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A Study of Teachers' Perceptions of the Principal's Leadership Style and Their Job Satisfaction at Nelson English Language Centre, Yangon, Myanmar

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Abstract

This study explores the relationship between principal leadership styles and teachers' job satisfaction at Nelson English Language Centre in Yangon, Myanmar. Grounded in transformational and transactional leadership theories, Maslow's Hierarchy of Needs, and Herzberg's Two-Factor Theory, a quantitative methodology was employed. Data were collected via surveys from 80 teachers. Findings revealed that teachers perceived their principal's leadership style as primarily transformational, with a mean score of 3.18 on a five-point scale, while their job satisfaction was rated moderately high, averaging 3.45. Statistical analysis showed a significant positive correlation between transformational leadership and job satisfaction ($r = 0.68$, $p < 0.01$) and a moderate positive correlation with transactional leadership ($r = 0.52$, $p < 0.05$). These results suggest that transformational leadership practices—such as inspirational motivation, intellectual stimulation, and individualized consideration—are closely linked to higher teacher satisfaction. School leaders are encouraged to adopt more transformative approaches to foster supportive, motivating environments that enhance teacher morale and retention. This research adds valuable insights to the limited literature on educational leadership and job satisfaction in Myanmar's private language schools. It highlights the critical role of leadership styles in promoting organizational effectiveness.

Keywords: Teachers' perception, Principal's Leadership Styles, Job Satisfaction

Introduction

Effective leadership within educational institutions significantly influences teachers' professional development, job satisfaction, and organizational success. In Myanmar's shifting educational landscape, private language centers such as the Nelson English Language Centre (NELC) in Yangon have become increasingly vital, given the growing demand for English language proficiency. However, teachers in these institutions often face challenges such as limited career advancement opportunities, insufficient administrative support, and heavy workloads. Among the critical factors that shape teachers' experiences, the leadership style of school principals plays a crucial role. Transformational leadership, characterized by inspiration, individualized consideration, and intellectual stimulation, has been positively associated with

higher levels of teacher satisfaction, whereas transactional leadership, focused on structured tasks and rewards, presents mixed outcomes depending on its application.

Despite the recognized importance of leadership in educational contexts, little empirical research has explored how leadership styles affect teacher satisfaction in Myanmar's private language schools. Addressing this gap, this study investigates teachers' perceptions of the principal's leadership style at NELC and examines how these perceptions relate to their overall job satisfaction.

This research contributes valuable insights into leadership practices and their impact on teachers in the Myanmar context. The findings are expected to provide practical recommendations for school administrators to foster positive working environments, improve teacher morale, and enhance institutional stability and effectiveness. By understanding the dynamics between leadership approaches and teacher satisfaction, educational leaders can better support their staff and promote higher educational quality across private language institutions.

Research Questions

The following are the research questions addressed by this study:

1. What is the principal's leadership style perceived by the teachers at Nelson Foreign Language School, Yangon, Myanmar?

2. What is the teachers' job satisfaction level at Nelson Foreign Language School, Yangon, Myanmar?

3. Is there any significant relationship between teachers' perceptions towards the principal's leadership style and teachers' job satisfaction at Nelson Foreign Language School, Yangon, Myanmar?

Research Objectives

The following are the research questions addressed by this study:

1. To identify the principal's leadership style perceived by teachers at Nelson Foreign Language School, Myanmar.

2. To identify teachers' job satisfaction levels at Nelson Foreign Language School, Yangon, Myanmar.

3. To determine the significant relationship between teachers' perception towards the principal's leadership style and teachers' job satisfaction at Nelson Foreign Language School, Yangon, Myanmar.

Significance of the Study

This study contributes significantly to the limited knowledge regarding the relationship between principal leadership styles and teachers' job satisfaction in Myanmar's private language schools. As educational institutions increasingly recognize the importance of effective leadership in enhancing teacher performance and institutional stability, understanding how transformational and transactional leadership styles influence teacher satisfaction is vital. By focusing on the Nelson English Language Centre (NELC) in Yangon, this research provides insights specific to the context of private language education, where professional development opportunities and administrative support may differ from public school settings.

The findings of this study offer practical implications for school administrators, highlighting the need to adopt leadership practices that foster teacher motivation, retention, and professional growth. Improved teacher satisfaction can contribute to a more positive working environment, enhanced instructional quality, and greater student achievement. Moreover, the study serves as a foundation for future research in Myanmar, encouraging further exploration of leadership dynamics in diverse educational settings to strengthen educational leadership practices nationwide.

Literature Review

Transformational and Transactional Leadership Theories

Transformational leadership is widely acknowledged as a leadership style that promotes employee motivation, satisfaction, and performance by inspiring, stimulating, and individually supporting followers (Bass and Bass Bernard, 1985). Transformational leaders serve as role models, foster a shared vision, encourage innovative thinking, and mentor subordinates to achieve higher performance levels (Leithwood & Jantzi, 2006; Bogler, 2001).

Bass and Avolio (1996) state that transformational leadership comprises five dimensions: idealized influence, idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders who embody these traits inspire trust, articulate a compelling vision, challenge assumptions, and mentor staff members.

In contrast, transactional leadership is based on structured exchanges between leaders and followers, emphasizing defined roles, reward systems, and corrective actions (Bass & Avolio, 1999). Transactional leadership focuses on task completion and organizational compliance but may not necessarily inspire innovation or long-term professional commitment (Judge & Piccolo, 2004).

The differences between transformational and transactional leadership styles are summarized in Table 1.

Table 1

Key Characteristics of Transformational and Transactional Leadership

Leadership Style	Characteristics
Transformational	Idealized Influence, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration
Transactional	Contingent Reward, Management by Exception (Active and Passive), Laissez-faire Leadership

Transformational leadership is characterized by the leader's ability to inspire, intellectually stimulate, and individually support followers, often serving as an ethical role model (Bass & Stogdill, .1990; Bass & Riggio, 2006). Transactional leadership, on the other hand, relies on structured exchanges, performance-based rewards, and corrective actions, with laissez-faire leadership reflecting a lack of active leadership (Avolio & Bass, 2004; Bass & Stogdill 1990).

Transformational leadership has been strongly linked to positive organizational outcomes in educational institutions. In contrast, excessive reliance on transactional leadership, particularly passive forms, is often associated with lower staff satisfaction and engagement (Bass & Avolio, 1999).

Job Satisfaction Theories

Job satisfaction represents the degree to which individuals feel positively about their work experiences. Herzberg's Two-Factor Theory (1959) provides a fundamental framework for understanding job satisfaction. According to Herzberg, job satisfaction and dissatisfaction arise from two separate factors: motivators and hygiene.

Motivators are intrinsic factors related to the content of the job itself, such as achievement, recognition, responsibility, and advancement. These factors lead to higher job satisfaction when present. Hygiene factors are extrinsic and relate to the work environment, including salary, supervision, interpersonal relations, and working conditions. While hygiene factors do not necessarily motivate employees, their absence can lead to dissatisfaction (Herzberg et al, 1959).

In education, motivators such as recognition and meaningful work have been found to be more critical than extrinsic rewards in promoting teacher satisfaction (Perrachione et al, 2008).

The following table presents Herzberg's Two-Factor Theory as adapted from the study.

Table 2

Herzberg's Two-Factor Theory

Factor Type	Examples	Impact
Hygiene	Salary, Supervision, Job Security, Working Conditions	It prevents dissatisfaction but does not promote satisfaction
Motivator	Achievement, Recognition, Work Itself, Advancement	Promotes job satisfaction and motivation

Note: Herzberg's Two-Factor Theory distinguishes between hygiene factors, which prevent dissatisfaction, and motivator factors, which enhance job satisfaction and motivation (Herzberg, 1959).

Herzberg's theory underscores the importance of addressing intrinsic and extrinsic factors in creating a work environment that enhances teacher satisfaction.

Leadership Styles and Teacher Job Satisfaction

Numerous studies have shown that leadership style is a critical determinant of teacher job satisfaction. Transformational leadership behaviors, such as individualized consideration and inspirational motivation, have been linked to higher levels of teacher commitment, professional growth, and classroom effectiveness (Bogler, 2001; Leithwood & Jantzi, 2006).

Emery and Barker (2007) state that transformational leadership positively influences job satisfaction by creating a supportive school climate, providing recognition, and empowering teachers. Teachers who perceive their leaders as transformational are more likely to experience professional satisfaction and remain committed to their schools.

Conversely, transactional leadership produces mixed outcomes. While contingent reward strategies can enhance short-term performance, management by exception (particularly passive approaches) often correlates with reduced teacher satisfaction and increased turnover intentions (Judge & Piccolo, 2004). Laissez-faire leadership, characterized by a lack of decision-making and support, is especially detrimental to teacher morale (Bass & Avolio, 1999).

These findings highlight the importance of fostering transformational leadership practices within schools to build supportive, engaging, and sustainable teaching environments.

Educational Leadership in Myanmar's Private Language Schools

Myanmar's educational sector has undergone significant changes over recent decades, with increasing private sector participation in English language education due to globalization and foreign investment (Wai & Santiparp, 2020). Private language schools, such as Nelson English Language Centre (NELC) in Yangon, have become essential in providing English proficiency training to meet growing market demands.

Despite their vital role, private language schools often face challenges in teacher retention, professional development, and administrative management. Teachers at such institutions report experiencing heavy workloads, limited career progression, and inconsistent leadership support.

Research indicates that transformational leadership practices—such as mentorship, recognizing teacher achievements, and fostering a shared vision—can mitigate these challenges and promote teacher satisfaction and retention.

Thus, examining the influence of principals' leadership styles on teacher job satisfaction in Myanmar's private language education sector is timely and essential for improving institutional performance and educational quality.

Related Studies on Leadership Styles and Teacher Satisfaction

Multiple international and regional studies have validated the relationship between leadership styles and teacher satisfaction. Leithwood and Jantzi (2006) emphasized that transformational leadership behaviors strongly predict teachers' professional satisfaction and commitment.

Biggerstaff (2012) found a positive correlation between all five dimensions of transformational leadership and teacher job satisfaction, reinforcing that supportive leadership promotes professional engagement.

Koh et al., (1995) explored leadership practices in Southeast Asia and concluded that transformational leadership significantly enhances organizational outcomes in educational settings. These results align with findings by Emery and Barker (2007), who demonstrated that transformational leadership directly increases teacher morale, job commitment, and organizational loyalty.

In contrast, reliance on transactional leadership, particularly laissez-faire styles, is associated with dissatisfaction, reduced morale, and higher turnover rates (Bass & Avolio, 1999).
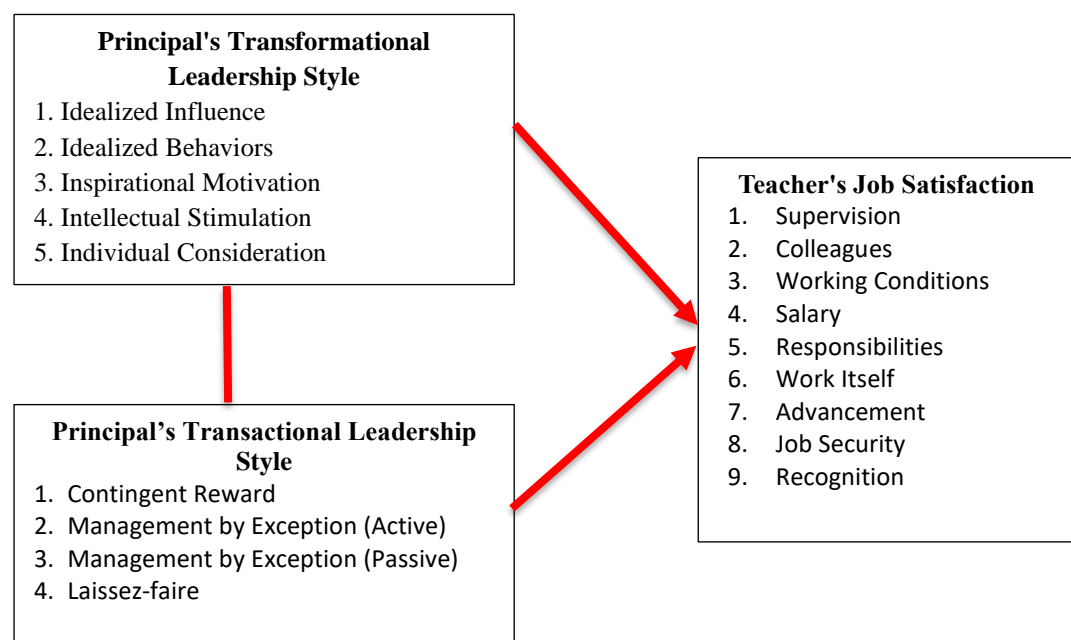
These studies underscore the importance of leadership approaches beyond task orientation, emphasizing the need for principals to inspire, mentor, and emotionally support teachers to achieve institutional success.

Conceptual Framework for the Current Study

Drawing from the literature, the conceptual framework for this study posits that teachers' perceptions of their principal's leadership styles—transformational and transactional—are significantly related to their levels of job satisfaction. Transformational leadership is expected to show a stronger positive correlation with job satisfaction than transactional leadership.

The independent variables are teachers' perceptions of transformational and transactional leadership styles. while, the dependent variable is teachers' job satisfaction, measured through factors such as supervision, working conditions, pay, professional responsibilities, work itself, advancement, job security and recognition.

The conceptual framework is illustrated in Figure 1.

Figure 1

Conceptual Framework of the Study

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┌─────────────────────────────────┐
│  Principal's Transformational   │
│        Leadership Style          │
│  1. Idealized Influence          │
│  2. Idealized Behaviors          │
│  3. Inspirational Motivation     │
│  4. Intellectual Stimulation     │
│  5. Individual Consideration     │
└─────────────────────────────────┘
                                          ┌──────────────────────────┐
                                          │  Teacher's Job Satisfaction │
                                          │  1. Supervision            │
                                          │  2. Colleagues             │
                                          │  3. Working Conditions     │
                                          │  4. Salary                 │
                                          │  5. Responsibilities       │
┌─────────────────────────────────┐       │  6. Work Itself            │
│  Principal's Transactional       │       │  7. Advancement            │
│        Leadership Style          │       │  8. Job Security           │
│  1. Contingent Reward            │       │  9. Recognition            │
│  2. Management by Exception (Active) │   └──────────────────────────┘
│  3. Management by Exception (Passive)│
│  4. Laissez-faire                │
└─────────────────────────────────┘
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This framework reflects the theories discussed and serves as the basis for examining the leadership dynamics at Nelson English Language Centre.

Dimensions of Transformational Leadership

Transformational leadership comprises five key dimensions, each critical in influencing teacher motivation and satisfaction (Bass & Avolio, 1994).

Idealized Influence

It refers to leaders who serve as ethical role models, earning followers' trust, admiration, and respect. Teachers working under leaders who demonstrate integrity and high moral standards often develop strong emotional connections with their organization (Bogler, 2001; Leithwood & Jantzi, 2006).

Idealized Behaviors

It involves actions that reflect the organization's shared values. Principals demonstrating this behavior align their personal conduct with the mission and vision of the school, inspiring teachers to align their professional goals accordingly (Barnett et al., 2001).

Inspirational Motivation

It pertains to a leader's ability to communicate a compelling vision that inspires teachers to commit to organizational goals. Leaders who articulate meaningful purposes encourage teachers to invest greater effort and remain engaged even during challenging periods (Koh et al., 1995).

Intellectual Stimulation

It emphasizes encouraging innovation and problem-solving among staff. Principals who challenge existing assumptions and support new ideas fostering a culture of continuous professional growth (Geijsel et al., 1999).

Individualized Consideration

It relates to leaders attending to the individual needs and aspirations of teachers. Principals who mentor and support teachers' professional development needs significantly enhance job satisfaction and retention (Bogler, 2001; Leithwood & Jantzi, 2006).

Dimensions of Transactional Leadership

While often effective for maintaining operational efficiency, transactional leadership tends to focus more narrowly on compliance and task completion.

Contingent Reward

This is based on a clear exchange: rewards are provided when staff meet established objectives. Although this strategy may improve short-term performance, it may not sustain intrinsic motivation (Bass & Avolio, 1999).

Management by Exception (Active)

It involves close monitoring of staff performance and proactive correction of mistakes. While effective for preventing errors, it may create a high-pressure environment that limits teacher autonomy (Judge & Piccolo, 2004).

Management by Exception (Passive)

This occurs when leaders take corrective action only after significant problems arise. This reactive style often results in teachers feeling unsupported and increases dissatisfaction (Bass & Avolio, 1999).

Laissez-Faire Leadership

It represents a complete abdication of leadership responsibility, where principals avoid decision-making and provide little guidance or support. This approach has been consistently linked with poor organizational outcomes and high levels of teacher dissatisfaction (Avolio et al., 1999).

Teacher Job Satisfaction Factors

Teacher job satisfaction is a multifaceted construct influenced by intrinsic and extrinsic factors (Herzberg et al., 1959). The present study utilized a comprehensive framework for assessing teacher satisfaction based on Lester's Teacher Job Satisfaction Questionnaire (TJSQ) (1987).

Supervision, Colleagues, Working Conditions, Salary, Responsibilities, Work Itself, Advancement, Job Security, and Recognition are major elements that shape teachers' emotional investment and organizational commitment.

Thus, leadership practices that address intrinsic and extrinsic factors are essential for improving teacher job satisfaction.

Research Gaps Identified

There is a notable gap in empirical studies within Myanmar's private educational sector. Most studies to date have focused on public schools or higher education institutions. The unique challenges teachers face in Myanmar's private language schools—such as limited career advancement, administrative inconsistency, and high turnover rates—warrant specific attention.

This study addresses these gaps by exploring teachers' perceptions at Nelson English Language Centre.

Summary of Literature Review

The literature underscores the critical influence of leadership styles on teacher job satisfaction. Transformational leadership, characterized by vision, individualized support, intellectual stimulation, and recognition, has been consistently associated with higher levels of teacher morale, retention, and organizational commitment (Leithwood & Jantzi, 2006; Bogler, 2001).

This study contributes to leadership research in Myanmar's evolving educational context.

Research Methodology

Research Design

This study employed a quantitative correlational research design to examine the relationship between teachers' perceptions of the principal's leadership style and their job satisfaction at Nelson English Language Centre (NELC) in Yangon, Myanmar. The primary objective of the research was to identify the leadership style perceived by teachers, determine the level of teachers' job satisfaction, and assess the relationship between leadership style and job satisfaction. A survey method was used to collect data systematically and ensure the findings' generalizability.

Population and Sample

The population for this study consisted of all full-time teachers working at NELC during the academic year 2024–2025. The total number of full-time teachers at the time of data collection was 80. A census approach was adopted, meaning that all 80 teachers were invited to participate in the study to maximize the reliability of the findings.

Research Instruments

The study utilized a structured questionnaire composed of three sections: Demographic information,

1. Multi-factor Leadership Questionnaire (MLQ) was developed by Bass and Avolio (1999) to measure transformational and transactional leadership styles and

2. The Teacher Job Satisfaction Questionnaire (TJSQ) was adapted from Lester (1987) to assess levels of job satisfaction.

Both the MLQ and TJSQ have been widely used and validated in previous educational research contexts, ensuring the reliability and validity of the study instruments.

Validity and Reliability

The instruments used were previously validated by their original developers. The questionnaires were pilot-tested with a small group of teachers (n=10) at a different private language school in Yangon to ensure contextual appropriateness. The pilot study yielded a Cronbach's alpha of 0.91 for the leadership questionnaire and 0.88 for the job satisfaction questionnaire, indicating high reliability.

Table 3

Reliability Coefficients for Research Variables

Variable	Number of Items
Transformational Leadership	20
Transactional Leadership	12
Teachers' Job Satisfaction	66

Note: Adapted from the pilot test conducted in Yangon, Myanmar.

Data Collection Procedure

Permission to conduct the study was obtained from the Director of Nelson English Language Centre. Participants were informed about the purpose of the research, assured of confidentiality, and provided consent before participating. Questionnaires were distributed online and participants were given a few days to complete the forms.

Of the 80 distributed questionnaires, all teachers were returned, representing a response rate of 100%. After screening for completeness, 45 questions of the Multi-Factor Leadership Questionnaire (MLQ) and 66 questions of the Teacher Job Satisfaction Questionnaire (TJSQ) were deemed usable for data analysis.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 28. Descriptive statistics (means, standard deviations, and percentages) were used to summarize demographic data, leadership styles, and job satisfaction. Pearson's product-

moment correlation coefficient examined the relationship between perceived leadership style and teachers' job satisfaction.

Table 4

Summary of Statistical Analysis

Research Objective	Statistical Technique
Identify the perceived leadership style.	Descriptive Statistics (Means, SD)
Determine the level of teachers' job satisfaction.	Descriptive Statistics (Means, SD)
Examine the relationship between leadership and satisfaction	Pearson Correlation Analysis

Note: Adapted from SPSS Version 28 analytical procedures.

Variables of the Study

The independent variables in this study were teachers' perceptions of their principal's transformational and transactional leadership styles. Transformational leadership includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transactional leadership includes contingent reward, management by exception (active and passive), and laissez-faire leadership.

The dependent variable was teachers' job satisfaction, encompassing factors such as supervision, colleagues, working conditions, salary, responsibilities, work itself, advancement opportunities, job security, and recognition.

By analyzing the correlations between leadership styles and various facets of job satisfaction, this study aimed to determine how leadership behaviors impact teachers' professional experiences at Nelson English Language Centre.

Ethical Considerations

This study strictly adhered to ethical research practices. Participants' anonymity and confidentiality were guaranteed, and the data collected were used solely for research. Participants were free to withdraw at any time without penalty. Ethical approval was granted by the Nelson English Language Centre research committee before the data collection phase.

Result and Discussion

This study aimed to investigate the relationship between teachers' perceptions of the principal's transformational and transactional leadership styles and their job satisfaction at NELC. Specifically, the objectives were (1) to identify the level of transformational leadership perceived by teachers, (2) to identify the level of transactional leadership perceived by teachers, and (3) to determine the level of teachers' job satisfaction. This section presents the results in accordance with the research objectives and discusses their implications for leadership practice and teacher development within the context of NELC.

The data were collected through a structured questionnaire consisting of 45 items.

Questions 1–20 measured teachers' perceptions of the principal's transformational leadership style, Questions 21–30 measured perceptions of the principal's transactional leadership style, and Questions 31–45 measured the level of teachers' job satisfaction.

Respondents came from a range of age groups and teaching experiences. The majority of teachers were between the ages of 26 and 35 years, representing 56% of the participants, followed by those aged 36 to 45 years (28%) and a smaller proportion aged 46 years and above (16%). Regarding teaching experience, 48% of respondents had between 6 to 10 years of experience, 32% had 1 to 5 years of experience, and 20% had over 10 years of teaching experience.

This demographic spread provides a balanced perspective from teachers with varying levels of professional maturity and tenure at NELC, allowing for a comprehensive understanding of leadership perceptions and job satisfaction within the institution.

The results for each research objective are presented below

Objective One: Teachers' Perception of Transformational Leadership at NELC.

This objective aimed to determine how teachers at NELC perceived the principal's transformational leadership behaviors, which include Idealized Influence (Attributes), Idealized Influence (Behaviors), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Table 5 presents the teachers' perception of transformational leadership.

Table 5

Teachers' Perception of Transformational Leadership Style at NELC

Variables	Mean	Std. Deviation	Interpretation
Idealized Influence (Attributes)	3.95	0.76	High
Idealized Influence (Behaviors)	3.85	0.80	High
Inspirational Motivation	4.12	0.75	High
Intellectual Stimulation	3.89	0.83	High
Individualized Consideration	3.92	0.79	High
Overall	3.95	0.78	High

The overall mean score for transformational leadership was 3.95, interpreted as **High**. Among the five dimensions, Inspirational Motivation had the highest mean score (M = 4.12, SD = 0.75), indicating that teachers at NELC particularly recognized the principal's ability to articulate a compelling vision and inspire enthusiasm. Idealized Influence (Attributes) and Individualized Consideration also scored closely, suggesting that the principal is trustworthy and attentive to individual staff needs.

Discussion of Objective One

The results demonstrate that teachers generally perceive their principal to exhibit transformational leadership behaviors at a high level. This is a strength for NELC, as transformational leadership often promotes motivation, professional growth, and a shared vision among teachers. The relatively higher score for Inspirational Motivation suggests that the principal is particularly effective at energizing teachers and instilling a sense of purpose. However, although all dimensions scored highly, Intellectual Stimulation had a slightly lower mean (M = 3.89), indicating a potential area for development. Encouraging more innovative problem-solving and challenging teachers intellectually could further enhance professional engagement.

These findings are consistent with the literature suggesting that transformational leadership fosters a positive school culture, teacher commitment, and improved student outcomes (Bass & Riggio, 2006).

Objective Two: Teachers' Perception of Transactional Leadership at NELC

The second objective focused on the teachers' perception of the principal's transactional leadership style, which includes Contingent Reward, Management-by-Exception (Active), Management-by-Exception (Passive), and Laissez-Faire.
Table 6 illustrates these findings.

Table 6

Teachers' Perception of Transactional Leadership Style at NELC

Variables	Mean	Std. Deviation	Interpretation
Contingent Reward	3.75	0.77	High
Management by Exception (Active)	3.21	0.88	Moderate
Management by Exception (Passive)	2.89	0.94	Moderate
Laissez-Faire	2.15	0.95	Low
Overall	**3.00**	**0.88**	**Moderate**

The overall mean score for transactional leadership was 3.00, interpreted as Moderate. Among the dimensions, **Contingent Reward** received the highest mean (M = 3.75, SD = 0.77), interpreted as High, indicating that teachers recognize the principal's practice of acknowledging and rewarding satisfactory performance.

Management-by-Exception (Active) and **Management-by-Exception (Passive)** were perceived moderately, suggesting that corrective actions and problem-focused leadership were present but not dominant.

Laissez-faire leadership received the lowest mean score (M = 2.15, SD = 0.95), interpreted as Low, indicating that teachers rarely perceived the principal as avoiding decision-making or neglecting leadership responsibilities.

Discussion of Objective Two

The moderate perception of transactional leadership suggests that while contingent reinforcement is valued, monitoring and corrective practices are less emphasized or effective. The low mean score for laissez-faire leadership indicates that teachers do not perceive the principal as passive or uninvolved-which is a positive sign of active leadership. The moderate score for **Management-by-Exception (Active)** suggests an area for improvement: proactive monitoring could be strengthened to intervene before problems escalate, enhancing overall operational effectiveness.

Similarly, **Management-by-Exception (Passive)** indicates room to minimize reactive leadership behaviors further.

These findings align with past studies that state that transactional leadership, while necessary in providing structure and rewards, may be insufficient to fully motivate and develop teachers (Leithwood & Jantzi, 2006). Transformational leadership practices must complement transactional behaviors to inspire greater teacher commitment and satisfaction.

Objective Three: Teachers' Job Satisfaction at NELC

The third objective was to determine teachers' job satisfaction levels, including dimensions such as Supervision, Colleagues, Working Conditions, Salary, Responsibilities, Work Itself, Advancement, Job Security, and Recognition.

Table 3 shows the overall job satisfaction results.

Table 7

Teachers' Job Satisfaction at NELC

Variables	Mean	Std. Deviation	Interpretation
Supervision	4.01	0.65	High
Colleagues	4.05	0.63	High
Working Conditions	3.92	0.72	High
Salary	3.45	0.89	Moderate
Responsibilities	3.85	0.68	High
Work Itself	4.09	0.59	High
Advancement	3.68	0.74	High
Job Security	3.74	0.79	High
Recognition	3.62	0.82	High
Overall	**3.82**	**0.73**	**High**

The overall mean score for teachers' job satisfaction was **3.82**, interpreted as **High**. The highest satisfaction was reported for **Work Itself** (M = 4.09, SD = 0.59), suggesting that teachers find their tasks meaningful, fulfilling, and closely aligned with their professional values.

Among the dimensions, **Salary** was the only factor rated as **Moderate** (M = 3.45, SD = 0.89), indicating that compensation remains a relative concern for the teaching staff.

Discussion of Objective Three

The findings reveal that teachers at NELC are generally highly satisfied with their job roles, collegial relationships, supervision, and the intrinsic nature of their work. The high mean scores for **Supervision** and **Colleagues** suggest that the school fosters a supportive and collaborative environment, a hallmark of effective transformational leadership. Notably, the highest satisfaction with **Work Itself** reflects that teachers perceive their duties as meaningful, motivating, and personally rewarding.

However, the moderate satisfaction level with **Salary** highlights a potential area of concern. Financial dissatisfaction may threaten teacher retention over time, even in environments where intrinsic motivation is strong.

These findings are consistent with **Herzberg's Two-Factor Theory** (1959), which emphasizes that while intrinsic factors such as work itself and recognition foster satisfaction, inadequacies in extrinsic factors like salary can lead to dissatisfaction if not correctly addressed.

Thus, while intrinsic motivators at NELC appear robust, attention to extrinsic factors, particularly compensation, remains necessary to sustain long-term teacher engagement and stability.

Pearson Correlation between Leadership Style and Teachers' Job Satisfaction (n=80)

Leadership Style	r-value	p-value	Interpretaiton
Transformational Leadership	0.68	<0.01	Strong positive correlation
Transactional Leadership	0.52	<0.05	Moderate positive correlation

The Pearson correlation results show a strong positive relationship between transformational leadership and teahcers' job satisfaction (r=0.68, p<0.01). This indicates that the more transformational leadership behaviors are perceived by teahcers, the higher their job satisfaction levels tend to be.

There is also a moderate positive correlation between transactional leadership and job satisfaction (r-0.52, p<0.05), suggesting that aspects of transactional leadership, such as contingent reward or structured support, aslo contribute to teacher satisfaction, though to a lesser degree than transformational leadership.

These findings support the hypothesis that the principal's leadership style is significantly related to teachers' job satisfaction.

Conclusion and Recommendation

This study explored the relationship between teachers' perceptions of the principal's transformational and transactional leadership styles and their job satisfaction at Nelson English Language Centre (NELC) in Yangon, Myanmar. Results confirmed that the principal is predominantly perceived as a transformational leader, with particularly strong ratings in inspirational motivation and individualized consideration. These leadership characteriistics contribute to a positive work climate where teachers feel supported and valued.

These leadership traits were associated with higher satisfaction levels regarding supervision, responsibilities, and working conditions which aligns with Bass's (1999) transformational leadership theory, which emphasizes that leaders who inspire, intellectually stimulate, and show consideration positively impact organizational members' satisfaction.

In contrast, while contingent reward, a component of transactional leadership, showed a moderate positive relationship with job satisfaction, passive forms of transactional leadership, including management-by-exception (passive) and laissez-faire leadership, correlated negatively with satisfaction. This indicates that passive leadership styles undermine teacher morale and motivation, echoing prior findings in educational leadership research (Northouse, 2018).

Teacher satisfaction was rated highly, especially regarding their relationships with colleagues, supervision, and the intrinsic value of their work. This highlights the essential role of interpersonal and collegial support in maintaining a healthy school environment. However, satisfaction with salary was rated lowest, highlighting an area of persistent concern for private language school teachers in Myanmar, similar to findings in Southeast Asian contexts (Ingersoll, 2001).

In light of these findings, NELC has the potential to further enhance its effectiveness by further strengthening inspirational motivation and individualized support while sustaining strong supervidion and peer collaboration.

Future research should incorporate qualtive methods, such as interviews or focus group discussions, to gain deeper insights into teacher experiences and expectations. Expanding the sample to include other stakeholders-especially students- could provide a more comprehensive understanding of leadership effectiveness and institutional dynamics.

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