

The Effect of School Principal's Transformational Leadership and Teachers Occupation Perception on Teachers' Job Satisfaction at Ayeyarwaddy International School

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Abstract

Purpose: The purpose of this paper is to identify the effects of school principal's transformational leadership and teachers' occupation perception on teachers' job satisfaction at Ayeyarwaddy International School, Mandalay, Myanmar. The objectives of the research are to examine the levels of principal's transformational leadership attributes that include idealized influence, inspirational motivation, intellectual stimulation, and individual consideration; to examine how teachers perceive their occupation as a teacher; and to identify the effects of both examinations on teachers' job satisfaction. The questionnaire was delivered to 117 teachers from three different school divisions - preschool, elementary school, and secondary school - and 88 teachers responded. Both the Multiple Linear Regression and Simple Linear Regression were applied for data analysis. The results revealed that school principal's transformational leadership as well as teachers' occupation perception has statistically significant effect on teachers' job satisfaction. Of all the transformational attributes, the Inspirational Motivation was accounted for 28.2% of the variance in teachers' job satisfaction and it was statistically significant at $p < .001$ with the Beta value of .566. Teachers' Occupation Perception was accounted for 56.4% of the variance in teachers' job satisfaction and it was statistically significant at $p < .001$ with the Beta value of .774. In conclusion, this study recommends that school principals are suggested to prioritize the inspirational motivation and intellectual stimulation and teachers to have right occupation perception to enhance teachers' job satisfaction.

Keywords: Transformational Leadership Attributes, Occupation Perception, Job Satisfaction

JEL Classification Code: I21, J28, M12

1. Introduction

1.1 Background of the Study

Teachers almost always face various challenges in the interconnected world regarding fast growing technological enhancements, resources either unavailable enough or limited, and insufficient opportunities for effective professional development programs, and therefore the teaching job is often considered as overdemanding and

extremely stressful (Meidolina et al., 2023). Those challenges have a significant impact on teachers' perception of the teaching occupation as well as their job satisfaction. In addition to the impact of those challenges, teachers' occupation perception also has a significant influence on their job satisfaction; and the satisfaction is greatly affected by the support that they are provided by their school leaders and leadership team (Hoque et al., 2023). Accordingly, teacher job satisfaction is a determinant of teacher commitment and it must be present before the individual

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develops organizational commitment (Reyes & Shin, 1995). When teachers have positive perception of their teaching occupation, they are more likely to be more motivated at work, more committed to perform at their best, and finally be more satisfied with their teaching job. Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (Kunter et al., 2013).

Leadership styles of the school leaders play the most crucial role of all in creating a school environment where all teachers work at their best performance, commitment, and perception, followed by motivation and satisfaction. Teachers' motivation, job satisfaction, and performance are greatly affected by the kind of leadership style that is practiced by the school leaders at school (Kiboss & Jemiryott, 2014). Of all the leadership styles, transformational leadership has recently gained widespread attention at many different workplaces, especially at schools where lives of students are transformed through teachers' occupation perception transformation. Transformational leadership constructively affects various aspects of teacher well-being which includes their job satisfaction (Meidolina et al., 2023). For example, teachers' occupation perception and their related job satisfaction can definitely be enhanced because principals as transformational leaders provide required support to teachers by considering individually and encourage teachers to grow professional by influencing them ideally (McLendon, 2022). Being comprised of the four core attributes - idealized influence, inspirational motivation, intellectual stimulation, and individual consideration - which inspire and motivate followers to excel themselves for the sake of the organization, transformational leadership has been recognized as one of the most important key factors in the enhancement of teachers' job satisfaction along with teachers' occupation perception (McLendon, 2022).

With the complete understanding the most critical roles that teachers play in the students' academic achievements as well as their holistic development, it is crucial to fully recognize what contributes to transformational leadership, how the school leaders - principals - practice transformational leadership, and the impact of transformational leadership and teachers' occupation perception on teachers' job satisfaction. Therefore, there is a need to maintain transformational leadership among principals (Haj & Jubran, 2016).

Therefore, this study aims at exploring and identifying such insights at Ayeyarwaddy International School and contributing to the enhancement of the supportive and effective school environment.

1.2 Statement of the Problem

Transformational leadership helps teachers to be more satisfied in their jobs (Bass, 1990; Bass & Riggio, 2006) because teachers take themselves as those who transform students' lives and they like having someone as their role model who influence them ideally, stimulate them intellectually, motivate them with inspiration, who consider them individually, and who, of course, transform them to be better individuals or teachers. Johnson and Lee (2019) also claimed that transformational leadership in schools has been shown to significantly improve teacher satisfaction and student performance. And teachers are satisfied with leaders who are specifically aware of their individual well-being by applying individual consideration and intellectual stimulation (Nyenembe et al., 2016) because teachers have their own needs and areas of growth where school leaders are able to support them as required. Moreover, a leader should exercise transformative leadership in order to have employees who are satisfied and productive (Long et al., 2014). If a leader practices transformational leadership and employees believe that their lives and professional status can be transformed to be better, teachers are motivated, satisfied, and most likely to perform at their best.

Not only the school principals' transformational leadership practices but also teachers' occupation perceptions of their own are key to teachers' job satisfaction. Teachers' commitment at work and their effectiveness in the student learning processes greatly rely on how teachers perceive their own professional identity (Beijaard et al., 2004). Again, teachers with great occupation or professional perception are very likely to remain working in the same workplace for a long period of time and showcase their job satisfaction at a high level (Hong, 2010). Hargreaves and Fullan (2012) also stated in a very similar way that teachers who stays in their profession or at their work place for a significant amount of time and exhibit a higher level of job satisfaction are those who perceive their occupation as a high professional status. Therefore, the school leaders are putting in a lot of effort in the transformational leadership practices to understand teachers' occupation or professional perception to a certain extent so as to assure that teachers' job satisfaction is observed most of the time.

Despite the fact that the school leaders are aware of all the positive impacts of the transformational leadership practices, that teachers understands the importance of their own occupation or professional perception, and that job satisfaction plays a key role in achieving students' success in their learning journey along with teachers' professional recognition, everyone at schools experiences several challenges related to job satisfaction mostly because of the different backgrounds and various kinds of needs of the individuals gathered together at one place. Teachers have

different work motives and their expectations vary from one to another, which is natural but obviously challenging for the school leaders to approach in ways to satisfy teachers as much as possible. There are a lot of factors that affect teachers' job satisfaction such as the lack of professional development opportunities, inconsistent support from the school administration and varying school policies, pressure to meet high academic standards for student learning achievement, and parental expectations. This dissatisfaction can lead to a higher rate of teacher turnover on a regular basis and it can destroy the school's stability in its existence and students will be negatively affected by the related consequences.

Therefore, the present study aims at identifying the levels of teachers' job satisfaction at Ayeyarwaddy International School based on their own occupation or professional perception and the school principals' transformational leadership practices.

1.3 Research Questions

1. What are the effects of school principal's transformational leadership (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers' job satisfaction at Ayeyarwaddy International School?

2. What are the effects of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School?

1.4 Research Objectives

1. To identify the effects of school principal's transformational leadership (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers' job satisfaction at Ayeyarwaddy International School.

2. To identify the effects of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School.

1.5 Significance of the Research

As discussed in the background of the study and the statement of the problem, this study is important for teachers and principals at Ayeyarwaddy International School in the perspectives of transformational leadership practices, teachers' occupation or professional perception, and their job satisfaction at school.

The results will be very helpful for the school leaders including the head of school, the principals, department heads, faculty supervisors, and counselors, in establishing more effective policies, communicating with teachers,

supporting their respective needs, providing professional development opportunities, motivating them in many different ways, assuring teachers' job satisfaction, and finally becoming better leaders. Teachers will also appreciate the results as they have identified whether they are satisfied with the principals' transformational leadership attributes and practices in the questionnaires and now the results will be definitely providing some insights to the school leaders who will also follow up with the results. When the school leaders practice transformational leadership attributes more than ever, teachers will be benefited from those attributes; the school leaders will be able to influence teachers ideally, stimulate them intellectually, motivate them through inspiration, and consider them individually more than ever. Klassen et al., (2011) also claimed that teachers who feel valued and supported by the school leaders are more likely to experience higher job satisfaction and understanding how transformational leadership and occupation perception affect job satisfaction can help create a more supportive and motivating work environment. On the other hand, school leaders in different divisions can gain insights into effective transformational leadership strategies that foster and enforce teachers' positive perception of teaching profession, which all leads to more effectiveness in communication, increased teacher inspiring morale, and the betterment of overall school performance (Day & Gu, 2019).

In addition to the school leaders and teachers, students and schools themselves can also benefit from this study. It is very simple and obvious that teachers are more likely to be engaged in the classrooms and effective in terms of their pedagogical practices when they are satisfied and motivated. This leads to better student engagement, higher academic achievement, and overall student wellbeing (Leithwood & Jantzi, 2008). All the support that the school leaders give and all the job satisfaction that the teachers feel will indirectly benefit the students. Moreover, teacher turnover rates will be reduced and school will benefit from higher teacher retention along with their job satisfaction enhanced by the implementation of transformational leadership practices and such stability will positively impact the school culture and student outcomes due to a more cohesive and experience teaching staff (Hargreaves & Fullan, 2012). The results of this study are expected to be beneficial to the students at Ayeyarwaddy International School and the school itself. Then the Ayeyarwaddy International School community as a whole can benefit from the results.

2. Literature Review

2.1 Transformational Leadership, Occupation Perception, and Job Satisfaction

Leaders play a significant role in an organization and are not only the key to the organization's growth but are also the source of corporate culture (George et al., 1999). Burns (2010) defined transformational leadership as a behavioral process that stimulates employees to perform better at work by stimulating the spiritual aspects of their subordinates. Li and Shi (2005) further combined transformational leadership with the Chinese context and identified four transformational leadership characteristics. The first characteristic named moral exemplification suggests that transformational leaders can lead by example, be consistent with their words and actions, and demonstrate a spirit of dedication. The second characteristic named vision motivation refers to leaders who deliver the goals and visions of the organization to their subordinates, allowing them to be more informed about the organization's future development and the direction where the organization is going, with the aim of bringing value to all the stakeholders. The third characteristic named personalized care means that leaders tend to care about the personal and professional needs of the employees individually. Finally, the fourth characteristic named leadership charisma means that leaders have the ability to help and guide their subordinates, encouraging active innovation among them. Such leaders have a complete work ethic and a strong sense of professionalism, which is effective in leading employees forward.

Occupation perception refers to how employees perceive their employers, workplace, colleagues, duties, and overall working experience. Various aspects such as individuals' attitudes, emotions and thoughts towards their occupation contribute to it (Judge et al., 2017). What employees perceive from their work situation influences their productivity most. Therefore, to influence productivity, it is necessary for employers to assess how workers perceive their jobs. Likewise, absenteeism, turnover and job satisfaction have more to do with an employee's perception of the job. Those individuals who perceive their jobs as negative are likely to have increased absenteeism, more frequent turnover and less job satisfaction. The only way to influence these variables is to understand how an employee subjectively perceives the workplace (Catenacci, 2017).

Job satisfaction is one of the most analyzed attitudes in the field of organizational behavior and is defined as the degree to which the individual positively evaluates his or her job experiences. It is considered to be a particularly important factor because, when missing, it is associated with

undesired outcomes in the work environment, such as voluntary turnover, absenteeism, and occupational illness. When present, job satisfaction is associated with positive outcomes such as organizational citizenship, affective commitment, effective performance, professional fulfillment, and general life satisfaction (Jackson et al., 2014). Job satisfaction results from a person's attitude, taking from stability and conclusion to focus on the similarities and dissimilarities that are experienced in relation to a job (Bullock, 1952). Furthermore, job satisfaction relates to the views one has about work-life balance in which the organization's efficiency plays a significant role. Job satisfaction is also similar to an enjoyable or favorable spiritual encounter that results in a positive evaluation of the job experience (Locke, 1976).

2.2 School Principal's Transformational Leadership

Transformational leadership is defined as a leadership style that inspires and motivates followers to achieve outcomes beyond expectations and helps followers grow and develop by responding to their individual needs (Ellen, 2016). Burns (2010) claimed that transformational leaders develop followers as individuals and as future leaders by empowering them and responding to their needs and that it is a leadership style where leaders and followers engage in a mutual process of raising each other to higher levels of morality and motivation.

Transformational leadership was structured in four dimensions. The first dimension called idealized influence describes leaders who are model to followers who look up to the formers and replicate their behaviors. The second dimension called inspirational motivation corresponds to the leader's ability to communicate a high degree of expectations, inspiring followers in terms of vision and mission of the organization. The third dimension called intellectual stimulation seeks to initiate creativity and innovation, thoughtfulness for values, and daily solutions. The fourth dimension called individual(ized) consideration is a leader's ability to offer personalized attention to followers, providing advice and support whenever necessary (Avolio & Bass, 2004).

2.2.1 Idealized Influence

Idealized influence is as characterized as the school leader's actions that inspires the trust, devotion, and respect of teachers to the point where they imitate him or her. In general, it entails leading by example in all areas that affect and mold teachers' ideas. A transformational school leader's idealized influence is anticipated (Lim & Ployhart, 2014). The bottom line in using idealized influence as a transformational leadership example is to lead by example

in any situation where teachers' attitudes are changed or shaped. Not only public demonstrations, but also private behaviors could be included. The foundation for embracing major school transformation is the school leader's confidence. Teachers who believe in their leader's values are less likely to oppose his or her reform proposals. Their trust and respect can be built through idealized influence, as well as belief in the school's vision and the necessity of a collective sense of the organization's mission (Yukl, 2010). By employing idealized influence, school leaders who are transformational can perform as an ideal person for teachers to imitate. Especially in transformative leadership, a school leader's private stability is intimately tied to his or her public leadership performance (Conger, 2014).

2.2.2 Inspirational Motivation

Inspirational motivation is the formation of a vision, the improvement of clear and plausible strategies for completing the vision, and the deployment of commitment to that vision through clear and convincing communication of the vision to followers. The aspects of inspiring motivation, according to Sundi (2013), imply that teachers are ready to accomplish their tasks because the school leader can excite their goals, and they can also promote team spirit in all tasks at hand. Transformational school leaders are skilled at presenting compelling future visions in a way that encourages emotional ownership among teachers, motivating them to do better work (Manteklow, 2011). Great communicators, inspirational motivator school leaders make the vision accessible, specific, influential, and engaging. These school leaders also have the ability to maintain their energy, remain enthusiastic about the future, and believe in their talents, as well as the ability to focus on the good. School leaders who inspire others have high expectations and are supportive of their teachers' experiences.

2.2.3 Intellectual Stimulation

Intellectual stimulation is the school leader's promotion of originality and creativity, so that teachers do not settle for established standards and known approaches to issue solving. Through intellectual stimulation, transformational school leaders encourage teachers to challenge their own ideas, presumptions, and values as well as their own, which may be outdated or unsuitable for addressing modern problems (Elkins & Keller, 2013). According to Geyer and Steyrer (2010), intellectual stimulation produces new frameworks that enable teachers to actively deconstruct outdated assumptions and replace them with more innovative methods and approaches. Transformational school leaders can provide their teachers new perspectives on problems by involving their views, motivate them to apply creative thinking about outdated matters and attend to their teachers' views, even if there are dissimilarity from

their own (Nwagbara, 2010). According to Anjali and Anand (2015) suggest intellectual stimulation promotes teacher commitment to the school. When performance improvement is crucial, transformational school leaders inspire teachers to cooperate in developing creative solutions to work-related difficulties (Smothers et al., 2016).

2.2.4 Individual Consideration

Individualized consideration is a leadership trait in which a school leader gives each of his or her teachers special attention, serving as a coach and mentor at the same time. It demands displaying empathy and support, staying in touch with teachers, cultivating a respectful atmosphere, and appreciating their efforts (Bass & Riggio, 2006). Each teacher is important to a transformational school leader (Bass & Avolio, 2006). Individualized consideration refers to addressing people's specific needs by involving everyone in the transformational process (Conger, 2014). The transformational school leaders treat each teacher as an individual because they recognize that each teacher is unique, with unique requirements and knowledge. They are good at maximizing the benefits of workplace diversity because of this trait. In addition, transformational school leaders seek to guarantee that the majority, if not all, of teachers are happy. They aim for acceptable working circumstances because they know that teachers find it difficult to accept working conditions due to arduous labor, a lack of wellbeing, the multifaceted nature of monotony, and a lack of workplace self-governance (Ornels & Kleiner, 2013)

2.3 Teachers' Occupation Perception

Teacher occupation perception is the process by which they organize and interpret their sensory impressions in order to give meaning to their schools. What a teacher perceives can be substantially different from what another teacher does, and both can be very different than the actual objective reality. In fact, teacher behavior is based on his or her perception of what reality is, not reality itself (Catenacci, 2017). Positive teachers' attitudes and perceptions are fundamental for effective teaching, and teachers' beliefs, perceptions and attitudes affect their practice and influence the students' performance (Eggen & Kauchak, 2002). High teachers' attitudes towards teaching profession have effects on their classroom performance and teaching practice, and are correlated with the burnout level (Ispir, 2010). The teacher psychological experiences and their perceptions of their workplace can be sources of stress that have the potential to undermine teacher effectiveness (Ransford et al., 2009).

2.4 Teachers' Job Satisfaction

Teachers' job satisfaction is associated with their better attitudes towards their work as a result of appraisal and evaluation of their performance by school principals (Robbins & Judge, 2013). It is related to how teachers feel about their job and all of its various aspects (Robbins, 2009). It is the extent to which basic requirements of teachers, such as positive and safe environment, relationships with coworkers, and trust by their superiors, are addressed while they are working (Munir & Khatoon, 2015). Teachers' job satisfaction is essentially a journey for them when performing duties that are not final (Basu, 2016). Teachers' job satisfaction can be also explained as a general attitude towards their teaching job that includes interaction with principals, colleagues, and students. (Badmapriya & Bharathi, 2018). Hence, it is interrelated with their characteristics as a teacher which includes teachers' occupation perception, and supervision of leadership of school principals. (Rajeswari & Adhimoolam, 2015).

3. Research Methods and Instruments

3.1 Research Design

A quantitative research design was used to identify the effect of school principal's transformational leadership and teachers' occupation perception on teachers' job satisfaction at Ayeyarwaddy International School. The independent variables measured in the study are the four attributes of the transformational leadership that are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, and teachers' occupation perception. The dependent variable measure in this study is job satisfaction of teachers at Ayeyarwaddy International School. The study was conducted using a survey questionnaire. The data collected from 88 teachers were analyzed using multiple linear regression for the first four independent variables (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) and simple linear regression for the last independent variable (teachers' occupation perception).

3.2 Conceptual Framework

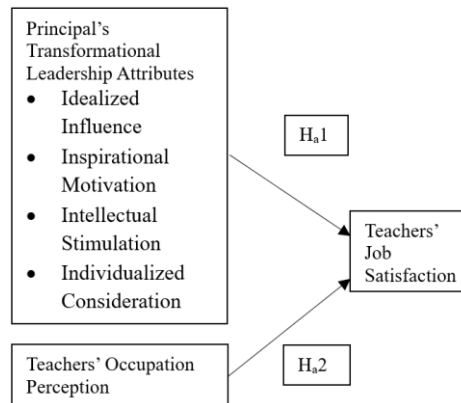


Figure 1: Research Conceptual Framework

3.3 Hypotheses

H₀₁: There is no significant effect of school principal's transformational leadership attributes (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers' job satisfaction at Ayeyarwaddy International School.

H_{a1}: There is a significant effect of school principal's transformational leadership attributes (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers' job satisfaction at Ayeyarwaddy International School.

H₀₂: There is no significant effect of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School.

H_{a2}: There is a significant effect of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School.

3.4 Population and Sample

3.4.1 Population Characteristics

The target population include all the foreign and local teachers at Ayeyarwaddy International School, Mandalay, Myanmar. The study also includes some important characteristics such as gender, age, educational level, number of years of working experience at Ayeyarwaddy International School and in the education field, and the department or division that teachers work in.

3.4.2 Sample Size

The survey was conducted with the local teachers at Ayeyarwaddy International School. It was sent out to a total of 117 local teachers in three different departments/divisions - preschool, elementary, and secondary.

3.4.3 Sampling Techniques

Purposive sampling technique was used in the study. The local teachers were purposively selected in the study because the foreign teachers were away during the summer holiday break at the time of data collection and most of the local teachers had been working at school for more than two years. And the survey was intentionally sent out to all the local teachers from three different departments/divisions - preschool, elementary, and secondary.

3.5 Research Instruments

As the research instrument to identify the effect of school principal's transformational leadership and teachers' occupation perception on teachers' job satisfaction, the 5-level Likert scale questionnaire was applied. The scale ranged from "1 - Strongly Disagree" to "5 - Strongly Agree". In addition, the demographic data were collected using "choice" questions.

3.5.1 Questionnaire

The questionnaire consists of seven sections. The first four sections include questions on the principals' transformational leadership attributes - idealized influence (eight items adapted from Morales (2022) , inspirational motivation (four items adapted from Griffith (2003)), intellectual stimulation (four items adapted from Griffith (2003)) and individual consideration (ten items adapted from Griffith (2003)), the fifth session includes questions on teachers' occupation perception (five items adapted from Bogler (2001)), the sixth session includes questions on teachers' job satisfaction (four items adapted from Griffith (2003) and five items adapted from Toropova et al. (2020), and the last session includes the questions on demographic data (department/division, age, gender, educational levels, years of working experience at Ayeyarwaddy International School, and that in the educational field).

3.6 Data Collection Procedures

As all staff at Ayeyarwaddy International School have access to Office 365 platform, the questionnaire created using Microsoft form was sent to all the teachers via Outlook emails. Of 117 teachers who were invited for the survey, a total of 91 responses were received; however, three teachers mentioned that they overlooked the detailed explanations of the Likert scale and did the opposite way.

Therefore, only 88 responses of the questionnaire were valid to be used for the analysis of the data.

4. Results

4.1 Internal Consistency Reliability (Cronbach's Alpha)

Prior to the analysis of the data, the reliability analysis using the Cronbach's alpha is needed to check the internal consistency of the questionnaire items. The level of the Cronbach's Alpha use Hair et al. (1995) to evaluate the level of acceptable reliability value.

Table 1: Cronbach's Alpha Level and Strength of Association

Cronbach's Alpha Level	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
≥ 0.9	Excellent

Source: Hair et al., (1995)

Table 2: Results of Cronbach's Alpha of the research instruments

Variables	Cronbach's Alpha	Items	Interpretation
Idealized Influence	.866	8	Very Good
Inspirational Motivation	.785	4	Good
Intellectual Stimulation	.829	4	Very Good
Individual Consideration	.875	10	Very Good
Teachers' Occupation Perception	.748	5	Good
Teachers' Job Satisfaction	.913	9	Excellent

The level of Cronbach's alpha values in the variables are from 0.748 up to 0.913. The Cronbach's Alpha values were from the good level to the excellent level. Thus, this indicated the acceptable level of internal consistency of the research instrument according to Hair et al. (1995).

4.2 Demographic Information

Of the total number of teachers who responded to the questionnaire in the survey for the study on the effect of school principal's transformational leadership and teachers' occupation perception on teachers' job satisfaction, there are 29 preschool teachers (33%), 39 elementary school teachers (44.3%), and 20 secondary school teachers (22.7%). The detail information is showed in Table 3.

Table 3: Frequencies of Departments

Department	Counts	% of Total	Cumulative %
Preschool	29	33.00%	33.00%
Elementary	39	44.30%	77.30%
Secondary	20	22.70%	100.00%

Despite the fact that Ayeyarwaddy International School has a mixture of foreign faculty members and local faculty members, the survey was only conducted among the local teachers for the sake of the significance of the results because foreign faculty members were on vacation during the school summer holidays while local teachers were able to respond to the questions more efficiently. Therefore, of a total of 113 local teachers, 88 teachers responded. The detailed information is shown in Table 4.

Table 4: Frequencies of Faculty

Faculty	Counts	% of Total	Cumulative %
Local Faculty	88	100.00%	100.00%

Of all the respondents, 69 female teachers took up a majority of participation which covers 78.4% of the responses. There are 16 male teachers (18.2%) and 3 teachers who do not identify themselves as males or females (3.4%).

Table 5: Frequencies of Gender

Gender	Counts	% of Total	Cumulative %
Female	69	78.40%	78.40%
Male	16	18.20%	96.60%
Not to Mention	3	3.40%	100.00%

Regarding age groups of the respondents, a majority of teachers are in the age group from 25 years old to 44 years old that took up 98.9% of the participants with 9 teachers in the age group from 18 years old to 24 years old covering 10.2% and 1 teacher who is in the age group of 45 years old or older covering only 1.1%. The detailed information is shown in Table 6.

Table 6: Frequencies of Age Group

Age Group	Counts	% of Total	Cumulative %
18-24	9	10.20%	10.20%
25-34	61	69.30%	79.50%
35-44	17	19.30%	98.90%
45-Above	1	1.10%	100.00%

In terms of highest educational level of the teachers who responded to the survey, 58 teachers (65.9%) have

Bachelor's Degree, 19 teachers (21.6%) have Master's Degree, 10 teachers (11.4%) are undergraduate students, and 1 teacher (1.1%) is a high school graduate. The detail information is shown in Table 7.

Table 7: Frequencies of Highest Educational Level

Highest Educational Level	Counts	% of Total	Cumulative %
High School Graduate	1	1.10%	1.10%
Bachelor's Degree	58	65.90%	67.00%
Master's Degree	19	21.60%	88.60%
Undergraduate Student	10	11.40%	100.00%

Looking at the number of years of teaching experience at Ayeyarwaddy International School, a total of 35 teachers which covers 39.8% of all the respondents have been working for at least 6 years, while there are a total of 53 teachers (60.2%) who have 1-5 years of working experience. The detailed information is shown in Table 8.

Table 8: Frequencies of Years of Teaching Experience at Ayeyarwaddy International School

Years of Teaching Experience at Ayeyarwaddy International School	Counts	% of Total	Cumulative %
1-5 Years	53	60.20%	60.20%
6-10 Years	25	28.40%	88.60%
10 Years and Above	10	11.40%	100.00%

Of all the respondents, a total of 25 teachers have been working as a teacher in the education field for 11 years and above, which covers 28.4% of the responses. There are a total of 63 teachers who have been working in the education field for less than 10 years and this covers 71.6 percent of the participants. The detailed information is shown in Table 9.

Table 9: Frequencies of Years of Working Experience as a Teacher in the Field of Education

Years of Working Experience as a Teacher in the Field of Education	Counts	% of Total	Cumulative %
1-10 Years	63	71.60%	71.60%
11-20 Years	23	26.10%	97.70%
20-30 Years	2	2.30%	100.00%

One of the main objects of the discussion is to set forth a complete and plausible explanation or theory for what was found. No one knows the subject of your research as well as you do; on the other hand, the average reader has no time to re-read the discussion if he/she did not understand it the first

time around. You do not want the reader to go through your paper several times to understand it -he/she simply will not. You have to be clear and logical in what you say and explain it in a way that makes sense the first time around. This is the most difficult part of writing a discussion.

4.3 Descriptive Statistics of Variables

According to the responses of the participants in the survey, the descriptive statistics of all the independent variables such as the four attributes of transformational leadership - idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and teachers' occupation perception were analyzed and the resulted mean and standard deviation were reported together with the tables.

4.3.1 Arbitrary Level of Questionnaire

In the study, the 5 Level Likert Scale questionnaire (Agreement) was employed to collect samples' attitudes toward each variable measured. In order to interpret the data obtained, the following arbitrary level is utilized to interpret the mean value for each variable.

Table 10: Arbitrary Level for Interpretation of Questionnaire Data

Arbitrary Level	Interpretation
1.00 - 1.79	Strongly Disagree
1.80 - 2.59	Disagree
2.60 - 3.39	Neutral
3.40 - 4.19	Agree
4.20 - 5.00	Strongly Agree

4.3.2 Descriptive Statistics of Idealized Influence

Table 11 shows the teachers' opinion regarding idealized influence associated with the school principal's transformation leadership. The total mean was 3.84 and it, when compared to the arbitrary level, represents 'agree' as a whole. The teachers agreed that others are proud to be beside their principal (with mean score of 3.73), and that their principal goes beyond his own interest in the group's wellbeing (with mean score of 3.75). They also agreed that their principal acts in a way that achieves other's respect (with mean score of 3.84) and their principal demonstrates a sense of power and confidence (with mean score of 3.97). They also agreed that their principal converses about his most important beliefs and values (with mean score of 3.70), and that their principal shows the importance of having a strong sense of obligation (with mean score of 4.07). They also agreed that their principal considers the ethical and moral consequences of his decisions (with mean score of 3.91), and that our principal emphasizes the importance of

having a single mission direction (with mean score of 3.74). Overall, the teachers agreed that their principal has idealized influence on them and their daily actions as a teacher at Ayeyarwaddy International School.

Table 11: Descriptive Statistics of Idealized Influence

	Statements	Mean	SD	Interpretation
1	Others are proud to be beside our principal.	3.73	0.74	Agree
2	Our principal goes beyond his own interest in the group's well-being.	3.75	0.85	Agree
3	Our principal acts in a way that achieves other's respect.	3.84	0.71	Agree
4	Our principal demonstrates a sense of power and confidence.	3.97	0.77	Agree
5	Our principal converses about his most important beliefs and values.	3.70	0.75	Agree
6	Our principal shows the importance of having a strong sense of obligation.	4.07	0.60	Agree
7	Our principal considers the ethical and moral consequences of his decisions.	3.91	0.69	Agree
8	Our principal emphasizes the importance of having a single mission direction.	3.74	0.69	Agree
	Idealized Influence	3.84	0.52	Agree

4.3.3 Descriptive Statistics of Inspirational Motivation

Table 12 shows the teachers' opinion regarding inspirational motivation associated with the school principal's transformation leadership. The total mean was 4.12 and it, when compared to the arbitrary level, represents 'agree' as a whole. The teachers strongly agreed that school goals and how to achieve them are well understood (with mean score of 4.24), and that goals give them sense of direction (with mean score of 4.32). They also agreed that principal encourages staff to talk about instruction (with mean score of 3.89) and that principal gets staff to work together (with mean score of 4.02). Overall, the teachers agreed that their principal provides inspirational motivation to them at Ayeyarwaddy International School.

Table 12: Descriptive Statistics of Inspirational Motivation

	Statements	Mean	SD	Interpretation
1	School goals and how to achieve them are well understood.	4.24	0.64	Strongly Agree
2	Goals give me sense of direction.	4.32	0.60	Strongly Agree
3	Principal encourages staff to talk about instruction.	3.89	0.72	Agree
4	Principal gets staff to work together.	4.02	0.61	Agree
	Inspirational Motivation	4.12	0.50	Agree

4.3.4 Descriptive Statistics of Intellectual Stimulation

Table 13 shows the teachers’ opinion regarding intellectual stimulation associated with the school principal’s transformation leadership. The total mean was 3.7 and it, when compared to the arbitrary level, represents ‘agree’ as a whole. The teachers agreed that the principal encourages them to come up with new ideas (with mean score of 3.89), and that they have opportunities to help develop school improvement plans (with mean score of 3.83). They also agreed that the principal makes an effort to involve them in decisions affecting their work (with mean score of 3.57) and that staff are involved in decision-making that affects their work (with mean score of 3.52). Overall, the teachers agreed that their principal generates intellectual stimulation to them at Ayeayawaddy International School.

Table 13: Descriptive Statistics of Intellectual Stimulation

	Statements	Mean	SD	Interpretation
1	Principal encourages me to come up with new ideas.	3.89	0.81	Agree
2	I have opportunities to help develop school improvement plans.	3.83	0.75	Agree
3	Principal makes an effort to involve me in decisions affecting my work.	3.57	0.88	Agree
4	Staff are involved in decision-making that affects their work.	3.52	0.79	Agree
	Intellectual Stimulation	3.70	0.66	Agree

4.3.5 Descriptive Statistics of Individual Consideration

Table 14 shows the teachers’ opinion regarding individual consideration associated with the school principal’s transformation leadership. The total mean was 3.89 and it, when compared to the arbitrary level, represents ‘agree’ as a whole. The teachers agreed that they can talk openly with principal (with mean score of 3.98), and that principal treats them with respect (with mean score of 4.13). They also agreed that principal supports them in matters of discipline, unreasonable demands from parents (with mean score of 3.81) and that principal considers their suggestions (with mean score of 3.53). They also agreed that principal lets them know when they are doing a good job (with mean score of 3.82), and that principal lets them know what is expected (with mean score of 3.92). They also agreed that principal provides feedback on job performance (with mean score of 3.89), and that principal understands their daily activities (with mean score of 3.67). They also agreed that there are school procedures to orient new staff (with mean score of 3.95), and that new staff get help from colleagues (with mean score of 4.23). Overall, the teachers agreed that their principal has individual consideration towards them at Ayeayawaddy International School.

Table 14: Descriptive Statistics of Individual Consideration

	Statements	Mean	SD	Interpretation
1	I can talk openly with principal.	3.98	0.86	Agree
2	Principal treats me with respect.	4.13	0.80	Agree
3	Principal supports me in matters of discipline, unreasonable demands from parents.	3.81	0.79	Agree
4	Principal considers my suggestions.	3.53	0.68	Agree
5	Principal lets me know when I am doing a good job.	3.82	0.77	Agree
6	Principal lets me know what is expected.	3.92	0.67	Agree
7	Principal provides feedback on job performance.	3.89	0.77	Agree
8	Principal understands my daily activities.	3.67	0.85	Agree
9	There are school procedures to orient new staff.	3.95	0.55	Agree
10	New staff get help from colleagues.	4.23	0.62	Strongly Agree
	Individual Consideration	3.89	0.51	Agree

4.3.6 Descriptive Statistics of Teachers’ Occupation Perception

Table 15 shows the teachers’ self-evaluation regarding their own occupation perception associated with their teaching job. The total mean was 4.05 and it, when compared to the arbitrary level, represents ‘agree’ as a whole. The teachers agreed that they feel free to try new ideas and

teaching techniques in the classes that they teach (with mean score of 4.08), and that their line of work provides them with a high status (with mean score of 4.06). They also agreed that there are always promotion opportunities for a talented teacher (with mean score of 3.86) and that opportunities for self-development prevail in their line of work (with mean score of 4.03). However, they strongly agreed that teaching gives them the feeling that they can change people (with a mean score of 4.24). Overall, the teachers agreed that their occupation perception was greatly agreeable at Ayeyarwaddy International School.

Table 15: Descriptive Statistics of Teachers' Occupation Perception

	Statements	Mean	SD	Interpretation
1	I feel free to try new ideas and teaching techniques in the classes that I teach.	4.08	0.75	Agree
2	My line of work provides me with a high status.	4.06	0.70	Agree
3	Teaching gives me the feeling that I can change people.	4.24	0.70	Strongly Agree
4	There are always promotion opportunities for a talented teacher.	3.86	0.87	Agree
5	In my line of work, opportunities for self-development prevail.	4.03	0.63	Agree
	Teachers' Occupation Perceptions	4.05	0.52	Agree

4.3.7 Descriptive Statistics of Teachers' Job Satisfaction

Table 16 shows the teachers' self-evaluation regarding their own job satisfaction based on the school principal's transformational leadership and their own occupation perception. The total mean was 4.35 and it, when compared to the arbitrary level, represents 'strongly agree' as a whole. Except for the fact that teachers agreed that they look forward to going to work each day (with mean score of 4.16), teachers strongly agreed on 8 other statements with the mean score from 4.20 to 4.56. They strongly agreed that they would recommend my school as a good place to work (with mean score of 4.41), that they get a lot of satisfaction from their work (with mean score of 4.20), that they are content with their profession as a teacher (with mean score of 4.22), that they are satisfied with being a teacher in this school (with mean score of 4.34), that they are enthusiastic about their job (with mean score of 4.43), that their work inspires

themselves (with mean score of 4.30), that they are proud of the work they do (with mean score of 4.55), and that they are going to continue teaching as long as they can (with mean score of 4.59). Overall, the teachers strongly agreed that they possess job satisfaction at Ayeyarwaddy International School.

Table 16: Descriptive Statistics of Teachers' Job Satisfaction

	Statements	Mean	SD	Interpretation
1	I look forward to going to work each day.	4.16	0.83	Agree
2	I would recommend my school as a good place to work.	4.41	0.58	Strongly Agree
3	I get a lot of satisfaction from my work.	4.20	0.68	Strongly Agree
4	I am content with my profession as a teacher.	4.22	0.69	Strongly Agree
5	I am satisfied with being a teacher in this school.	4.34	0.77	Strongly Agree
6	I am enthusiastic about my job.	4.43	0.68	Strongly Agree
7	My work inspires me.	4.30	0.70	Strongly Agree
8	I am proud of the work I do.	4.55	0.64	Strongly Agree
9	I am going to continue teaching as long as I can.	4.59	0.67	Strongly Agree
	Teachers' Job Satisfaction	4.35	0.53	Strongly Agree

4.3.8 Descriptive Statistics of Principal's Transformational Leadership, Teachers' Occupation Perception, and Teachers' Job Satisfaction

Table 17 shows how teachers measured their job satisfaction based on the four attributes of the transformational leadership of the school principal and their own occupation perception. The mean score of idealized influence was 3.84, that of inspirational motivation was 4.12, that of intellectual stimulation was 3.70 and that of individual consideration was 3.89, while the mean score of teachers' occupation perception was 4.05. This shows the high level of agreement among all the independent variables. However, teachers' job satisfaction had a mean score of 4.35 which is a lot higher than the rest of the mean scores. Overall, the analysis results revealed that the four attributes of the transformational leadership of the school principal and teachers' occupation perception had high level of agreement in terms of their response.

Table 17: Descriptive Statistics of Principal’s Transformational Leadership, Teachers’ Occupation Perception, and Teachers’ Job Satisfaction

	Descriptives	Mean	SD	Interpretation
1	Idealized Influence	3.84	0.52	Agree
2	Inspirational Motivation	4.12	0.50	Agree
3	Intellectual Stimulation	3.70	0.66	Agree
4	Individual Consideration	3.89	0.51	Agree
5	Teachers' Occupation Perceptions	4.05	0.52	Agree
6	Teachers' Job Satisfaction	4.35	0.53	Strongly Agree

4.4 Hypotheses Testing

H₀1: There is no significant effect of school principal’s transformational leadership attributes (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers’ job satisfaction at Ayeyarwaddy International School.

H_a1: There is a significant effect of school principal’s transformational leadership attributes (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers’ job satisfaction at Ayeyarwaddy International School.

A multiple linear regression analysis was conducted to test if independent variables; four transformational leadership attributes - Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individual Consideration - have a significant effect on Teachers’ Job Satisfaction.

Table 18: Model Fit Measures

Overall Model Test						
Model	R	R ²	F	df1	df2	p
1	0.705	0.496	20.5	4	83	<.001

Table 18 showed the multiple linear regression model. It is showed that the linear combination of independent variables measures was statistically significant related to teachers’ job satisfaction $F(4, 83) = 20.5, p = <.001$. The five variables combined relationship was .496 indicating that approximately 49.6% of the variance of teachers’ job satisfaction can be accounted for by the linear combination of independent variables.

Table 19: ANOVA Omnibus Test

	Sum of Squares	df	Mean Square	F	p
Idealized Influence	0.082	1	0.082	0.547	0.461
Inspirational Motivation	3.724	1	3.724	24.739	<.001
Intellectual Stimulation	0.660	1	0.660	4.383	0.039
Individual Consideration	0.029	1	0.029	0.190	0.664
Residuals	12.494	83	0.151		

Table 20: Model Coefficients - Teachers’ Job Satisfaction

Predictor	β	SE	t	p	Standardized β
Intercept	1.177	0.378	3.111	0.003	
Idealized Influence	0.089	0.120	0.740	0.461	0.087
Inspirational Motivation	0.566	0.114	4.974	<.001	0.531
Intellectual Stimulation	0.201	0.096	2.094	0.039	0.247
Individual Consideration	-.061	0.140	-0.436	0.664	-0.058

Table 20 showed the relative strength of the independent variables on the dependent variable. Two of the indices were statistically significant. The Inspirational Motivation was accounted for 28.2% of the variance in the dependent variable and it was statistically significant at $p <.001$ with the Beta value of .566. The Intellectual Stimulation was the second strongest influence and it was accounted for 6.1% of the variance in the dependent variable and it was statistically significant at $p = 0.039$ with the Beta value of .201. Furthermore, the test also found that the Idealized Influence ($\beta = 0.089, p = 0.461$), and the Individual Consideration ($\beta = -.061, p = 0.664$) did not significantly influence Teachers’ Job Satisfaction.

The formula for the model of the independent variables towards teachers’ job satisfaction is $\hat{Y} = .087 X_1 + .531X_2 + .247X_3 + -0.058X_4$

Table 21: Summary of the Hypothesis Testing

Statement	Results
H ₀ 1: There is no significant effect of school principal’s transformational leadership attributes (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers’ job satisfaction at Ayeyarwaddy International School	Reject

H₀₂: There is no significant effect of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School.

H_{a2}: There is a significant effect of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School.

A simple linear regression analysis was conducted to test if another independent variable - Teachers' Occupation Perception has a significant effect on Teachers' Job Satisfaction.

Table 22: Model Fit Measures

Overall Model Test						
Model	R	R ²	F	df1	df2	p
1	0.751	0.564	111	1	86	<.001

Table 22 showed the linear regression model. It is showed that teachers' occupation perception was statistically significant related to teachers' job satisfaction $F(1, 86) = 111, p = <.001$. The relationship was .564 indicating that approximately 56.4% of the variance of teachers' job satisfaction can be accounted for by teachers' occupation perception.

Table 23: ANOVA Omnibus Test

	Sum of Squares	df	Mean Square	F	p
Teachers' Occupation Perceptions	14	1	13.998	111	<.001
Residuals	10.8	86	0.126		

Table 24: Model Coefficients - Teachers' Job Satisfaction

Predictor	β	SE	t	p	Standardized β
Intercept	1.215	0.3	4.050	<.001	
Teachers' Occupation Perceptions	0.774	0.0734	10.550	<.001	0.751

Table 24 showed the relative strength of the independent variable on the dependent variable. The index was statistically significant. The Teachers' Occupation Perception was accounted for 56.4% of the variance in the dependent variable and it was statistically significant at $p <.001$ with the Beta value of .774.

The formula for the model of teachers' occupation perception towards teachers' job satisfaction is $\hat{Y} = .751 X_1$

Table 25: Summary of the Hypothesis Testing

Statement	Results
H ₀₂ : There is no significant effect of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School.	Reject

5. Discussion and Conclusions

5.1 Answers to the Research Questions

5.1.1 What are the effects of school principal's transformational leadership (Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration) on teachers' job satisfaction at Ayeyarwaddy International School?

The findings of this study showed that the levels of principal's transformational leadership styles including idealized influence with the mean of 3.84, inspirational motivation with the mean of 4.12, intellectual stimulation with the mean of 3.7, and individualized consideration with the mean of 3.89 indicated the high level of agreement. This study also indicated that the job satisfaction level of teachers at Ayeyarwaddy International School, Mandalay, Myanmar had the mean score of 4.35, which was considered as very high. The first aim of this study was to identify the effects of school principal's transformational leadership on teachers' job satisfaction at Ayeyarwaddy International School, Mandalay, Myanmar. Based on the results of present study, the Inspirational Motivation was accounted for 28.2% of the variance in the dependent variable and it was statistically significant at $p <.001$ with the Beta value of .566 and the Intellectual Stimulation was the second strongest influence and it was accounted for 6.1% of the variance in the dependent variable and it was statistically significant at $p = 0.039$ with the Beta value of .201. This means that there was a significant factor of principals' transformational leadership influence on the level of teachers' job satisfaction and a significant relationship between them. The results of this study supported the previous study reviewed by Basar et al., (2021) who found that transformational leadership has a significant impact on the level of job satisfaction among teachers. Similar findings were found in the Cansoy (2018) study which stated that school principals' transformation leadership behaviors were found to have stronger relationships with teachers' job satisfaction compared to interactional leadership behaviors and were an important predictor of job satisfaction.

5.1.2 What are the effects of teachers' occupation perceptions on teachers' job satisfaction at Ayeyarwaddy International School?

The findings of this study also showed that the levels teachers' occupation perception with the mean of 4.05 indicated the high level of agreement. This study also indicated that the job satisfaction level of teachers at Ayeyarwaddy International School, Mandalay, Myanmar had the mean score of 4.35, which was considered as very high. The second aim of this study was to identify the effects of teachers' occupation perception on teachers' job

satisfaction at Ayeyarwaddy International School, Mandalay, Myanmar. Based on the results of present study, the Teachers' Occupation Perception was accounted for 56.4% of the variance in the dependent variable and it was statistically significant at $p < .001$ with the Beta value of .774. The results of this study supported the previous study reviewed by Lavy and Bocker (2017) who found that daily effects of teachers' sense of meaning on teacher-student relationships, and daily effects of perceived teacher-student relationships on teachers' job satisfaction.

5.2 Implications for Practice

The results of this study have significant implications for the modern-day school principals of the international schools to identify the effects of transformational leadership attributes and practices on teachers' job satisfaction as well as for the current teachers to identify the effects of occupation perception on their own job satisfaction. According to the previous researches cited above, school principal's transformational leadership attributes and practices are key factors to teachers' satisfaction and teachers' own occupation perception also has significant effect on their own job satisfaction. When the school leaders practice transformational leadership attributes in ways where they influence teachers ideally, stimulate them intellectually, motivate them through inspiration, and consider them individually, teachers will benefit from them. The result of this study can be applied by school principals who aims at identifying areas of growth in ensuring, sustaining, and enhancing teachers' job satisfaction at schools, and by teachers who target the achievement of job satisfaction through their positive perception of their own teaching occupation.

5.3 Future Research

For school leaders, principals, and administrators, as well as teachers

The school leaders including heads of schools, division principals, department heads, directors, and supervisors of the international schools are recommended to recognize the importance of the understanding and application of the transformational leadership attributes and practices and their effects on teachers' job satisfaction so that they will be able to implement ways to enhance such practices to build a school community where teachers feel satisfied not only at Ayeyarwaddy International Schools, Mandalay, Myanmar but also in other international schools in the same region as well as throughout the country. Especially, school principals should prioritize intervention to develop idealized influence, inspirational motivation, intellectual stimulation, and individual consideration towards the fulfillment of teachers'

job satisfaction by building trust through examples, encouraging enthusiasm through high expectations, promoting critical thinking through necessary support in learning, and fostering personal growth while recognizing individual needs. Not only teachers at Ayeyarwaddy International School, Mandalay, Myanmar but also other teachers in various parts of the country are recommended to realize and recognize their true perceptions of teaching occupation to be satisfied as a teacher at school. Teachers should strive to understand the importance of their own occupation perception in many different ways and that it has significant effects on their own job satisfaction. Therefore, teachers are recommended to have positive but still righteous occupation perception towards teaching as their profession by improving self-awareness, enhancing self-efficacy, pursuing personal and professional development programs, and strengthening necessary skills.

For future researchers

The current research was conducted only in one international school in Mandalay, Myanmar, and it limits the applicability to other international schools in the same region or different regions in Mandalay or other parts of the country. Therefore, for the sake of validating the findings and generalizing the results to a broader population of teachers from whom samples are to be selected for the research, the future research should be conducted in similar settings in different international schools in Mandalay or in other cities of the country. Due to the time constraints and the school holidays when all the international teachers were away, all the participants in the current study were local teachers, and therefore, the future research should be performed with a proportionately equal size of samples from both international and local faculty so that the findings and results will be a better representative of the entire school culture. Otherwise, comparative studies can also be carried out between two faculties - international and local - so that the findings and the results can be compared and contrasted to identify the current discrepancies in the effects of school principal's transformational leadership on teachers' job satisfaction, and a culturally more inclusive environment can be built. The future research will bring more benefits if the researchers use a mixed approach that involves both quantitative and qualitative studies as it encourages not only the accurate numerical results but also more comprehensive understanding of the stake holders with each other.

5.4 Conclusion

A quantitative research design was applied in this study to identify the effects of school principal's transformational leadership which is comprised of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, and teachers' occupation

perception on teachers' job satisfaction at Ayeyarwaddy International School, Mandalay, Myanmar. A Microsoft survey form was distributed to a total of 113 teachers via email and 88 valid responses were received and analyzed. The teachers were assessed on how they see their school principal as a transformational leader, how they perceive their teaching occupation, and how satisfied they are at school. The study can be concluded with a result that school principal's transformational leadership has high level of effect on teachers' job satisfaction, and teachers' occupation perception has a very high level of effect on their own job satisfaction.

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