

Impact of Organisation Structure and Leadership Style towards Teacher's Motivation to Teach, Student's Motivation to Learn, Teacher's Job Satisfaction and Student-Centered Teaching Skill through OD intervention

Nan Thin Zar No

Board of Director(Asia Organisation Development Network)

Dr Lee Hsing Lu

Lecturer and Ph.D. OD Program Director Assumption University of Thailand

592/3 Soi Ramkhamhaeng 24 Ramkhamhaeng Rd., Hua Mak, Bangkok, Samut Prakan, Thailand

JEL classification code : L31 O17

Abstract:- The research objectives of this study are to assess current situation of AAA monastic school (pre ODI), to design and implement OD interventions (ODI) that will develop monk's leadership style and team-based organization structure, to analyze the impact of monk's leadership and team-based organization structure onto teacher's motivation to work, to analyze the impact of monk's leadership and team-based organization structure onto teacher's job satisfaction, to analyze the impact of monk's leadership and team-based organization structure onto student's motivation to learn, to analyze the relationship between team-based organization structure and student-centered teaching skills and to determine the differences between Pre ODI and Post ODI on monk's leadership, team-based organization structure, student's motivation to learn, student-centered teaching skill, teacher's motivation to work and teacher's job satisfaction. The participants were one monk, 19 teachers, and 459 students. The researcher used the Likert organization characteristic survey questionnaires, focus group interviews, decision tree diagrams, and observation forms to collect data. OD interventions were applied to the monk's leadership style and teachers to form a Team-based organization structure. Findings showed differences between Pre-ODI and Post-ODI on monk's leadership style, teachers' Team-based organization structure, student's motivation to learn, student-centered teaching skill, teacher's motivation to work, and teacher's job satisfaction.

Keywords:- Leadership Style, Motivation, Job Satisfaction, Organization Development Interventions Organization Structure.

I. INTRODUCTION

In Myanmar, there are three types of school systems offering education, namely, public schools, private schools, and monastic schools. In the country, about 80% of the population resides in rural areas. Monastic schools provide educational opportunities for the students who live with poor and vulnerable families in rural areas. There are 1,534 monastic schools in Myanmar. These schools are established and managed by monks and administered by the Ministry of Religious Affairs. Monastic schools apply the government education curriculum but received very little government supports. The monastic schools rely on community support such as donations and volunteer participation. Since the school rarely charges fees from children from poverty and war zones. In general, the monastic schools maintain low standard school functions, yet the school function is far beyond public schools and private schools functional levels. Because of the monk autocratic leadership style, the poor school functionality, and teacher lacking teaching skills which caused students demotivated to learn.

Organizational assessment

The research conducted a SWOT analysis of two monastic schools, namely AAA and BBB. There are commonalities between these two schools listed as follows, (1) some teachers did not have teaching experience, and (2) teachers taught in teacher-centered teaching methods. (3) Monk autocratic leadership prevented teachers from sharing their ideas. In addition, monks do not empower teachers and staff to deal with suddenly emerged situations. (4) schools offer only primary and middle school education curriculum. (5) There were no career development plans for teachers. Further, more monastic schools are opening up and competing for donation funds.

The researcher interviewed monks at AAA monastic school and identified problems below, (1) Teachers' performance was low due to lack of teaching experience. (2) There was no proper organizational structure in this monastic school. (3) Monk's is acting autocratic leadership style (4) Teacher's teaching skills were inexperienced to improve students' learning attitude and behavior. (5) Some students were depressed to be motivated to learn. (6) Monks did not provide resources to teachers so that teachers could not fulfill teaching responsibilities at the monastic school steadily and sustainably. (7) Teachers were demotivated and dissatisfied to work. (8) There are no high school level curriculums were offered. (9) Monk arranged a few study guides to support high school students who lived at the monastic school, but high school students had to attend the other high school, which was far from monastic school.

The research objectives of this study are
 To assess the current situation of AAA monastic school (Pre-ODI)
 To design and implement OD interventions (ODI) to develop monk's leadership style and team-based organization structure.
 To analyze the impact of monk's leadership and team-based organization structure on teacher's motivation to work.
 To analyze the impact of monk's leadership and team-based organization structure on teacher's job satisfaction.
 To analyze the impact of monk's leadership and team-based organization structure on student's motivation to learn.
 To analyze the relationship between team-based organization structure and student-centered teaching skills.
 To determine the differences between Pre-ODI and Post-ODI on monk's leadership, team-based organization structure, student's motivation to learn, student-centered teaching skill, teacher's motivation to work, and teacher's job satisfaction.

Research Questions

The research developed the research questions as follows.

1. What is the current situation of monk's leadership style, team-based organization structure, teacher's motivation to work, student-centered teaching skill, and student motivation to learn of AAA monastic school?
2. What ODIs can be applied to develop monks' leadership style and organization structure?
3. Will monks' leadership and team-based organization structure impact teacher's motivation to work?
4. Will monks' leadership and team-based organization structure have an impact on teacher's job satisfaction?
5. Will monks' leadership and team-based organization structure have an impact on student motivation to learn?
6. Are there a relationship between team-based organization structure and student-centered teaching skills?
7. Are there differences in student motivation to learn, student-centered teaching skills, teacher's motivation to work, and teacher's job satisfaction between Pre-ODI and Post-ODI?

II. REVIEW OF RELATED LITERATURE

Situational leadership

Northouse (2016) defines leadership as a process whereby an individual influences individuals to achieve a common goal. Burns (1978) states that leadership is a joint mobilization by some individuals with motives and specific values, politics, and various sources of economic endurance.

Team-based Organizational Structure

Daft et al. (1983) stated that a team-based organizational structure means that teams handle everyday tasks. Its task structure is simpler and more flexible than the hierarchical structure. The team-based structure can enhance problem-solving ability, decision-making ability, and trust within the team, and the organization formed teams to perform organizational goals and objectives. Usually, team members have the discretion to manage their works and tasks to achieve common objectives and goals.

Motivation

Herzberg et al. (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are existing different ways (Naylor 1999: 542). In schools, teachers' motivation and capabilities are core processes and efforts to enhance schools' effectiveness. Highly motivated teachers can create a social, psychological, and physical climate in the classroom.

According to Vroom's Expectancy Theory. Vroom (1964) explained that when people decided whether to exert self-control to pursue a particular goal. Drives and desires are deficiency or need that activates behavior are goals or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Whereas more subtle drives might be the desire for praise and approval to motivates an individual to please others. Skinner (1939, 1971) proposed that if pleasant consequences follow a behavior, the behavior tends to continue. The negative reinforcement will stop the behavior. Weiner (1976) identified attribution theory that persons' attributions attempt to explain their success or failure determine the effort they are willing to exert in the future.

Job satisfaction

Monyatsi (2012) argues that high job satisfaction among teachers motivates them to remain in the teaching sector. Nguni et al. (2006) further suggest that satisfied teachers will be more willing to invest extra time and energy in their work. In addition, teachers have a mentor who feels less isolated, and they are willing to ask for help when needed (Ingersoll, 2002). Thus, mentors can help teachers achieve higher levels of job satisfaction.

Methods of student-centered teaching

There are different methods of teaching to stimulate student's insight during instructional processes.

Interactive lecture demonstrations

Students make predictions about the outcome of a classroom demonstration. They then observe the experiment or demonstration, describe the results, and discuss and reflect on the observed outcome. Crouch et al. (2004); Sharma et al. (2010)

Problem sets in groups

Cortright et al. (2005) stated that students work on problem sets in teams and submit one set of solutions per team.

Small group discussion and peer instruction

Armbruster et al. (2009). Students think about the answer to a question posed by the instructor and then discuss the question. The instructor selects students to explain the consensus to the class.

Conceptual framework of the study

The conceptual framework shows that independent variables, namely, situational leadership and team-based structure, have impact on dependent variables, namely, student-centered teaching skills, student's motivation to learn, teacher's motivation to work and teacher's job satisfaction.

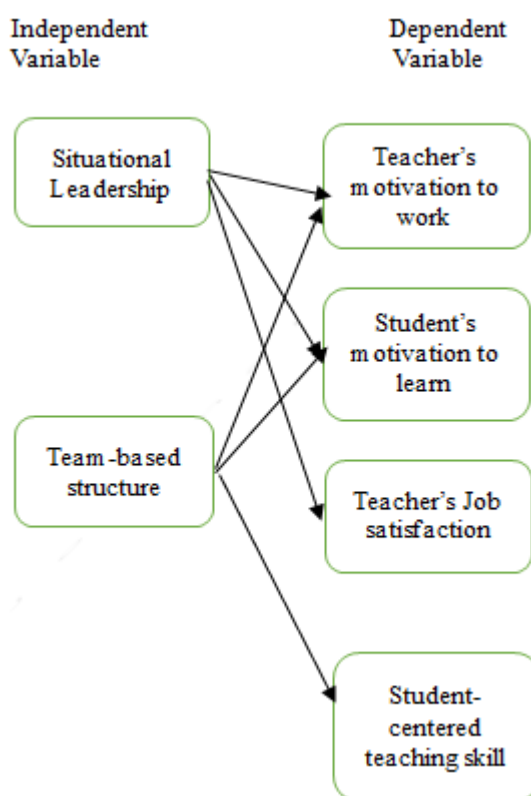
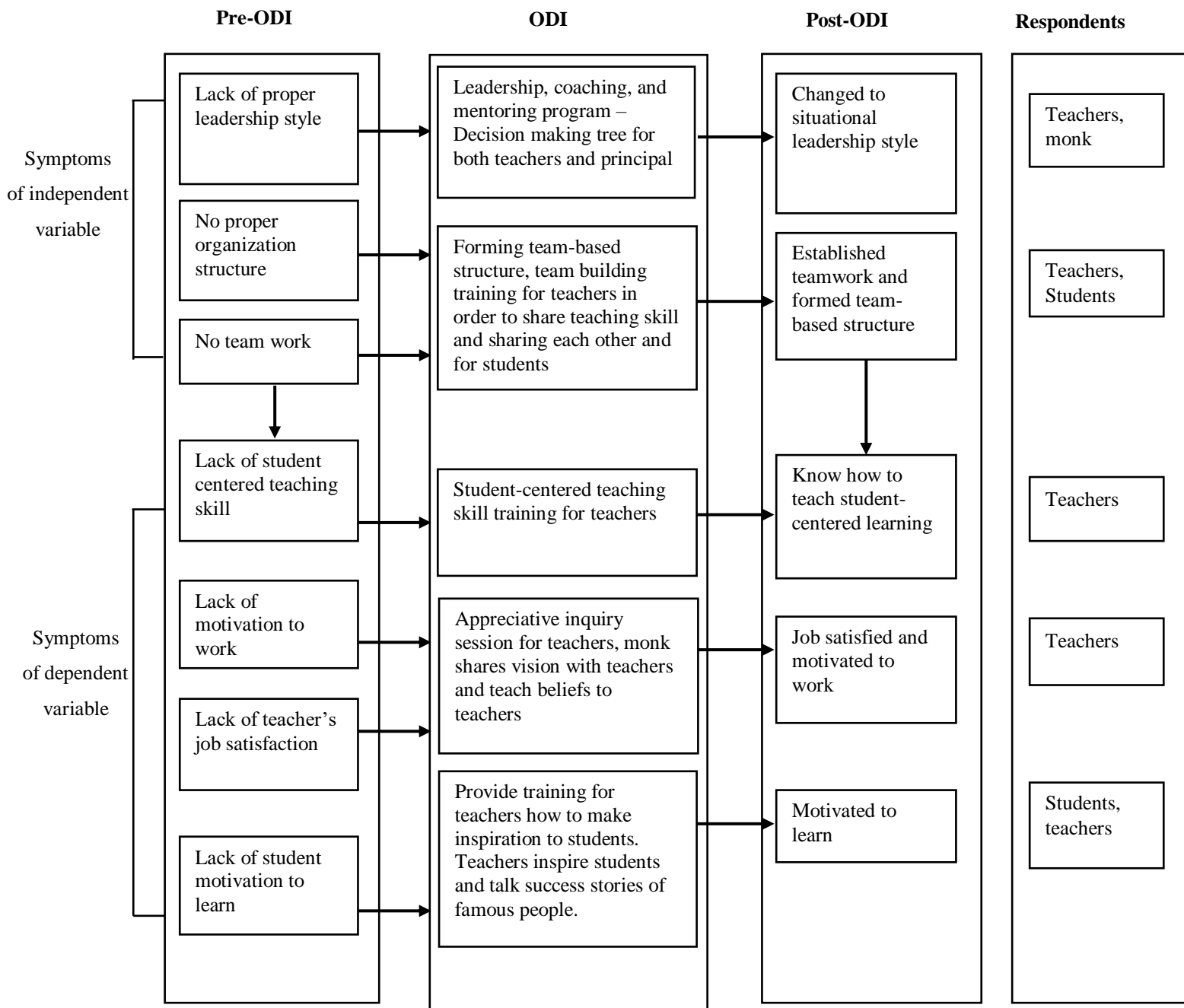


Figure 1 Conceptual framework

Figure 2
Action Research Framework



Action research framework

According to conceptual framework, action research framework is formed. An action research framework consists of three stages which are Pre-ODI, ODI and Post-ODI as shown in Figure 2.

In the Pre-ODI stage, a Job satisfaction survey was used and analyzed whether teachers are satisfied to work or not. However, there was no proper organizational structure to support this monastic school. Monk was not capable of managing his monastic school effectively with an autocratic

type. Monk used to make decisions by himself, and teachers must follow accordingly; thus, teachers were not motivated to work because they could not share ideas regarding teaching and school management matters. Since most teachers worked part-time and commuting to school, a few full-time teachers who graduated from AAA monastic school stayed at school.

Most of the teachers were young without student-centered learning skills, and they were using teacher center method towards their students; thus, most of the students were not willing to learn and were unable to achieve good academic

performance. Moreover, some students in this monastic school did not have parents; they escaped from war zones, so that these students might be depressed mentally and lacked confidence and motivation.

During the ODI stage, the researcher applied situational leadership theory to analyze what leadership styles teachers preferred. The researcher provided the student-centered teaching skill training sessions to improve teaching skills and increase teachers' motivation to work. The researcher used surveys and observation forms to collect data to analyze how to motivate teachers. An appreciative inquiry session to improve teachers' positive feelings, followed by a monk's shared vision. The motivational talk can increase student's motivation to learn by the speakers. Teachers play an essential role in increasing student's motivation. The researcher taught teachers how to inspire students, treat students as their children, and share success stories with students about famous people in the world; Trained teachers on setting clear learning objectives, creating a threat-free environment, and offering experiences at various stages of achievement. Monk set a collaborative agreement with a nearby high school to develop effective learning methods for its boarding students at the high school level.

Teachers, who live near monastic schools, were recruited and hired not to have transportation difficulties. The research helped set up a team-based structure to comprises teachers' works and students' studies through team-building intervention and process, trustworthy climate, effective communication and cooperation among teachers, and improved student learning motivation. This essential team-based structure leads to increased performance, teacher satisfaction, and student motivation to learn. The researcher worked with teachers to build a sense of camaraderie, develop problem-solving skills and improve morale. The researcher trained the monk to identify leadership styles and use them based on different situations, thus improving teachers' motivation and satisfaction. Senior teachers were grouped with junior teachers in teams to improve their teaching and management skills.

Student teams were formed in many disciplinary so they can learn problem-solving and communication skills. For example, the student council can speak about students' feelings and difficulties with teachers and studies—the sports team practices cooperation and communication. The student learning groups build up trust and work toward a common goal. Extra activities such as music and arts stimulate students to share ideas, listen, talk, communicate, and build help in every area of school life.

In the Post-ODI stage, the researcher discussed the improvements after the ODI stage and use the same set of questionnaires, methods of observation, in-depth interviews to collect scales of student's motivation to study, student-centered teaching skill, teacher's motivation to work, and teacher's job satisfaction, team-based organization structure and leadership style.

Research hypotheses

Based on the conceptual framework the following hypotheses were tested.

H1: Monk’s leadership style and team-based structure has impact on teacher’s motivation to work.

H2: Monk’s leadership style and team-based structure has impact on student’s motivation to learn.

H3: Monk’s leadership style and team-based structure has impact on teacher’s job satisfaction.

H4: Team based structure has on relationship with student-centered teaching skills.

H5: There is difference between Pre-ODI and Post-ODI impacts on leadership, team-based structure student-centered teaching skills, student’s motivation to learn, teacher’s motivation to work, and teacher’s job satisfaction.

III. RESEARCH METHODOLOGY

Scope and population sampling

The researchers conducted Organization development interventions (ODIs) between September and December 2019 with 19 teachers, monks, and 220 students. The total number of students was 451, but the researcher chose only the middle and high school students because primary students were too young to take surveys and answer interview questions.

Methods and research instruments

This action research model adopted the mixed-method. Quantitative results were obtained by analyzing the data of questionnaires before and after the intervention.

Questionnaires

Surveys were modified depending on Myanmar culture and teacher's situation in AAA monastic schools. The decision-making tree (leadership) questionnaire's reliability test score of Cronbach's Alpha score is 0.608. The researcher used Item-Objective Congruence (IOC) method to test content validity by requesting three subject matter experts to evaluate each question of the questionnaires and assigned one of the following values -1 (irrelevant), 0 (not sure) and +1 (relevant), then calculated mean score of each question assigned values from three experts. Only the question's mean score is more significant than 0.6 meets content validity criteria. Rovinelli and Hambleton (1977)

Table 1 The Cronbach’s Alpha test result of the survey questionnaires

Variable	Cronbach alpha	No of Items	Reliability
Teacher’s motivation to work	0.808	25	Reliable
Student’s motivation to learn	0.701	21	Reliable
Teacher’s job satisfaction	0.812	24	Reliable
Team-based structure	0.823	10	Reliable
Leadership	0.608	9	Reliable

The study applied a semi-structured interview. The interview was taking place two times before and after OD

Statistical Procedure

Frequency distributions and percentages were employed to measure the demographic data. To measure and compare the improvements of Pre and Post-intervention on the outcomes of each variable, mean, median, and standard deviation together with sample t-tests were used to evaluate whether the variables are significant improved between the Pre and Post Stages.

IV. ANALYSIS OF FINDINGS AND DISCUSSION

Quantitative findings

The results of the Sample t-test were shown in the table.

Table 2

A Summary of Sample t-test results between Pre-ODIs and Post-ODIs

Dimensions and Variables	Pre ODI	Post ODI	Mean Changes	Significance 95% Confidence Interval
Teacher’s motivation to work	1.4	4.6	3	0.000
Student’s motivation to learn	1.4	4.3	2.9	0.000
Teacher’s job satisfaction	1.6	4.5	2.9	0.000
Leadership	1.6	4.6	3	0.000
Team-based structure	1.29	4.7	3.41	0.000

Qualitative findings

Organization structure

The researcher found that organizational structure changed positively between pre-and post-ODI stages through semi-structural group interviews, independent observation, and participatory observation. At the end of the team-building process, the teacher formed teams to share experiences and knowledge. So, junior teachers could get advice from senior teachers regarding academics. In addition, the student council collects voices from students, and they shared opinions with teachers; besides, students can learn from each other by forming study groups. Hence the new team-based structure is replaced the traditional organizational structure using at AAA monastic school now. Monk maintains effective communication with teachers and students as the team-based structure is performing well.

Teachers have become hard-working. Most teachers know what is expected of them to work, and responsibilities are shared among team members. Teachers act quickly on their decisions. Teachers share experiences, information, and knowledge with each other and student studies within the group to study together. Teachers have a meaningful, shared purpose and solve problems with effective results. Teachers are strongly committed to a shared mission, and teachers take

the initiative to resolve issues between themselves without involving the monk. Monk arranges group meetings regularly, and teachers establish supportive relationships with each other. Teachers help one another deal with problems or resolve issues teachers seek and give each other constructive feedback teachers' collaborations with other teams are productive, worthwhile, and yield good results teachers make consensus decision-making.

Leadership

After leadership coaching, it had been observed that principal’s leadership style was changed to participative leadership among situational leadership style depending on teacher’s behavior. Monk does not make decision by himself and orders and accept ideas from teacher, trust teachers, having teamwork and establishing organization goals together. It had been observed that factors improving leadership in post ODI stage are engaging subordinates (teachers) to get empowerment, the teachers felt that the monk was taking care of them and listened to the monk's instructions and suggestions.

Student-centered teaching skill

At the end of teaching training, senior teachers, principal and researcher evaluated the specific teacher through at least one classroom instruction observation. Junior teachers had to submit reflection report what they learned from training. It had been observed that teachers started to use student-centered teaching by focusing on the students’ critical thinking and analytical skills, providing feedback and encourage student’s participation in class, using relevant teaching methods, aids, materials and techniques, demonstrating respectful behavior toward students, demonstrating sensitivity to different cultures/ethnicities, acknowledging student strengths/successes, active participation by a broad range of students, students comfortable asking questions/requesting assistance and using time wisely, maintaining discipline and control. Teachers assist students with academic problems and teachers are self-confident, maintain professional comportment and appearance.

Students have differentiated learning opportunities and activities that meet their needs. They have equal access to classroom discussions, activities, resources, technology, and support. Also they know that rules and consequences applied fairly, clearly and consistently, have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences. Students strive to meet the high expectations established by the teacher.

The class tasks and activities are challenging and achievable because they are provided exemplars of high-quality work and most of the students engage in coursework and discussions. Most of the students ask and respond to questions that require higher order thinking and demonstrated of expresses that learning experiences are positive, most of the students are well-demonstrated positive attitude about the classroom and learning, students take risks in learning without fear of negative feedback and highly support and assistance to understand content and accomplish tasks. Students have

opportunities to engage in discussions with teacher and other students, have connections from content to real-life experiences and actively engaged in the learning activities.

Hypothesis testing

Research hypothesis 1

H1: Monk's leadership and team-based structure have no impact on teacher's motivation to work.

H1: monk's leadership and team-based structure have impact on teacher's motivation to work.

The ANOVA analysis was a statistically significant causal relationship among the three variables. There was statistical significance in the effect of the linear model relationship among the variables since the p-value is 0.000 (< 0.05 alfa value), it is statistical significance, so the H01 is rejected. The predictor variables were monk's leadership and team-based structure. The dependent variable was teachers' motivation to work. The coefficient of multiple linear regression R2 values is 0.683; the finding of multiple linear regression indicated that the 68.3% chance of DVs could be explained by IV, which was the causal relationship among monk's leadership (IV) and team-based structure (IV) and teachers' motivation to work (DV). Based on analysis results, H01 is rejected, so Ha1 is accepted.

Hypothesis testing 2

H2: Monk's leadership style and team-based structure has no impact with student's motivation to learn

H2: Monk's leadership style and team-based structure has impact with student's motivation to learn.

The output of the ANOVA analysis was statistical significance in the effect of the linear model relationship among the variables since the p-value is 0.000 (< 0.05, alfa value), it is statistical significance, so the H01 is rejected. The predictor variables were monk's leadership and team-based structure. The dependent variable was teachers' motivation to work. The coefficient of multiple linear regression R square is 0.619. The finding of multiple linear regression indicated that the change of DVs could be explained by IV, which was the causal relationship between monk's leadership (IV) and team-based structure (IV) and student's motivation to learn (DV). Based on the analysis result, H01 is rejected, so Ha1 is accepted.

Hypothesis testing 3

H3: Monk's leadership style and team-based structure has no impact teacher's job satisfaction.

H3: Monk's leadership style and team-based structure has impact teacher's job satisfaction.

The coefficient of multiple linear regression R2 is 0.543 since the p-value is 0.001 (< 0.05), which is significant. Thus, the finding of multiple linear regression proved a causal relationship between monk's leadership style and team-based structure impact teachers' job satisfaction. Therefore, rejected H30, and the alternative hypothesis H3a is accepted.

Hypothesis testing 4

H04: Team based structure has no relationship with student-centered teaching skills between Pre-ODI and Post-ODI.

Ha4: Team based structure has relationship with student-centered teaching skills between Pre-ODI and Post-ODI.

There was statistical significance in the effect of the linear model relationship among the variables since the p value is 0.003 (< 0.05 alfa value), it's significance. The predictor variables was team-based structure. The dependent variable was student-centered teaching skills. The linear regression R2 is 0.850. The finding of Team based structure has strong relationship with student-centered teaching skills .Based on the analysis result, Ha4 is accepted.

Hypothesis testing 5

H5: There is no difference between Pre-ODI and Post-ODI on Monk's leadership, team-based structure, student-centered teaching skills, student motivation to learn, teacher's motivation to work, and teacher's job satisfaction.

H5: There is difference between Pre-ODI and Post-ODI on Monk's leadership, team-based structure, student-centered teaching skills, student motivation to learn, teacher's motivation to work, and teacher's job satisfaction.

Sample t-test was used to test student's motivation to learn, teacher's motivation to work, and teacher's job satisfaction and content analysis was used to analyse student-centered teaching skills, in comparing difference between Pre- and Post ODI, paired sample t test was used to analyze the improvement level. According to the outcomes, there is statistically improvement in the scores between Pre-ODI (M=1.7,1.29,1.4,1.4,1.6) and Post-ODI (M=4.6, 4.7, 4.6, 4.3, 4.5), the **mean difference is 2.9, 3.41, 3.2, 2.9, 2.9 and t value is 0.000**) for student motivation to learn, teacher's motivation to work, and teacher's job satisfaction (p<0.05). So, Ha5 is accepted.

V. CONCLUSION

This research study applied OD interventions such as team development plans, student motivational speech, leadership training and coaching courses, team building plans, student-centered educational skills training plans, team discussion courses, and organizational redesign to formulating actions, workshops and training sessions to enhance the quality of understanding through practices among teachers and staff.

After Post ODI, the findings showed that monk's leadership has changed to situational leadership, team-based structure is formed, teacher's motivation to work and student's motivation to learn is increased and student-centered teaching skill of teachers is improved.

RECOMMENDATIONS

According to this research findings, changing organization structure and leadership styles significantly impact teachers' motivation to work, students' motivation to learn, teacher's job satisfaction, and student-centered teaching skills.

Recommendations for focal organization

Based on the research findings, there was a lack of areas in Human resources management and considering an increasing donation for long-term sustainability and increasing motivation of teachers and students because a large amount of funds is needed to provide school facilities and more salary for teachers. However, since there are around 1,600 monastic schools in Myanmar, a research design on a large scale means more samples are needed, and independent pair groups comparative studies should be conducted that can be generalized for the monastic school population. In addition, the researchers need to test and compare the different institution's sectors (e.g., public and private schools).

Limitation of the study

This study applied OD interventions to change organizational structure and leadership style of AAA monastic School, yet the financial improvement should be gained from donations campaign. The sample size is small; further research studies could be gathered larger sample size from multiple monastic schools and conducting a longitudinal study to ensure outcomes are impacted by OD interventions in long-lasting effects.

Recommendations for Future OD

The principal (monk) at AAA monastic school realized that changing leadership style and organizational structure is not a past short course, but it is a continuous change course. The researcher must conduct at least one situational leadership training at AAA Monastic School and leadership practice. To get the most out of AAA Monastic School's teachers and students' abilities require in-depth leadership training and coaching and training programs every three months to create an appropriate ODI in an organization such as leadership and management training, student-centered teaching training, regularly observation students are learning in the class

REFERENCES

Books and articles

- [1]. Amos, Clinton, Holmes, Gary R., & Strutton, D. (2008).
- [2]. Exploring the relationship between celebrity endorser effects and advertising effectiveness. *International Journal of Advertising*, 27(2), 209-234. <https://doi.org/10.1080/02650487.2008.11073052>
- [4]. Armbruster, Peter, Patel, Maya, Johnson, Erika & Weiss., Martha (2009). "Active learning and student-centered pedagogy improve student attitudes and performance in introductory biology." *Life science education* 8 (3), 203-213. <https://DOI: 10.1187/cbe.09-03-0025>
- [5]. Armstrong, M. (2006). *A handbook of human resource management practice*. Kogan Page Publishers.
- [6]. Atchison, T. J., & Lefferts, E. A. (1972). The prediction of turnover using Herzberg's job satisfaction technique. *Personnel Psychology*, 25(1), 53-64. <https://doi.org/10.1111/j.1744-6570.1972.tb01090>.

- [7]. Bandura, Albert. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1(2), 164-180. <https://doi.org/10.1111/j.1745-6916.2006.00011.x>
- [8]. Bratton, John, & Gold, Jeff. (2007). *Human resource management: theory and practice*. Palgrave.
- [9]. Brown, J. W., Lewis, R. B., & Harclerod, F. F. (1959). *AV Instruction: Materials and Methods*. McGraw-Hill Book Company.
- [10]. Bryman, Alan, & Bell, Emma. (2007). *Business research methods*. Oxford university press.
- [11]. Burns, J. M. (1978). *Leadership*. Harper & Row.
- [12]. Cortright, Ronald N, Collins, Heidi L & Dicarolo, Stephen E. (2005). Peer instruction enhanced meaningful learning: Ability to solve novel problems, *Advanced in Physiological association*, 29(2):107-111 [http:// DOI: 10.1152/advan.00060.2004](http://DOI: 10.1152/advan.00060.2004)
- [13]. Hersey, P., & Blanchard, K. H. (1977). *Management of organizational behavior* (3rd ed.). Prentice hall.
- [14]. Kreitner, R., & Luthans, F. (1984). A social learning approach to behavioral management: Radical behaviorists "mellowing out." *Organizational Dynamics*, 13(2), 47-65. [https://doi.org/10.1016/0090-2616\(84\)90018-4](https://doi.org/10.1016/0090-2616(84)90018-4)
- [15]. Mondy, R. W., Sharplin, A., & Flippo, E. B. (1980). *Management, concepts and practices*. Allyn & Bacon.
- [16]. Northouse, Peter. G. (2010). *Leadership: Theory and Practice* (5th ed.). SAGE Publications. <https://books.google.com.mm/books?id=MIKDJx2YHSIC>
- [17]. Northouse, Peter. G. (2013). *Leadership: Theory and Practice* (6th ed.). PT. Indeks.
- [18]. Robbins, S. P., & Coulter, M. A. (2012). *Management* (11th ed.). Pearson Education, Inc. Prentice Hall.
- [19]. Robbins, S. P., & Judge, T. A. (2011). *Organizational Behavior, Global Edition* (14th ed.). Pearson Education Limited.
- [20]. Robbins, S. P., Odendaal, A., & Roodt, G. (2003). *Organisational behaviour : global and Southern African perspectives* (9th ed.). Pearson Education.
- [21]. Rovinelli, R. J., & Hambleton, R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. *Dutch Journal of Educational Research*, 2, 49-60 <https://doi.org/10.4135/9780857021021>
- [22]. Vroom, V. H. (1964). *Work and motivation*. Jolm Wiley and Sons. Inc.
- [23]. Weiner, B. (1976). An Attributional Approach for Educational Psychology. *Review of Research in Education*, 4(1), 179-209. <https://doi.org/10.3102/0091732X004001179>