A Correlational Study of Teachers' Perceptions of Principal's Transformational Leadership Behaviors and Job Satisfaction with Organizational Commitment at Phaung Daw Oo High School, Mandalay, Myanmar

[1]Saw Kyi Hlaing, [2]Dr. Matthew Merritt
[1,2] *(Graduate School of Human Sciences, Assumption University, Thailand)*

ABSTRACT

This study mainly explored the relationship between teachers' perceptions of principal's transformational leadership behaviors and teachers' job satisfaction with their organizational commitment. The participants for this study included 123 teachers from Phaung Daw Oo, Monastic Education High School in the year of 2023. Data were collected using transformational leadership theory, Herzberg's Two-Factor Theory and The Three-Component Model of Commitment. The results provide evidence that there is a positive significant relationship between teachers' perceptions of principal's transformational leadership behavior and teachers' job satisfaction with their organizational commitment.

KEYWORDS - Job Satisfaction, Organizational Commitment, Principal, Transformational leadership, Teachers' Perception

1. INTRODUCTION

 Buddhist monasteries have been providing education in Myanmar since the 11th century, initiated by King Anawrahta's establishment of Theravada Buddhism in Lower Myanmar. The main focus of this education was on Buddhist teachings, assuming that students could read the script. During British colonization from 1824 to 1942, a competing education system was introduced, causing monastic education to take a subordinate role. As a result, monastic education has continued to remain comparatively less prominent. Under the Socialist Era in 1964, all private education, including monastic schools, was officially banned. However, in 1992, there was a decision to permit the reopening of monastic education schools, which would operate according to the curriculum established by the Ministry of Education. Since then, the number of monastic schools has increased, with 1,507 schools reported in 1996, only slightly fewer than the current official count. These monastic schools are often associated with serving underprivileged children, as they do not charge fees, attracting students from lower socio-economic backgrounds (Tin & Stenning, 2016).

The target school is one of the leading monastic institutions in Myanmar in reshaping and transforming the education system. The main purpose is to provide free basic education to students from financially disadvantaged families, promoting inclusivity regardless of gender, religion, or ethnicity. Phaung Daw Oo High School was a major endeavor to educate impoverished youngsters. Phaung Daw Oo High School supplied a vital need by providing free education to immigrants and other poor children. The school's reputation developed, attracting local and international organizations that promoted education and helped the poor. Through generous donations and support, the school expanded its facilities, improved its infrastructure, and increased the number of teachers to accommodate the growing student population. However, following the COVID-19 outbreak and the military coup in Myanmar, schools face a complicated combination of issues, including leadership instability, staff retention concerns, and financial insecurity. Traditional leadership styles may be ineffective in these dynamic and uncertain settings. Successful leadership such as transformational leadership now necessitates adaptation to fast changing situations, adept crisis management, increased empathy and emotional intelligence, encouragement of collaboration and creativity, active community participation, and resource management acumen. So, principals must be prepared to shift from traditional leadership styles to transformational leadership that are better suited to addressing these multiple difficulties while guaranteeing the well-being and success of the school community.

Principals and teachers play important roles in the development of schools. The effective principal fosters an open and friendly learning environment and ensures pupils receive a quality education. The scholars stated that the principal's leadership and management practices play a pivotal role in creating an environment conducive to learning, fostering a positive school culture, implementing effective instructional strategies, and facilitating collaboration among teachers (Fullan & Watson, 2000; Wildy & Louden, 2000). Effective principals are expected to take responsibility for setting and achieving educational goals, managing resources efficiently, promoting teacher professional development, and engaging parents and the broader community in the educational process. By holding principals accountable for these aspects, policymakers and educational stakeholders aim to drive improvements in educational quality and student outcomes.

Effective teachers use a variety of teaching methods to deliver the curriculum and provide feedback to students (Witcher & Onwuegbuzie,1999). In order to help teachers, improve their skills, principals offer them resources and opportunities for professional development. Teachers also foster a positive school culture in which students feel secure, respected, and inspired to learn. Furthermore, successful teachers use assessments to measure student progress, identify areas for improvement, and evaluate and adjust their instructional methods. According to Porter & Brophy (1988), a teacher's skill in connecting with students, motivating them, and making it easier for them to learn is affected by how well they teach and how well the students learn. It's like a two-way street where good teaching helps students learn better, and when students are engaged and learning, it makes teaching easier and more effective. The majority agree that successful school learning depends on the quality of teaching and the teacher's knowledge. In order to provide high-quality teaching, educators have to make value judgments and employ professional judgments to effectively educate their students.

Overall, principals and teachers are the backbones of school development, and a school cannot thrive and meet the needs of its students without them. In the modern workplace, effective leadership is crucial for educational organization success. Successful leaders inspire and motivate their teams toward achieving the school's strategic goals. Transformational leadership style is a popular and effective one that has been shown to enhance job satisfaction, commitment, and productivity (Judge, & Bono, 2000; Nguni et al., 2006). Then, transformational leadership not only enhances followers' dedication through personalized consideration and inspirational motivation, but it also establishes a strong emotional connection with them. This sense of connection allows followers to have a strong commitment to their organization, which motivates them to contribute enthusiastically and wholeheartedly to its aims. Transformational leaders inspire their followers to attain extraordinary levels of engagement and dedication to organizational success by exhibiting real concern for individual needs and instilling a sense of purpose and direction. As a result, modern schools prioritize hiring leaders who demonstrate transformational leadership characteristics such as vision, passion, and the capacity to empower and grow their team members (Avolio & Yammarino, 2013). By doing this, educational institutions can develop a supportive and enjoyable work atmosphere that encourages the professional development of teachers and ultimately results in increased academic accomplishment. The study will specifically target the outcomes and results within the selected school and compare them to a different context or setting.

Satisfied teachers are more likely to be motivated and dedicated to their work, which improves student achievement and fosters a better school climate. According to Klassen and Chiu (2010) satisfied teachers are more likely to use efficient teaching techniques including providing clear explanations and feedback, utilizing a range of teaching techniques, and encouraging student engagement. Moreover, they are also more likely to feel appreciated and respected, resulting in higher levels of engagement and job performance (Hultell et al., 2011). Overall, creating a supportive and enjoyable work environment for teachers can impact educators and students. Committed teachers are more likely to be dedicated to their student's achievement and school goals. According to Gagne et al., (2013), many factors, such as work satisfaction, organizational support, and teacher efficacy, are associated with teacher commitment. Committed teachers are more likely to take part in professional development opportunities, assume leadership positions, and work with other educators to enhance student outcomes (Newman et al., 2017). Also, dedicated teachers are more likely to continue teaching in the long run, which can help give continuity and stability in the school environment.

1.1 Research Objectives
The following is a list of research objectives for this study, which were derived from the research questions.
1. To determine the perceived levels of transformation leadership behaviors by teachers at Monastic Education High School of Phaung Daw Oo, Mandalay, Myanmar.
2. To determine the levels of job satisfaction of teachers at Monastic Education High School of Phaung Daw Oo, Mandalay, Myanmar.
3. To determine the levels of organizational commitment of teachers at Monastic Education High School of

Phaung Daw Oo, Mandalay, Myanmar.
4. To determine whether there is a significant relationship exist between perceived transformational leadership behaviors and job satisfaction with organizational commitment of teachers at Monastic Education High School of Phaung Daw Oo, Mandalay, Myanmar.

1.2 Theoretical Framework

There are three theories in the theoretical framework designed for this study guiding and supporting this research: Transformational Leadership Theory (Bass & Avolio, 1994), Herzberg's Two-factor theory (Herzberg, 1959) for Teacher Job Satisfaction, and the Three-Component Model of Commitment (Allen & Meyer, 1990). A detailed explanation of them will follow in the coming section.

1.2.1 Transformational leadership

The concept of transformational leadership was first introduced by James MacGregor Burns in his book "Leadership" (1978). Bass and Avolio (1994) posited that transformational leadership entails leaders inspiring and motivating employees to surpass their expectations for the betterment of the organization. This leadership style encompasses four key factors that represent the foundational elements of transformational leadership. These factors, often referred to as the four I's, are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Idealized Influence

Idealized influence refers to leaders serving as role models, creating a common vision, gaining respect, admiration, and trust from their followers, and inspiring pride and ideas in them. At the same time, their actions are highly influenced by the leaders.

Inspirational Motivation

Inspirational motivation refers to leaders inspiring and motivating followers to recognize the shared value and vision of the organization through communication rather than imposing the vision on them by coercion, offering high expectations and attractive challenges to their work, and at the same time interpreting its meaning with enthusiasm.

Intellectual Stimulation

Intellectual stimulation refers to leaders stimulating followers to be more innovative and creative, encouraging and appreciating them to shift their original beliefs or values and seek innovative solutions when they cope with various new organizational issues.

Individualized Consideration

Individualized consideration refers to leaders providing a healthy and supportive environment where they pay attention to the personal or professional needs of all their followers as attentive mentors and advisors. Sometimes leaders might delegate some individual challenges to promote their growth and potential.

This theory is relevant to the current study because the Transformational leadership theory emphasizes how leaders inspire, motivate, and engage their followers by fostering a shared vision, promoting individual growth, and encouraging innovation which will be applied to measure the principal transformational leadership by the perception of teachers.

1.2.2 Herzberg's Two-Factor Theory

Herzberg's two-factor theory is based on the idea that happy employees are more likely to be productive ones in their workplace. In 1959, Frederick Herzberg proposed the Motivator Hygiene theory, sometimes called Herzberg's Two-Factor Theory. It has been adopted by numerous researchers to measure the degree of employee work satisfaction. Although it has been condensed to a two-level framework, this theory shares similarities with Maslow's Hierarchy of Needs Theory (Lunenburg & Ornstein, 2012). **Job satisfaction or motivator factors** are internal factors associated with providing opportunities for achievement, recognition of people's contributions, creating the nature of the work, giving responsibility, providing career progression, and offering personal development. Conversely, **job dissatisfies, or hygiene factors**, are external factors, including the working environment, supervision, interpersonal relationships, pay, policy, and job safety. This theory defines job satisfaction and dissatisfaction as crucial ideas because job satisfaction influences workers' performance at work. This theory is relevant to the context because the level of job satisfaction will be measured based on the concept of this theory. Utilizing Herzberg's Two-Factor Theory to assess teacher job satisfaction is a well-planned approach. The theory's emphasis on motivator factors and hygiene factors are consistent with the

multifaceted character of educator job satisfaction. By evaluating both motivators and hygiene factors, the study can obtain a comprehensive understanding of what contributes to the overall job satisfaction of teachers and their potential areas of discontent. This approach can provide valuable insights for educational institutions seeking to improve the working environment and provide effective support for teaching staff.

1.2.3 The Three-Component Model of Commitment
Allen and Meyer (1990(defined organizational commitment as the psychological state that ties an individual to the organization. The three-component commitment model includes three distinct dimensions: affective commitment, continuance commitment, and normative commitment, which stimulate employees' sense of belonging in several ways such as emotional attachment, fear of loss, and devotion to the organization.

Affective Commitment
Affective Commitment is a person's emotional attachment to a company. It includes connecting with the organization as well as believing in and accepting its goals and values. Employees who exhibit high levels of effective commitment are far more likely to feel loyal and devoted to the organization.

Continuance Commitment
Continuance Commitment refers to a person's perceived cost of leaving a company. It involves evaluating the advantages and disadvantages of leaving an organization, such as loss of position, financial investment, and social connections. Employees with high levels of ongoing commitment have a greater probability to believe that leaving the organization would lead to significant personal costs.

Normative Commitment
Normative Commitment refers to a personality's sense of obligation to a company. It includes having faith that remaining with the organization is the "right" thing to do, regardless of personal feelings or cost-benefit analyses. Employees with high levels of normative commitment have a greater probability to feel a sense of duty and responsibility toward the organization. This theory is relevant to the current study because it provides a foundation for understanding the three-component model that will measure the level of teachers' organizational commitment to their organization. Analyzing these aspects could contribute to understanding the influence factors and ultimately enhancing teacher commitment, potentially leading to improved overall school performance and reputation.

1.3 Conceptual Framework
This study examined the teachers' perception of principal transformational leadership behaviors and their job satisfaction with organizational commitment at Monastic Education High School of Phaung Daw Oo, in Mandalay Division, Myanmar.
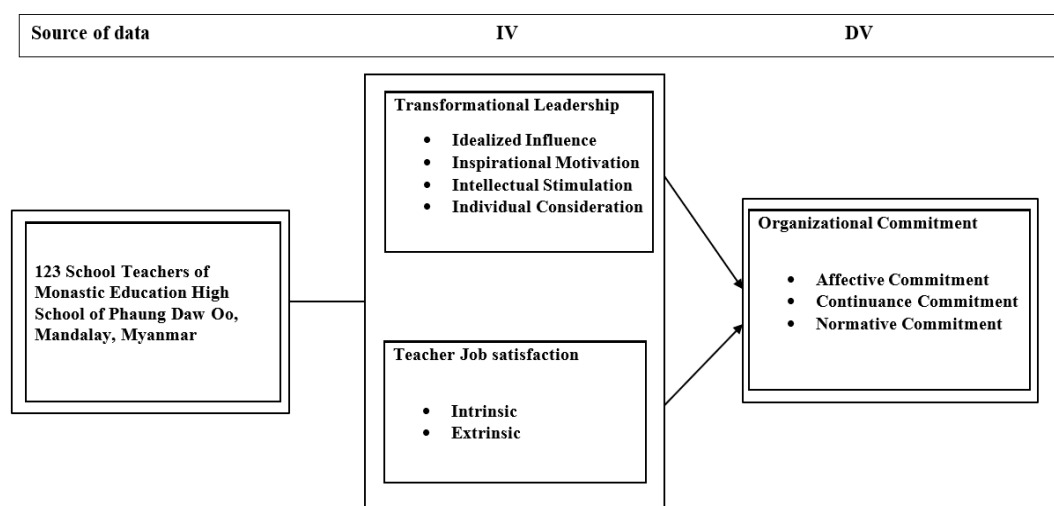
1.4 Conceptual Framework of the Study

Figure 1: Conceptual Framework

2. REVIEW OF RELATED LITERATURE

This chapter presents the reviews of the study topic of teachers' perception of principal leadership and job satisfaction with organizational commitment which will provide a background understanding of the key ideas under investigation and highlight previous studies that have dealt with the ideas relevant to this study. The review is organized into the following sections:

According to Leithwood and Jantzi (1999), transformational leadership is more impactful than other leadership ideologies in fostering followers' drive, passion, and commitment to their organization. Focusing on leadership abilities and strategies for the improvement of an organization is known as transformational leadership. Numerous studies have found a favorable relationship between transformational leadership and organizational commitment, job satisfaction, followers' faith in leaders, and academic achievement. This suggests that transformational leadership can affect a range of individual and corporate factors (Khasawneh et al., 2012; Lee & Kuo, 2019). According to Yukl (1998), Transformational leaders develop a strong commitment to the organizational goals and motivate their staff to reach the targets. Transactional leadership cannot replace transformational leadership because transformational leaders consistently establish strong and unquestionable foundational principles that lead to success. In order to develop, cultivate, and inspire subordinates, productivity is thus constructed. According to Bass (1990), leaders can motivate their staff by putting in more effort and delivering standout work by modeling the behaviors that characterize transformational leadership.

According to the research of Vroom (1964), an individual's emotional expectations of their job can lead to positive or negative attitudes toward it. Job satisfaction results from a positive attitude, whereas job dissatisfaction results from a negative attitude. Furthermore, Job satisfaction refers to the feelings and beliefs that individuals have about their present job. It encompasses a spectrum of satisfaction levels, ranging from important levels of contentment to significant dissatisfaction. Furthermore, individuals can also hold attitudes towards various aspects of their job, including the specific tasks they perform, their colleagues, supervisors or subordinates, and their level of compensation (George et al., 2008). Baker (2005) suggests that creating a positive work environment at school, where employees are content with their jobs, can facilitate success in the academic system. Allowing employees to pursue their interests can increase job satisfaction. Additionally, companies that provide opportunities for employees to read books, have discussions with colleagues, and enhance their education tend to have higher job satisfaction rates.

The strong acceptance of an organization's aim and vision shown by its followers is referred to as organizational commitment. It may also be seen as their passion to maintain their status as organization members. According to Meyer and Allen (1997), those who have a greater degree of devotion to their organization want to remain with it, believe in its objectives and visions, provide more to the organization, and secure public resources (Tatlah et al., 2011). Organizational commitment has increasingly received considerable attention in different studies because it could determine organizational performance and effectiveness (Lok & Crawford, 2004).

Raman et al. (2015) studied to determine the connection between secondary school principals' transformational leadership and the commitment of teachers. The respondents, 235 instructors chosen at random from 10 schools in the southern section of the Sungai Petani district, Kedah, received a questionnaire. Analysis of correlation data in this study was analyzed using a particular Spearman correlation coefficient. The study found a strong correlation between teachers' commitment and principals' transformational leadership, with the principals' inspiring motivation dimension serving as the domain of this style of leadership.

Getahun et al. (2016) conducted the connection between teacher job satisfaction and organizational commitment. The participants were 118 teachers chosen by simple random sampling from six elementary schools in Ethiopia. The data was examined by the researchers utilizing the t-test, correlation analysis, mean, and standard deviation. The results indicated that in the selected schools, there was evidence of a positive relationship between their job satisfaction and teachers' organizational commitment.

3. METHODOLOGY

3.1. Research Design

The purpose of this study was to investigate how teachers perceive the principal's transformational leadership and teachers' job satisfaction with their organizational commitment at Monastic Education High School of Phaung Daw Oo, Mandalay Division, Myanmar. The study was conducted using a correlational research design with a three-part questionnaire: Part (I) Multifactor Leadership Questionnaire (MLQ), Part (II) Minnesota Satisfaction Questionnaire (MSQ), and Part (III) Organizational Commitment Questionnaire (QCQ). The study applied descriptive statistics (mean and standard deviation) to determine the levels of teachers' perception of

principal transformational leadership and their job satisfaction with organizational commitment. The correlational analysis (Pearson Product- Moment Correlation Coefficient) was applied to identify the relationship between teachers' perceptions of principal transformational leadership behaviors and teachers' job satisfaction with their organizational commitment.

3.2. Population and Sample
All participants in this study were full time teachers at Phaung Daw Oo High School. The total number of teachers at the school was 123 individuals. For the research, the sample size was the entire population, including from kindergarten to Grade-12 teachers. It is important to note that all selected teachers were employed during the school year 2022-2023.

3.3. Research Instrument
The questionnaire consisted of four parts to collect data for quantitative analysis. The Teachers' Demographic Factors, the Multifactor Leadership Questionnaire (MLQ), the Minnesota Satisfaction Questionnaire (MSQ), and the Organization Commitment Questionnaire (OCQ) were employed to carry out this study. Part 1 of the questionnaire aims to gather demographic information from educators. This information included details such as gender, age, teaching experience, educational level, and teaching level. Part 2 the Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio in 1995, was a tool used to examine different leadership styles. In this specific case, the MLQ was employed to measure the principal's transformational leadership style. The questionnaire consists of 20 items and participants rated their responses on a five-point Likert scale ranging including (1) not at all, (2) once in a while, (3) sometimes, (4) fairly often, (5) frequently. Part 3 questionnaire was used to determine the level of teachers' job satisfaction. Minnesota Satisfaction Questionnaire (MSQ) is a tool for measuring job satisfaction which was originally developed by Weiss et al., (1967). The MSQ was used to determine two independent components: intrinsic and extrinsic work satisfaction used in this study. 12 items were used to determine the intrinsic factors of the teachers' job satisfaction, while 8 items were used to determine the extrinsic factors of teachers' job satisfaction. Participants were questioned to rate their level of agreement with each item on a 5-point Likert-type scale ranging from 1 to 5 strongly disagree to strongly agree: (1) strongly disagree, (2) disagree, (3), neutral, (4) agree and (5) strongly agree to show how much the participants agree with each statement about their job happiness. Part 4 the last part of the survey questionnaire was applied to determine the level of the teacher's organizational commitment. The Organizational Commitment Questionnaire (OCQ), initially established by (Allen and Meyer, 1997). The study used a 5-point Likert-type scale including (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree which percentages correspond to distinct levels of agreement.

4. FINDINGS
This section provides the research findings from the gathered data reported by 123 teachers in the selected school in Myanmar.

➢ **Research Objective 1.** The first objective was to determine the perceived levels of transformation leadership behavior by teachers. *Idealized Influence* received a mean score of 4.27, indicating a high level of Idealized Influence, $M = 4.27$, $S.D = .613$. The mean score for Inspirational Motivation was 4.46, indicating a high level of Inspirational Motivation, $M = 4.46$, $S.D = .642$. The mean score for *Intellectual Stimulation* was 4.18, indicating a high level of Intellectual Stimulation, $M = 4.18$, $S. D=650$. The mean score for *Individual Consideration* was 4.13, indicating a high level of Individual Consideration, $M = 4.13$, $S.D = .694$. The overall mean score of teachers' perceptions of the principal's transformational leadership was 4.26, and interpretation as a high, $M = 4.26$, $S.D = .566$.

➢ **Research Objective 2.** The second objective was to determine the levels of job satisfaction of teachers. The overall mean score of *Intrinsic Factors* was 4.06, indicating a high level of Intrinsic Factors, $M = 3.99$, $S.D = .886$. The mean score *Intrinsic Factor* was 4.06, indicating a high level of Intrinsic Factors, $M= 4.06$, $S.D = 849$. The overall mean score of job satisfaction was 4.02, and interpretation as a high level of perceived by the teachers, $M = 4.02$, $S.D = .867$.

➢ **Research Objective 3.** The third objective was to determine the levels of organizational commitment of teachers. Following the analysis of three components of organizational commitment, Affective Commitment was 3.97, indicating a high level of Affective Commitment, $M = 3.97$, $S.D = .659$. The mean score for Continue Commitment was 3.32, indicating a moderate level of Continue Commitment, $M = 3.32$, $S.D = .901$. The mean score for Normative Commitment was 3.80, indicating a high level of Normative Commitment, $M = 3.80$, $S.D = 634$. The overall teachers' perceptions of organizational commitment were 3.70, and interpretation as a high level of perceived by the teachers, $M = 3.70$, $S.D = .636$.

➢ **Research Objective 4.** There was a significant and strong relationship between teachers' perceptions of the principal's transformational leadership behaviors and their organizational commitment. There was a

significant and very strong relationship between teachers' job satisfaction and their organizational commitment at Phaung Daw Oo, Monastic High School, Myanmar.

5. DISCUSSION

The results for research objective one reflected a strong positive perception among teachers regarding the implementation of transformational leadership behavior by the school leadership team. The school leaders encourage creativity, innovation, and critical thinking through intellectual stimulation (Bass & Riggio, 2006). The school leaders motivate their followers to achieve exceptional results by providing active and meaningful support for their colleagues' work, promoting a sense of teamwork, and demonstrating a positive and optimistic outlook (Bass & Avolio, 2007). Then, the school leaders placed a strong emphasis on motivation followers to experiment with different approaches to task completion while also including employees in identifying and exchanging solutions to common difficulties (Podsakoff et al., 1990). With item 20 receiving the highest mean score for the principal of my school listens to teachers' concerns and helps them to develop their strengths, it's evident that the leadership team of selected school listens attentively to teachers' concerns and actively supports them in honing their strengths. The school's leadership team demonstrates a profound understanding of each teacher's distinct needs, abilities, and goals. They engage in attentive listening, facilitate professional growth, provide valuable guidance, share expertise, and serve as mentors and coaches, fostering a supportive and nurturing environment for all teachers (Rafferty & Griffin, 2006). Dionne et al. (2004) found that transformative leadership has gained a lot of attention and respect due to its special qualities. The research revealed that elements such as intellectual stimulation, individualized consideration, idealized influence, and inspirational motivation could have additional advantages like shared vision development, increased team commitment, empowered team environment creation, and encouraging productive team conflict. So, the high perception of all four components of transformational leadership at this school, the current leadership team encourages creativity, innovation, and critical thinking through intellectual stimulation, fostering and environment that challenges assumptions an promotes independent thinking (Bass & Riggio, 2006). Then intellectual stimulation made employees feel more competent in their jobs and more connected to the firm because it is a process of encouraging and testing their knowledge and skills, daily intellectual stimulation practice entails leaders exercising themselves to advance in professional development (Bass & Riggio, 2006). Then followers are eager to put forth greater effort in carrying out their responsibilities; they are encouraged, upbeat about the future, and confident in their talents. They are also stated in a way that satisfies their hope and makes clear the commitment to a common group vision and objectives (Bass & Avolio, 2007). When leaders see people as unique, they actively listen, foster growth, give guidance, share knowledge, and coach. Individualized consideration also reflects an organization's policies that support employees' health and well-being and considers team building when staff members act in ways that are indicative of transnormal leadership toward on another (Bass & Riggio, 2006).

The findings for objective two indicated that teachers' perception of their job satisfaction at the target school was high according to the data interpretation. The result indicated that the perception of teachers' job satisfaction toward intrinsic factors in the selected monastic school was high. The findings presented an encouraging indication of contentment and fulfillment with the workforce. This positive outcome suggested a strong alignment between the teacher's expectations and the organizational provisions related to recognition, responsibilities, the nature of work, and opportunities for advancement. Moving forward, the teachers could receive a continued emphasis on recognizing and appreciation, enhancing roles and responsibilities that offer meaningful engagement, and providing opportunities for professional growth and advancement from school. Ramlall (2004) agreed that intrinsic factors might serve as a motivating drive when they are present. Such things as providing more chances for moving up in a career, growing personally, being recognized, and taking on more responsibilities at work could make motivation stronger for teachers. The promotion of personal growth and development is another benefit of positive reinforcement (Jackson, 2001). Recognition is a strong way to motivate staff members and show them that their contributions are recognized by management (Richardson, 2003). Teachers' job satisfaction in this category as the sources of satisfaction were higher than extrinsic factors indicated that the current teachers were more satisfied with the internal factors support from the school.

The finding regarding teachers' job satisfaction in terms of extrinsic factors indicated that the perceptions of teachers' job satisfaction toward extrinsic factors in the target monastic school were high. That meant the teachers at the selected school had a healthy relationship with the school leadership team and working partners and had a positive feeling about their job. However, the two dimensions of *Pay,* and *Working Condition,* mean scores appeared lower than the others. This meant that teachers felt less satisfied regarding these dimensions. As a result, teachers who decide to leave their jobs are less concerned with school leadership and more concerned with the variables that the school provides, such as *Pay* and *Working* conditions. Improving the situation in these

three dimensions of *Pay* and *Working Conditions* could be a little challenging for the principal. As mentioned in the problem statements, monastic schools mostly rely on the funds they receive from donors, so it could be a big challenge for the principal to increase the payment for staff members. The monastic school also provides a free education for their students from various backgrounds especially those with lower incomes. In the same way, there could be a high cost in improving better working conditions such as extending the classroom to reduce the number of crowed students in the classroom and other facilities. Backer (2005) suggests that creating a positive work environment at school, where employees are content with their jobs, can facilitate success in the academic system. When supervisors and employees have a good relationship, it makes communication better, builds trust, and helps performance. This also makes people happier with their jobs, more committed to the organization, and less likely to think about leaving (Harris et al., 2007).

The findings regarding teachers' perception of their organizational commitment at the target school was high. In a further detailed analysis of teachers' organizational commitment, all three dimensions were included: Affective Commitment, Continuance Commitment, and Normative Commitment. It is important to highlight that among the three dimensions associated with the variance in organizational commitment, Affective Commitment was the highest level, followed by Normative Commitment and Continuance Commitment was the lowest which fell in moderate. For the dimension of Affective Commitment of organizational commitment, which represents the teacher's emotional attachment to their school, the data reveals that this category was high. According to Meyer and Allen (1997), affective attachment is the term used to describe employees' natural and personal connection with their organization. It could additionally refer to their willingness to volunteer their time and energy to their organization out of love and passion. Workers are also conscious of the goals or visions that their organization holds. They therefore dedicate themselves to the general well-being of the organization. As the highest level of the data interpretation result, the current teachers have a high level of emotional attachment toward their school, which means that teachers who remain in this organization have a strong willingness to volunteer to give their time and effort to their organization. However, item 1, *I would be very happy to spend the rest of my career in this organization*, received the lowest score, which meant that some teachers may have considered leaving.

The teachers' Normative Commitment was the second highest at the selected school. According to Meyer and Herskovits (2001), the sense of obligation that employees have to stick with their employer is known as normative commitment. Employees feel compelled to remain with their employer because it is ethically responsible. This result shows that teachers at the selected school remain at their organization as they have a sense of obligation and social responsibility to help their organization achieve long-term goals.

The teachers' Continuance Commitment was the lowest among the three dimensions of organization commitment. According to Meyer and Herscovitch (2001), this refers to a type of employee who chooses to stay with an organization based on the perceived costs of leaving compared to the benefits they would gain from staying. This finding suggests that most teachers remain in this organization regardless of the kind of employees who consider the benefits they currently receive from it. This is a positive result for the organization because most employees stay in this organization for loyalty and emotional attachment rather than seeking benefits. In contrast, staff members who prioritize personal benefits, on the other hand, may consider quitting the institution as they are not satisfied with the benefits or pay, they have received from their current job.

The finding of the study showed that there was a significant, strong correlation between teachers' perceptions of the principal's transformational leadership behaviors and teachers' job satisfaction with their organizational commitment at the selected school. These findings are consistent with prior investigations supported by the literature review. The study conducted by Zacharo et al. (2018) in Greece, showed a significant and positive connection between organizational commitment and transformational leadership. Furthermore, Ibrahim et al. (2014) conducted the effect of transformational leadership including four dimensions; inspirational motivation, idealized influence, intellectual stimulation, and individualized in Malaysia found a positive and significantly correlated relationship between transformational leadership and organizational commitment. In contrast, existing research has not examined certain elements of transformative leadership behavior that may have the strongest association with commitment. Similarly, a study conducted in Indonesia by Nurjanah et al. (2020) discovered a strong and positive relationship between transformative leadership and organizational commitment. The result of the current study proved as the previous study that transformational leadership and organizational commitment have a significant and positive relationship at the target school.

The impact of transformational leadership on teachers' organizational commitment is evident. The study revealed that the four components of transformational leadership behaviors were rated highly, with Inspirational Motivation scoring the highest. Specifically, item 10, *where the principal expresses enthusiasm about achieving goals within a timeframe*, received the highest mean score. This underscores the significant influence of leaders' motivation and performance on energizing followers to remain committed to the organization. Moreover, this component strongly affects teachers' organizational commitment. Then, within the domain of Intellectual Stimulation, item 20, "*the principal of my school listens to teachers' concerns and helps them to develop their strengths*," received the highest mean score. This underscores the significance of leaders actively listening to and supporting their teachers, fostering a sense of value and care among followers. Such supportive actions contribute to reinforcing teachers' commitment to the organization. Notably, in terms of Affective Commitment, item 4, "*I feel emotionally attached to this organization*," obtained the highest mean score. This indicates the profound emotional connection teachers feel towards their organization, further highlighting the positive impact of transformational leadership on organizational commitment.

The relationship between teachers' job satisfaction and their organizational commitment showed there was a significant, positive, and very strong relationship with organizational commitment, which corresponds to findings from previous research discussed in the literature review. Getahun et al. (2016) discovered a noteworthy positive association between teachers' job satisfaction and organizational commitment within six elementary schools in Ethiopia. Similarly, Samavi (2011) identified a significant positive correlation between job satisfaction and organizational commitment among high-school principals in Bandar-Abbas. Additionally, Malik et al. (2010) reported a meaningful positive link between job satisfaction and organizational commitment within two public universities in Pakistan. The current research highlights a consistent positive correlation between job satisfaction and organizational commitment among teachers, as evidenced by studies across various educational settings in Ethiopia, Iran, and Pakistan. Moreover, this study emphasizes the importance of teachers' job satisfaction on their organizational commitment inside the chosen school. Items 7 and 10, "*the chance to do things for other people" and "the freedom to use my own judgement*," had the highest mean scores. When teachers have the opportunity to lead, support, and educate pupils, they are more likely to enjoy their job. Furthermore, the liberty they have in making decisions about teaching methods and classroom management increases their pleasure. This autonomy enables teachers to adjust their techniques to match the different requirements of their students, creating interesting learning environments and boosting student achievement. Overall, these factors influence teachers' organizational commitment.

Regarding the demographic factors of the respondents, the group provides an important context for understanding the relationships between various variables and views. According to the respondent gender, male and female teachers had similar opinions about transformational leadership and organizational commitment. But when it comes to work satisfaction, there is a difference: female respondents reported greater levels than their male counterparts. It is interesting that demographic factors like respondents' degree of education, experience in the workforce, and level of teaching did not significantly affect their judgments. This suggests that differences in how these specific groups perceived transformational leadership, organizational commitment, and job satisfaction were not highly correlated.

6. RECOMMENDATIONS AND CONCLUSION
Based on the findings of the study, there are some recommendations to the school principal, administrators, teachers, and future researchers at Phaung Daw Oo, Monastic Education High School, Myanmar.

1. Recommendations for the Principal and Administrator
According to this finding, the principal should continue to keep this level of leadership practice to have higher academic achievement. Additionally, the principal should continue to give priority to providing constructive feedback and recognition to foster a culture of continuous improvement and motivation and empower team members by giving them autonomy in their roles, allowing them to make decisions and take ownership of their roles and responsibilities. Leaders also need to be careful in applying each component of transformational leadership. Without applying the appropriate elements of transformational leadership based on the unique needs of individual teachers, leaders' risk not only failing to support their teachers effectively but also potentially causing frustration and disruption among them. Lastly, since the results of demographic factors indicated that male teachers had lower job satisfaction than female teachers, the school's leadership team should consider ways to raise male teachers' job satisfaction, such as identifying their needs and implementing the appropriate transformational leadership component.

2. Recommendations for Teachers

Teachers demonstrate commendable levels of job satisfaction and commitment, as evidenced by the high ratings across numerous factors such as recognition, responsibilities, and strong interpersonal relationships. However, to sustain and further elevate this already positive environment, it is crucial to focus on continuous improvement strategies, collaboration with the school leadership team and focusing on school development. As teachers already have a good relationship with the school leadership team and with their peers, they just need to keep this good work. Teachers have essential practical knowledge of students' struggles and successes since they participate in daily classroom interactions. Working closely with the leadership team allows these frontline insights to be integrated into decision-making processes. This collaboration ensures that the leadership's policies and goals are based on the practical realities of the classroom, resulting in a more responsive and effective educational environment that benefits the entire school community.

3. Recommendations for future researchers

Future researchers in Myanmar should consider undertaking broad studies in a variety of educational contexts, including public schools, private schools, and universities. Using a combination of quantitative and qualitative techniques at the school and organizational levels can provide a more in-depth knowledge of these aspects. This integrative research strategy would provide a detailed understanding of how leadership practices and teachers' job satisfaction influence commitment in Myanmar's varied educational institutions. Finally, it is recommended to conduct a comparative study between monastic schools and public schools to gain deeper insights into how different leadership practices affect teachers' job satisfaction and organizational commitment.

REFERENCES

1. Tin, O., & Stenning, E. (2016). Situation Analysis of the Monastic Education System in Myanmar Final Report.
2. Fullan, M., & Watson, N. (2000). School-based management: Reconceptualization to improve learning outcomes. School Effectiveness and School Improvement, 11(4), 453-473.
3. Wildy, H., & Louden, W. (2000). School restructuring and the dilemmas of principals' work. Educational Management & Administration, 28(2), 173-184.
4. Witcher, A., & Onwuegbuzie, A. J. (1999). Characteristics of Effective Teachers: Perceptions of Preservice Teachers.
5. Porter, A. C., & Brophy, J. (1988). Synthesis of research on good teaching: Insights from the work of the institute for research on teaching. Educational leadership, 45(8), 74-85.
6. Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. Journal of Applied Psychology, 85(5), 751-765.

7. Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. School effectiveness and school improvement, 17(2), 145-177.

8. Avolio, B. J., & Yammarino, F. J. (2013). Transformational and charismatic leadership: The road ahead. Oxford University Press.

9. Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. Journal of Educational Psychology, 102(3), 741–756. https://doi.org/10.1037/a0019237

10. Hultell, D., Gustavsson, J. P., & Johansson, G. (2011). Job insecurity and job satisfaction in relation to self-reported health and burnout: Results from a cross-sectional study among Swedish teachers. International Archives of Occupational and Environmental Health, 84(3), 261-272. https://doi.org/10.1007/s00420-010-0561-6

11. Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., Van den Broeck, A., Aspeli, A. K., & Westbye, C. (2013). The multidimensional work motivation scale: Validation evidence in seven languages and nine countries. European Journal of Work and Organizational Psychology, 22(3), 380-411. https://doi.org/10.1080/1359432X.2012.690008

12. Newman, F. M., King, E. M., & Youngs, P. (2017). Professional communities and the work of high school teaching. American Educational Research Journal, 54(4), 773-818.

13. Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. Sage.

14. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The Motivation to Work, 2nd Edn New York. NY: John Wiley & Sons.

15. Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. Journal of Occupational Psychology, 63(1), 1-18.

16. Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. Sage.

17. Lunenburg, F. C., & Ornstein, A. C. (2012). Educational Administration: Concepts and Practices (Sixth edition). Wadsworth Cengage Learning.

18. Leith wood, K., & Jantzi, D. (1999). Transformational school leadership effects: A replication. School effectiveness and school improvement, 10(4), 451-479.

19. Khasawneh, S., Al-Qudah, R., & Abu-Rumman, A. (2012). The relationship between transformational leadership and knowledge sharing in Jordanian telecommunication companies. Journal of Management Research, 4(3), 266-284.

20. Lee, Y. D., & Kuo, C. T. (2019). Principals' transformational leadership and teachers' work motivation: evidence from elementary schools in Taiwan. International Journal of Organizational Innovation, 1(3).

21. Yukl, G. (1998). Leadership in Organizations, (4th ed.), Prentice Hall, Englewood Cliffs, NJ (1998).

22. Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.

23. Vroom, V.H. (1964). Work and motivation. New York: Wiley.

24. George, J.M. and Jones, G.R. (2008). Understanding and Managing Organizational Behavior, Fifth Edition, Pearson/Prentice Hall, New Yersey, p.78.

25. Baker, V. D. (2005). The Relationship between Job Satisfaction and the Perception of Administrative Support Among Early Career Secondary Choral Music Educators. ProQuest.

26. Meyer, J. P., & Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application. Sage publications.

27. Tatlah, I. A., Ali, Z., & Saeed, M. (2011). Leadership behavior and organizational commitment: An empirical study of educational professionals. International journal of academic research, 3(2).

28. Lok, P., & Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organizational commitment: A cross-national comparison. Journal of management development, 23(4), 321-338.

29. Raman, A., Cheah, H. M., Don, Y., Daud, Y., & Khalid, R. (2015). Relationship between principals' transformational leadership style and secondary school teachers' commitment. Asian Social Science, 11(15), 221-228.

30. Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). New York, N.Y.: Routledge.

31. Bass, B. M., & Avolio, B. J. (2007). Transformational Leadership. Psychology Press.

32. Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. The leadership quarterly, 15(3), 329-354.

33. Dionne, S. D., Yammarino, F. J., Atwater, L. E., & Spangler, W. D. (2004). Transformational leadership and team performance. Journal of organizational change management, 34(2), 23-29.

34. Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). New York, N.Y.: Routledge.
35. Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. Journal of American academy of business, 5(1/2), 52-63.
36. Jackson, J. (2001). The art of recognition. Canadian HR Reporter, 14, 22.
37. Richardson, M. (2003). Rewards, recognitions that make sense. California CPA, 71(7).
38. Baker, V. D. (2005). The Relationship between Job Satisfaction and the Perception of Administrative Support Among Early Career Secondary Choral Music Educators. ProQuest.
39. Harris, J. I., Winskowski, A. M., & Engdahl, B. E. (2007). Types of workplace social support in the prediction of job satisfaction. The career development quarterly, 56(2), 150-156.
40. Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. Human resource management review, 11(3), 299-326.
41. Zacharo, K., Marios, K., & Dimitra, P. (2018). Connection of Teachers' Organizational Commitment and Transformational Leadership.: A Case Study from Greece. International Journal of Learning, Teaching and Educational Research, 17(8), 89-106.
42. Raman, A., Cheah, H. M., Don, Y., Daud, Y., & Khalid, R. (2015). Relationship between principals' transformational leadership style and secondary school teachers' commitment. Asian Social Science, 11(15), 221-228.
43. Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. I. K. (2014). Can transformational leadership influence teachers' commitment towards the organization, teaching profession, and students' learning? A quantitative analysis. Asia Pacific Education Review, 15(2), 177-190.
44. Nurjanah, S., Pebianti, V., & Handaru, A. W. (2020). The influence of transformational leadership, job satisfaction, and organizational commitments on Organizational Citizenship Behavior (OCB) in the inspectorate general of the Ministry of Education and Culture. Cogent Business & Management, 7(1), 1793521.
45. Getahun, T., Tefera, B. F., & Burichew, A. H. (2016). Teacher's job satisfaction and its relationship with organizational commitment in Ethiopian primary schools: Focus on primary schools of Bonga town. European Scientific Journal, 12(13). https://doi.org/10.19044/esj.2016.v12n13p380.
46. Samavi, S. A. (2011). Study of the relationship between job satisfaction and organizational commitment among high-school managers. Journal of Life Sci. Biomed, 1(1), 13.
47. Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in the public sector of Pakistan. International journal of business and management, 5(6), 17.