

The Relationship Between Principals' Conflict Management Styles and Teachers' Job Satisfaction

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Abstract

The main purpose of this research was to study the relationship between principals' conflict management styles and teachers' job satisfaction perceived by teachers in Basic Education High Schools, Hinthada Township, Ayeyarwady Region. Quantitative and qualitative research methods were used. A total of 234 teachers from Basic Education High Schools in Hinthada Township were selected as participants by using a purposive sampling method. Required data were collected two by means of questionnaires: Principals' Conflict Management Styles Questionnaire developed by Rahim (2001) and Teachers' Job Satisfaction Questionnaire developed by Maslow's Hierarchy of needs theory and Herzberg two factor theory in this study. The reliability coefficients (Cronbach α) were 0.77 and 0.92 respectively. For qualitative study, eight interview questions were used. Descriptive statistics, Independent sample t test, One-Way ANOVA and Pearson correlation, using SPSS version 25 were used. Interviews were conducted with four principals and twelve teachers. The results show that the principals mostly used integrating style, obliging style and compromising style, and the level of teachers' job satisfaction was high. There were significant differences in the perceptions of teachers on principals' conflict management styles grouped by schools, gender, age and service. There were significant differences among teachers grouped by age, educational qualification, position and teaching service. There were significant positive relationships between principals' conflict management styles (integrating, obliging and compromising) and teachers' job satisfaction. But there were significant negative relationships between principals' conflict management styles (dominating and avoiding) and teachers' job satisfaction.

Key words: principals' conflict management styles and teachers' job satisfaction

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