

A Study of Influence of Principals' Leadership Styles on Teachers' Job Commitment in Basic Education High Schools

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Abstract

The main objective of this study was to study the influence of principals' leadership styles on teachers' job commitment in Basic Education High Schools, Myeik Township, Tanintharyi Region. Descriptive survey research design was employed. Quantitative and qualitative methods were used. As focused on purposive method, among eighteen Basic Education High Schools in Myeik Township, 246 teachers from nine schools with principals at least two years' service in the current school were selected as samples. The questionnaire was developed by the researcher based on literature review. The data were collected through questionnaire based on teachers' perceptions. Descriptive statistics analysis revealed that democratic leadership style was the most prominent leadership style among principals of Basic Education High Schools, Myeik Township, Tanintharyi Region. And then, it was found that teachers had high level of job commitment. Pearson product-moment correlation analyses indicated that teachers' job commitment positively and weakly correlated with democratic and laissez-faire leadership styles of principals, but did not correlate with autocratic leadership style. When multiple regression analysis was used, the outcomes indicated that democratic leadership style was the best predictor for teachers' job commitment among three leadership styles and it had a significant influence on improving job commitment of teachers in schools.

Key words: leadership style, autocratic leadership style, democratic leadership style, laissez-faire leadership style, job commitment

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