with an opportunity to practice interpersonal influence on the group members to lead their efforts towards certain goals (Atsebeha, 2016).

### **Leadership Style**

A leadership style as the dependent variable is influenced by situational factors while as the independent variable it influences the actions of teachers, the learning conditions within the

school and the attainment of outcomes such as teacher's job performance and directly and indirectly student learning outcomes (Hoy & Miskel, 2001, cited in Atsebeha, 2016).

### **Job Performance**

Teachers' job performance can be described either in terms of activities that are performed by teachers themselves during a specific period of time in the school system to reach goals already set by the organization, or as the ability of teachers to make a considerable condition to the teaching and learning process (Akinyemi, 1993, cited in Adeyemi, 2010).

### **Theoretical Framework**

The term "path-goal" draws from the principle that successful leaders clarify the path that should be followed by their subordinates in order to achieve their work goals and to make the journey along the path easier by avoiding difficulties that stand in the way of achieving of the goal (House, 1971, as cited in Yang & Lim, 2016). The path-goal leadership theory assumes that the most important part of the "leader's job is to assist followers in attaining their goals and to provide the necessary direction and support to ensure that their goals are compatible with the overall objectives of the group or organization" (House, 1971, as cited in Yang & Lim, 2016). The main assumption of Path-Goal Theory is based on that effective leaders influence employee satisfaction and job performance.

The Path-Goal Theory suggests that leaders motivate and satisfy employees in a particular situation by adapting the following leadership styles. Directive Style where the leader clarifies performance goals, means of reaching the goals, specifies standards against which the goals are measured and uses rewards to motivate the employees. Supportive style where the leader provides psychological support to the staff, the leader is friendly and approachable treats staff with respect, shows concern for the well-being of staff members and goes out of his way to make work pleasant. Participative style of leadership is where the leader encourages and facilitates staff involvement in decision making beyond their normal work activities. The leader consults with staff, seeks their suggestion before making any decision. Achievement-oriented behavior is a style directed towards motivating performance in setting challenging goals, seeking improvement, emphasizing excellence in performance, and showing confidence that subordinates will attain high standards of performance (Daniel et al., 2003, cited in Astebeha, 2016).

## **Review of Related Literature**

### **Leadership Styles**

Path-Goal Theory, originally developed by Evans (1970, as cited in Malik, 2012) and later modified by House (1971, as cited in Malik, 2012), was designed to identify a leader's most practiced style as a motivation to get subordinates to accomplish goals. It is a contingency theory rooted in the expectancy theory of motivation developed by Victor Vroom, Daniel, Villa, Howell, and Dorfman (2003, as cited in Malik, 2012).

Leader supportiveness is in itself a reward that the leader has at his or her disposal, and the judicious use of this reward increases the motivation of subordinates. Evans also studied the relationship between the behavior of leaders and the subordinates' expectations that effort leads to rewards and also studied the resulting impact on ratings of the subordinates' performance. He found that when subordinates viewed leaders as being supportive (considerate of their needs) and when these superiors provided directions and guidance to the subordinates, there was a positive relationship between leader behavior and subordinates' performance ratings (Evans, 1970 cited in Adeyemi, 2010).

House advanced that the theory intends to explain the effects of four specific kinds of leader behavior on the following three subordinate attitudes or expectations: (1) the satisfaction of subordinates, (2) the subordinates' acceptance of the leader and (3) the expectations of subordinates that effort will result in effective performance and that effective performance is the path to rewards. The four kinds of leader behavior included in the theory are: (1) directive leadership, (2) supportive leadership, (3) participative leadership and (4) achievement-oriented leadership.

Directive leadership is characterized by a leader who lets subordinates know what is expected of them, gives specific guidance as to what should be done and how it should be done, makes his or her part in the group understood schedules work to be done, maintains definite standards of performance and asks that group members follow standard rules and regulations. Directive leader tells subordinates exactly what they are supposed to do. It characterizes a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. He also sets standards of performance and defines clear rules and regulations for subordinates (Northouse, 2013, as cited in Atsebeha, 2016). Directive behavior is appropriate when task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction (Lussier and Achua, 2010).

Supportive leadership is characterized by a friendly and approachable leader who shows concern for the status, well-being and needs of subordinates. Supportive leader shows concern for subordinates' wellbeing and personal needs. Supportive leadership consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of subordinates (Northouse, 2013, as cited in Atsebeha, 2016). Supportive leadership is appropriate when task is simple, formal authority is weak, and the work group does not provide job satisfaction. Supportive leader behavior focuses on the personal needs of followers. Specific supportive leader behaviors include making the work environment an enjoyable place and expressing concern for the personal welfare of followers. House and Mitchell suggested that supportive leader behavior would be most effective when work-related activities were not intrinsically satisfying (Lussier and Achua, 2010, cited in Astebeha, 2016).

Participative leadership is characterized by a leader who consults with subordinates, solicits their suggestions and takes these suggestions seriously into consideration before making a decision. Participative leader consults with subordinates about decisions. A participative leader consults subordinates, obtains their ideas and opinions and integrates their suggestions into decision making (Northouse, 2013, as cited in Atsebeha, 2016). Participative leadership is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high; when task is complex, authority is either weak or strong, and satisfaction from co-workers is either high or low (Lussier and Achua, 2010). House and Mitchell suggested that participative leader behaviors would be most effective when directed toward followers who prefer independence.

An achievement-oriented leader sets challenging goals, expects subordinates to perform at their highest level, continuously seeks improvement in performance and shows a high degree of confidence that the subordinates will assume responsibility, put forth effort and accomplish challenging goals. This kind of leader constantly emphasizes excellence in performance and simultaneously displays confidence that subordinates will meet high standards of excellence (House, 1971, as cited in Yang & Lim, 2016). Achievement-oriented leader sets clear and challenging goals for subordinates. The leader establishes a high standard of excellence for subordinates and seeks continuous improvement. Further leader shows a high degree of confidence in subordinates (Northouse, 2013, as cited in Atsebeha, 2016). Achievement-oriented leadership is appropriate when followers are open to autocratic leadership, have external locus of control, and follower's ability is high; when task is simple, authority is strong, and job satisfaction from

co-workers is either high or low (Lussier and Achua, 2010). House and Mitchell (1975) posited that achievement-oriented behavior would be most effective for unstructured, ambiguous tasks because follower confidence in such situations is likely to be low.

### **Teacher Job Performance (JP)**

The Path-Goal Theory is relevant to this study because it is based on the principle that an employee's expectation of the amount of effort and performance expected of him/her are affected greatly by a leader's style (House, 1971, cited in Atsebeha, 2016). Based on Atsebeha's (2016) performance indicators regarding classroom atmosphere and discipline, organization, planning, monitoring and evaluation, and leadership, the questionnaire can be designed to measure teacher's job performance.

#### **1. Classroom atmosphere and discipline (CAD)**

The teacher needs to feel comfortable in his/her workplace, which are the school and more specifically, the classroom. While a disciplined environment is preferred by some teachers, others have a preference to create an enjoyable classroom atmosphere where students feel safe to take risks and be creative (Atsebeha, 2016). Teachers' working conditions include aspects such as the workload, compensation, school support for teachers' professional development, school decision-making, school safety, students' readiness to learn and public respect for teachers (Ladebo, 2005 cited in Atsebeha, 2016). These issues are relevant to be taken into account by leaders in order to assist teachers in creating a conducive classroom atmosphere.

#### **2. Organization (Org)**

Atsebeha (2016) believed that for, if the rules and routine of the classrooms are clear and agreed upon, freedom for the teachers to teach and for the learners to learn can be increased by good organization. Good classroom organization provides teachers with more time to study the learners' learning difficulties and to plan suitable learning objectives. Classroom organization also focuses on the physical environment. Thus, a successful teacher organizes a safe classroom environment. Importantly, teachers place furniture, learning centres and materials strategically, in order to optimize learners' learning and to reduce distractions (Mekelle University, 2011). Good classroom organization promotes better work delivery by both teachers and learners.

#### **3. Planning (Pl)**

One of the important aspects with regard to planning is that it makes a teacher's teaching experience an exciting and challenging journey and reduces the chance of any costly detours. Planning is fundamental to effective teaching, and therefore needs to feature in any performance management system for teachers (Atsebeha, 2016). Successful teaching starts from a plan to create a good and respectful relationship between teachers and students. It is imperative for a new teacher to plan and prepare for managing various activities. One of the important aspects with regard to planning is that it makes a teacher's teaching experience an exciting and challenging journey and reduces the chance of any costly detours. Planning is fundamental to effective teaching, and therefore needs to feature in any performance management system for teachers (Wiggins & McTighe, 2000).

#### **4. Monitoring and evaluation (ME)**

Monitoring and evaluation are how data from projects or programs are gathered systematically for diverse reasons which are important for future initiatives. As effective monitoring and evaluation is a key to effective teaching, this is a cardinal aspect in teacher job performance (Atsebeha, 2016). Monitoring is used by people to check their progress against plans

and it entails an analysis of information to compare the progress against plans already set. The data obtained during monitoring are utilized to evaluate what is desired, as evaluation is used to assess a course already offered as analytically and objectively as possible. In addition, during an evaluation, the data are scanned that can assist a teacher to develop a course or the subject matter to be taught in the future (Crawford & Bryce, 2003).

### **5. Teacher leadership (TL)**

According to Atsebeha (2016), teacher leaders assume roles such as “resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, the catalyst for change” and finally as learners themselves. They always try to improve themselves to help all students achieve the required learning goals. Teacher leaders are ready to bring change to their schools. They are visionaries who are always looking for a better way of doing things. The role which is the most important that teacher leaders fulfill is that teachers are learners. They always try to improve themselves to help all students achieve the required learning goals. (Harrisson & Kilion 2007).

## **Methodology**

In this study, descriptive research design was used to collect the required data through questionnaires and open ended questions. And so, this study was conducted during the 2018-2019 academic year and was carried out at basic education high schools in Waw Township, Bago Region.

### **Population and Sample**

The five principals whose length of service is above one year in the current school and 139 teachers at five Basic Education High Schools were purposively chosen as the sample of this study.

### **Instrumentation**

The questionnaires were based on House’s (1971) Path-Goal Leadership Theory consists of 20 items relating to principals' leadership styles (Yang & Lim, 2016). Each leadership style has 5 items. Moreover, it contains 34 items relating to teachers' job performance developed by Atsebeha, (2016); 7 items for classroom atmosphere and discipline, 6 items for organizing, 7 items for planning, 7 items for monitoring and evaluating, and 7 items for teacher leadership. There are two items for open-ended questions. The Likert’s five points scaling technique was used for analyzing the data. The collected raw data were converted into meaningful data through the use of statistical tools.

### **Procedure**

First, necessary references were thoroughly studied. References, papers, reports and periodicals for this study were obtained from the library of Yangon University of Education and the required data were searched on the Internet. Then, the questionnaires were developed to collect the required data with the guidance of the supervisor and co-supervisor. The pilot study was undertaken to refine the developed questionnaire. It produced evidence of the validity and reliability of the measure. In main study, responses from the questionnaires and open-ended questions were categorized and analyzed to implement findings in the study.

**Data Analysis**

In the quantitative analysis, the data obtained from questionnaire survey were analyzed by using the Statistical Package for the Social Sciences (SPSS) version 20. The data collected were analyzed in term of independent samples t-test and Pearson’s Product Moment Correlation. The mean values for the leadership styles were interpreted as 1 to 1.49 is never, 1.5 to 2.49 is seldom, 2.5 to 3.49 is sometimes, 3.5 to 4.49 is often and 4.5 to 5 is always. The mean values for the level of job performance were interpreted as 1 to 2.44 is low performance level, 2.45 to 3.44 is moderate performance level and 3.45 to 5.00 is high performance level. Descriptive statistics were used to tabulate means and standard deviations for group of items. The collected data were analyzed and presented in the form of tables and bar graphs.

**Findings**

In this study, descriptive and Pearson correlation were used to examine the responses of principal's leadership styles and teachers' job performance. The higher the mean values of responses, the greater principals' leadership styles and teachers' job performance. The quantitative findings of basic education high schools, Waw Township were presented in the following tables and bar graphs.

**Descriptive Statistics of Principals Leadership Styles Perceived by Teachers**

**Table 1 Mean Values and Standard Deviations of Principals' Leadership Styles at Basic Education High Schools, Waw Township**

<b>Leadership Styles</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>	<b>School E</b>	<b>Overall</b>
Directive Style	4.40 (.48)	4.81 (.24)	4.57 (.37)	4.52 (.31)	<b>4.10 (.84)</b>	4.48 (.45)
Supportive Style	4.58 (.44)	4.62 (.36)	4.66 (.37)	4.68 (.41)	3.71 (.88)	4.45 (.49)
Participatie Style	4.56 (.48)	4.79 (.25)	4.59 (.50)	4.40 (.43)	3.75 (.87)	4.42 (.51)
Achievement-oriented style	4.56 (.41)	4.71 (.28)	4.59 (.31)	4.36 (.44)	3.82 (.82)	4.41 (.45)

1.00 – 1.49 = Never                      1.50 – 2.49 =Rarely                      2.50 – 3.49 =Sometimes  
 3.50 – 4.49 =Often                      4.50 – 5.00 = Always

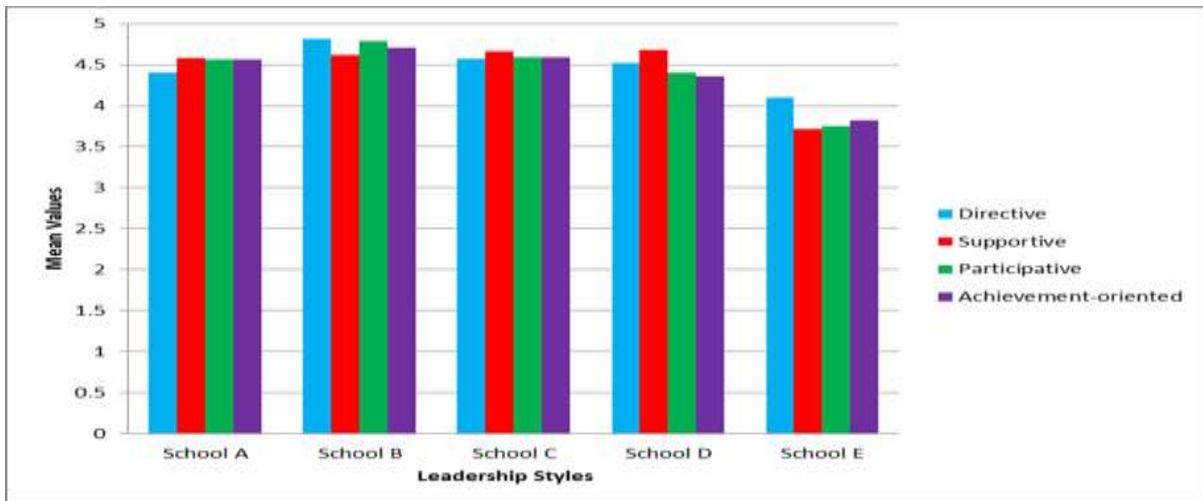
In table 1, the mean values and standard deviations of directive, supportive, participative and achievement-oriented leadership styles of School A were 4.40, 4.58, 4.56 and 4.56 respectively. It can be found that the mean score of the principal of School A for supportive style was the highest in this study.

The mean values and standard deviations of directive, supportive, participative and achievement-oriented leadership styles of School B were 4.81, 4.62, 4.79 and 4.71 respectively. It can be found that the mean score of the principal of School B for directive style was the highest in this study.

The mean values and standard deviations of directive, supportive, participative and achievement-oriented leadership styles of School C were 4.87, 4.78, 4.47, 4.65 and 4.77 respectively. It can be found that the mean score of the principal of School C for supportive style was the highest in this study.

The mean values and standard deviations of directive, supportive, participative and achievement-oriented leadership styles of School D were 4.52, 4.68, 4.40 and 4.36 respectively. It can be found that the mean score of the principal of School D for supportive style was the highest in this study.

The mean values and standard deviations of directive, supportive, participative and achievement-oriented leadership styles of School E were 4.10, 3.71, 3.75 and 3.82 respectively. It can be found that the mean score of the principal of School E for directive style was the highest in this study. It can be seen vividly in Figure 1.



**Figure 1** Comparison of Mean Values of Leadership Styles of Principals at Basic Education High Schools, Waw Township

**Table 2** Mean Values and Standard Deviations of Teachers’ Job Performance at Basic Education High Schools, Waw Township

Teachers’ Job Performance	School A Mean(SD)	School B Mean(SD)	School C Mean(SD)	School D Mean(SD)	School E Mean(SD)
Classroom Atmosphere and Discipline	4.73 (.24)	4.72 (.59)	4.87 (.18)	4.74 (.38)	4.66 (.32)
Organizing	4.63 (.36)	4.64 (.54)	4.78 (.18)	4.63 (.44)	4.55 (.36)
Planning	4.64 (.35)	4.35 (.50)	4.47 (.25)	4.49 (.57)	4.19 (.53)
Monitoring and Evaluation	4.64 (.35)	4.65 (.51)	4.65 (.22)	4.61 (.47)	4.38 (.58)
Teacher Leadership	4.76 (.50)	4.74 (.50)	4.77 (.28)	4.65 (.34)	4.47 (.48)
Overall	4.68 (.51)	4.62 (.50)	4.71 (.19)	4.65 (.41)	4.47 (.42)

1.00-2.44=Low Performance Level, 2.45-3.44=Moderate performance Level, 3.45-5.00=High Performance Level

According to Table 2, the mean values and standard deviation of classroom atmosphere and discipline, organizing, planning, monitoring and evaluation, and teacher leadership of School A (4.73, 4.63, 4.64, 4.64 and 4.76) rated by the teachers highlighted that the mean score of teachers’ job performance of School A was the highest in the dimension of teacher leadership among all five job performance dimensions in this study.

The mean values and standard deviation of classroom atmosphere and discipline, organizing, planning, monitoring and evaluation, and teacher leadership of School B (4.72, 4.64, 4.35, 4.65 and 4.74) rated by the teachers highlighted that the the mean score of teachers’ job performance of School B was the highest in the dimension of teacher leadership among all five job performance dimensions in this study.

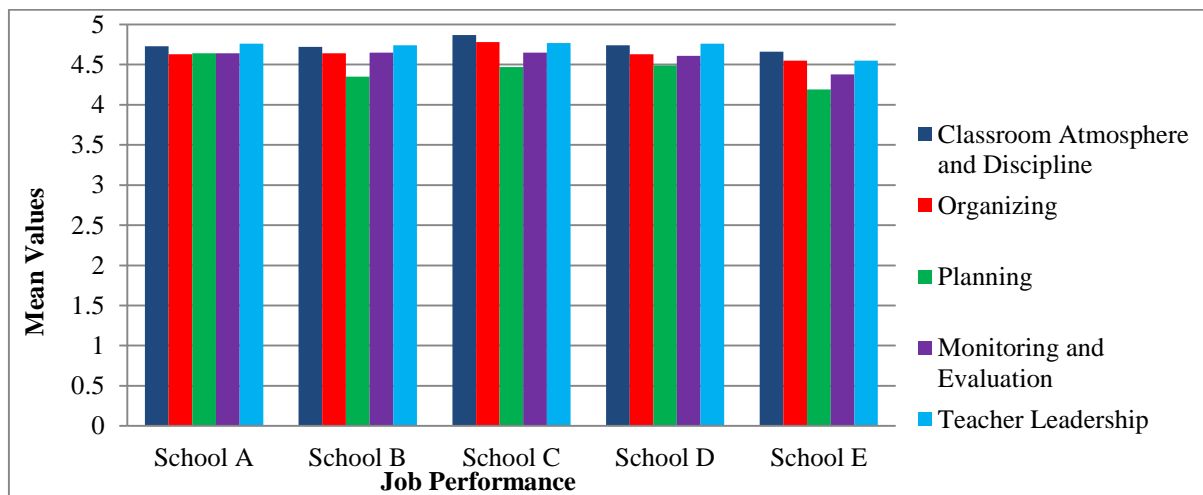
The mean values and standard deviation of classroom atmosphere and discipline, organizing, planning, monitoring and evaluation, and teacher leadership of School C (4.87, 4.78, 4.47, 4.65 and 4.77) rated by the teachers highlighted that the the mean score of teachers’ job



performance of School C was the highest in the dimension of classroom atmosphere and discipline among all five job performance dimensions in this study.

The mean values and standard deviation of classroom atmosphere and discipline, organizing, planning, monitoring and evaluation, and teacher leadership of School D (4.74, 4.63, 4.49, 4.61 and 4.76) rated by the teachers highlighted that the the mean score of teachers' job performance of School D was the highest in the dimension of classroom atmosphere and discipline among all five job performance dimensions in this study.

The mean values and standard deviation of classroom atmosphere and discipline, organizing, planning, monitoring and evaluation, and teacher leadership of School E (4.66, 4.55, 4.19, 4.38 and 4.55) rated by the teachers highlighted that the the mean score of teachers' job performance of School E was the highest in the dimension of classroom atmosphere and discipline among all five job performance dimensions in this study. It can be seen vividly in Figure 2.



**Figure 2** Comparison of Mean Values of Teachers' Job Performance at Basic Education High Schools, Waw Township

**Table 3** Correlation between Perceived Principals' Leadership Styles and Teachers' Job Performance of Basic Education High Schools, Waw Township

Leadership Styles		CAD	Org	PI	ME	TL	Overall JP
<b>Directive</b>	R	.153	.170*	.155	.087	.192*	.160
	Sig (2-tailed)	.072	.046	.069	.306	.023	.059
<b>Supportive</b>	R	.145	.155	.179*	.137	.253**	.187*
	Sig (2-tailed)	.090	.069	.035	.107	.003	.027
<b>Participative</b>	R	.210*	.197*	.245**	.247**	.300**	.262**
	Sig (2-tailed)	.013	.020	.004	.003	.000	.002
<b>Achievement-oriented</b>	R	.161	.239**	.260**	.231**	.272**	.252**
	Sig (2-tailed)	.059	.005	.002	.006	.001	.003

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

\* Correlation is significant at the 0.05 level (2-tailed).

The results presented in table 3 show that the calculated Pearson's correlation coefficient for principal's directive leadership style was significantly correlated with organizing and teacher leadership, further principal's supportive leadership style and planning along with teacher leadership were significant. And principal's participative leadership style has significant

relationship with all of teachers' job performance variables. Then principal's achievement-oriented leadership style was also significantly correlated with teachers' job performance variables apart from classroom atmosphere and discipline.

### **Open-ended Responses**

The teacher participants were asked two open-ended questions. The first question was "Express the contributions that the principal supports to his/her teachers concerning instructional tasks". The responses of the teacher participants at the five basic education high schools can be summarized as follows:

- In teaching and learning situation, the necessary instructional aids and media accessories were supported by the principal.
- In implementing the instructional tasks, the principal encouraged to progress the instructional work and accommodated the teachers' personal needs, if necessary.
- Concerning students' affairs, the meetings including teachers, students and parents were performed to liaise with parents' help and support in students' academic achievement.

Then, the second question was "Express any more contributions that the teachers expect from their principal concerning instructional tasks if there is any". The responses of the teacher participants at the five basic education high schools can be summarized as follows:

- Besides the instructional aids, the science laboratory materials will be expected to support by the principal.
- For physical development for students, the gymnasium will be anticipated to build in the school compound and also the complete and comfortable classrooms.
- The matriculation examination for the next academic year will be looked forward achievement to preplan and accomplish the target school mission.

### **Conclusion and Discussion**

The main purpose of this study was to study the leadership styles adopted by school principals and their effect on teachers' job performance at Basic Education High Schools in Waw Township, Bago Region. In order to measure the teachers' perceptions on principals' leadership styles constructed by House's (1971) questionnaires and on teachers' job performance developed by Atsebeha's (2016) questionnaires were used. Based on the findings of study, the conclusion can be dawn as follows.

**Research question one** investigated to explore the leadership styles adopted by school principals. In school A, the mean values of directive, supportive, participative and achievement-oriented leadership styles were 4.40, 4.58, 4.56 and 4.56. The highest mean value of school A was supportive leadership style. It means that the school principal always used in supportive leadership style. In school B, the mean values of directive, supportive, participative and achievement-oriented leadership styles were 4.81, 4.62, 4.79 and 4.71. The highest mean value of school B was directive leadership style. It means that the school principal always used directive leadership style. In school C, the mean values of directive, supportive, participative and achievement-oriented leadership styles were 4.57, 4.66, 4.59 and 4.59. The highest mean value of school C was supportive leadership style. It means that the school principal always used in supportive leadership style. In school D, the mean values of directive, supportive, participative and achievement-oriented leadership styles were 4.52, 4.68, 4.40 and 4.36. The highest mean value of school D was supportive leadership style. It means that the school principal always used in supportive leadership

style. In school E, the mean values of directive, supportive, participative and achievement-oriented leadership styles were 4.10, 3.71, 3.75 and 3.82. The highest mean value of school E was directive leadership style. It means that the school principal often used in directive leadership style. According to the teachers' perceptions, the School A, C and D were the highest mean values in supportive leadership style while the School B and E were the highest mean values in directive leadership style.

**Research question two** aimed to investigate the job performance level among teachers at Basic Education High Schools in Waw Township, Bago Region. To investigate the level of teachers' job performance of among teachers in each school, the obtained-statistical mean scores were used. In calculating the mean value of teachers' job performance of School A, B, C, D, and E were 4.68, 4.62, 4.71, 4.65, and 4.47 respectively. According to the statistical data, teachers perceptions on their job performance at all 5 basic education high schools were high performance level in this study. Among five basic education high schools, it can be found that the perceptions of teachers' job performance of School C was the highest and the perceptions teachers' job performance of School E was the lowest in this study.

**Research question three** evaluated to find out the relationship between the leadership styles adopted by the principals and the job performance of the teachers by using Pearson's Product Moment. According to the research findings, there was a statistically significant correlation between principals' leadership styles and the dimensions of teachers' job performance at the  $p < .01$  level and  $\alpha < .05$  level in this study. As the value of  $r$  is from the above .10 to .30, the effect size or the strength of the relationship between principals' leadership styles and teachers' job performance is considered medium or typical. In demographic data, moreover, the relationship between subordinates' teacher education, academic qualification and service in school and job performance were significant under the current principal' leadership styles while age, gender, rank, experience and teaching subject were not wise significant regarding teachers' job performance under the current principals' leadership styles.

According to open-ended questions in this study, the principals supported to the teaching and learning situations, especially teaching aids, professional development of the teachers and students affairs to progress the academic achievement of students. And also, according to the perception of the teachers, the teachers expected their principal to support laboratory materials for teachers, gymnasium for students' physical development and academic development future plan.

### Recommendations

Based on the related literature and the findings of the study, it is hoped that this study will provide the importance of where a leader falls among the four types of leadership styles to be an effective leader: principal's directing, supporting, participating and achievement-orienting to teachers; teachers' performing and expecting to their principal; and parents and community's supporting to the principal and teachers in school. It is also hoped that the knowledge gained through the study of the leadership styles may allow adapting the principal' leadership style to the needs of his subordinates and his work tasks as a good leader within the school. The study has provided a better understanding of leadership styles in order to help and develop the abilities, skills, and knowledge as a future administrator.

The following recommendations were made based on the findings of the scores reflect:

The school administrator can adapt the leadership style to the needs of the subordinates and their work tasks and can adopt a different kind of impact on the subordinates' motivation and job performance.

As a leader, it can be changed between being a directive style leader when that fits the needs of the environment or a supportive style leader when a subordinate requires more nurturing and support.

The school administrator can also be participative or achievement-oriented leader if that is the style that is required when it is important to adopt that is most necessary to attend to the needs of subordinates.

In the researcher point of view, the danger or obstacles that may be unfortunately appeared that if a subordinate becomes too dependent on his leader, he may not be able to grow professionally to the most of his potential and may not ever develop the critical thinking and decision making skills that could benefit him in his career.

### Need for Further Research

This study led to study the principal' leadership styles on improving teachers' job performance in Waw Township, Bago Region. Although the scores obtained in the questionnaires are high scoring in each of the four leadership styles. It is needed to study and to investigate about the information on how to effectively implement each leadership style and about the effectiveness of Path-Goal theory on subordinates who may have needs that fall under more than one leadership style.

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