

## **RELATIONSHIPS AMONG PRINCIPAL'S RESOURCE MANAGEMENT COMPETENCIES, ORGANIZATIONAL CLIMATE AND TEACHERS' JOB PERFORMANCE**

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### **Abstract**

This research aims to explore the relationships among principal's resource management competencies, organizational climate and teachers' job performance at Basic Education High Schools in Mandalay. A total of six principals and 307 teachers from six sample high schools participated in this study. Quantitative research method was used in this study. Data were analyzed by the use of descriptive statistics such as means and standard deviations, and Pearson-product moment correlations. According to the findings, it was found that School 2 had "open climate", School 1 and School 3 had "autonomous climate", School 4 and School 6 had "paternal climate", and School 5 had "closed climate" respectively. Moreover, there was a positive and moderate correlation between "overall principal's resource management competencies" and "overall teachers' job performance" in sample high schools. Similarly, when studying the relationship between organizational climate and teachers' job performance, five dimensions such as "aloofness", "production emphasis", "thrust", "consideration", and "intimacy" were positively and moderately correlated with "overall teachers' job performance". Again, there was a weak and negative correlation between "disengagement" dimension and "overall teachers' job performance" and a weak and positive correlation between "hindrance" dimension and "overall teachers' job performance". However, "esprit" dimension had high and positive correlation with "overall teachers' job performance".

**Keywords:** principal's resource management competencies, organizational climate, teachers' job performance

### **Introduction**

Nowadays, the education system in Myanmar is moving toward the high quality education. Thus, learners, environments, content, process and outcomes all are needed to be high quality. Undoubtedly, teachers play one of the most important roles in creating and maintaining the high quality education. Thus, teachers' job performance and the factors supporting teachers' job performance have been the targets of considerable research and debate from which more questions have arisen. Among many factors supporting teachers' job performance, the main factors are principal's resource management competencies and their school climate (Raza, 2010).

Resource management competency is the possession of necessary skills to effectively manage school resources for productive improvement (Victor, 2017). The principal who is competency in human resource management can attract and retain enough competent and motivated teachers (Runhaar, 2016). In the view of Dangara (2016), material resource management has a direct impact on the academic success of teachers and students. According to Victor (2017), the principal who has good financial resource management can enhance excellence on job performance of teachers.

Similarly, organizational climate can be seen as characteristics that distinguish the organization from other organizations and that influence the behavior of people in the organizations (Gilmer, 1966:57, as cited in Hoy & Miskel, 2013). The school effectiveness and improvement cannot be achieved and sustained without the presence of a favorable school climate (Raza, 2010). In other words, organizational climate has highly effect on the motivation and behaviour of

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teachers. Thus, organizational climate is conducive to increasing the job performance of teachers (Balkar, 2015).

On the other hand, teachers' job performance is a complex phenomenon and the actual accomplishment of assigned task. Teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession (Uko, Umosen & Caleb, 2015). It includes such activities as drawing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress (Maclean, 2018).

To sum up, by keeping in view the importance of principal's resource management competencies, organizational climate and teachers' job performance, this study was designed to investigate the relationships among principal's resource management competencies, organizational climate and teachers' job performance at Basic Education High Schools in Mandalay.

### **Purposes of the Study**

The main purpose of this study is to explore the relationships among principal's resource management competencies, organizational climate and teachers' job performance at Basic Education High Schools in Mandalay. The specific purposes of this study are:

- To find out the perceptions of teachers on principal's resource management competencies of sample Basic Education High Schools in Mandalay,
- To explore the perceptions of teachers on their organizational climate of sample Basic Education High Schools in Mandalay,
- To investigate the perceptions of teachers on teachers' job performance of sample Basic Education High Schools in Mandalay,
- To explore the relationship between principal's resource management competencies and teachers' job performance of sample Basic Education High Schools in Mandalay, and
- To find out the relationship between organizational climate and teacher's job performance of sample Basic Education High Schools in Mandalay.

### **Research Questions**

The following research questions guide the direction of the study.

1. What are the perceptions of teachers on principal's resource management competencies of sample Basic Education High Schools in Mandalay?
2. What are the perceptions of teachers on their organizational climate of sample Basic Education High Schools in Mandalay?
3. What are the perceptions of teachers on teachers' job performance of sample Basic Education High Schools in Mandalay?
4. What is the relationship between principal's resource management competencies and teachers' job performance of sample Basic Education High Schools in Mandalay?
5. What is the relationship between organizational climate and teachers' job performance of sample Basic Education High Schools in Mandalay?

### **Scope of the Study**

1. The scope of this study is limited to Basic Education High Schools (not including Branch High Schools) in Mandalay because of the available time and resources of the researcher.

2. The sample high schools are limited to the schools in which the principals have at least two years of administrative service at the current schools.
3. The findings of this study may not be generalized to any other schools than the high schools in Mandalay.

### Operational Definitions of the Study

For the purpose of clarity, this study utilizes following operational definitions.

- **Principal's Resource Management Competencies** refer to management competencies of principal in human resource management, material resource management, and financial resource management.
  - (1) **Competency in Human Resource Management** refers to competency of principals in motivating teachers to contribute to their schools' objectives (Runhaar, 2016).
  - (2) **Competency in Material Resource Management** refers to competency of principals in planning, procuring, storing, utilization and maintenance of school facilities to enhance the quality of teaching and learning process (Victor, 2017).
  - (3) **Competency in Financial Resource Management** refers to competency of principals in planning, organizing and controlling of inflow and outflow of money aimed at achieving organizational success and development (Victor, 2017).
- **Organizational Climate:** Organizational climate results from the reciprocal effects of the principal's leadership behaviour as a leader and teachers' behaviour as a group. There are four dimensions of principal's leadership behaviour such as aloofness, production emphasis, thrust and consideration. Similarly, there are also four dimensions of teachers' behaviour such as disengagement, hindrance, esprit, and intimacy (Silver, 1983).
  - (1) **Aloofness** refers to behaviour by the principal which is characterized as formal and impersonal (Halpin & Croft, 1963).
  - (2) **Production Emphasis** refers to refers to the degree of active supervision the principal typically exercises over staff (Silver, 1983).
  - (3) **Thrust** is the way some principals act as a role model for the type of behavior they expect of their staff (Raza, 2010).
  - (4) **Consideration** is a concern for staff members as individual beings; it is synonymous with kindness and humanitarianism (Silver, 1983).
  - (5) **Disengagement** refers to the teachers' psychological and physical distance from each other and from the school as a whole (Halpin, 1966, as cited in Silver, 1983).
  - (6) **Hindrance** refers to the burdensomeness of clerical tasks and responsibilities unrelated to teaching (Silver, 1983).
  - (7) **Esprit** refers to the morale, spirit and liveliness of the group of teachers (Silver, 1983).
  - (8) **Intimacy** refers to the degree to which teachers share their private lives with each other and exchange confidences (Silver, 1983).
- **Teachers' Job Performance:** Teachers' Job Performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession (Uko *et al.*, 2015).

### Review of Related Literature

The teacher is the most responsible for helping the students acquire the knowledge, skills and practical orientations essential for self as well as for national development. As the teacher is

the key person for students' achievement, it is necessary to support for the higher teachers' job performance (Raza, 2010).

One of the most important factors that support teachers' job performance is principal's resource management competencies. Management is leading, guiding and directing an organization for the accomplishment of pre-determined objectives (Sahni & Vayunandan, 2012). "A competency is a combination of tacit and explicit knowledge, behavior and skills that gives someone the potential for effectiveness in task performance" (Petersen, 2006). Resource management is the productive use of available resources in an efficient and effective ways in order to lead goals attainment. In this study, three types of resources such as human, financial and material are to be studied.

Human resource management (HRM) is particularly concerned with all the activities that contribute to successfully attracting, developing, motivating and maintaining a high-performing workforce that result in organizational success (Sims, 2002). Material resource management (MRM) refers to the effective and efficient utilization of physical facilities and instructional materials for the improvement of school (Dangara, 2016). Financial resource management (FRM) is the planning, organizing and controlling of inflow and outflow of money aimed at achieving organizational success and development (Victor, 2017).

Then, organizational climate is also an important factor that supports teachers' job performance. Organization can be defined as "a social unit within which people have achieved somewhat stable relations among themselves in order to facilitate obtaining a set of objectives or goals" (Litterer, 1963, as cited in Silver, 1983). "Climate is that the constitution of enduring characteristics of the ecology, milieu, social system, and culture particularly" (Tenato Taguiri, 1968:23, as cited in Hoy & Miskel, 2013). Organizational climate can be defined as "those characteristics that distinguish the organization from other organizations and that influence the behavior of people in the organizations" (Gilmer, 1966:57, as cited in Hoy & Miskel, 2013). There are two types of climates: geographic and social climates. In this study, the social climate of the organization is to be considered.

The social climate is the reciprocal relationships among organization's members. The social climate of schools results from the reciprocal effects of principal's leadership behavior and teachers' behavior as a group. There are four aspects of principal's leadership behaviour such as (a) aloofness, (b) production emphasis, (c) thrust, and (d) consideration and four aspects of teachers' behaviour such as (a) disengagement, (b) hindrance, (c) esprit, and (d) intimacy. These eight aspects are selected as the conceptual foundation for the analysis of organization's climate (Halpin & Croft, 1963, as cited in Silver, 1983). According to Halpin and Croft (1963, as cited in Silver, 1983), there are six types of organizational climate. They are as follows.

- (a) **Open Climate:** Open climate describes an energetic, lively organization which is moving toward its goals and which provides satisfaction for the group members' needs (Halpin & Croft, 1963).
- (b) **Autonomous Climate:** Autonomous climate describes an atmosphere of almost complete freedom for teachers to conduct their work and fulfill their social needs as they wish (Silver, 1983).
- (c) **Controlled Climate:** The controlled climate is characterized best as impersonal and highly task-oriented (Halpin & Croft, 1963). Controlled climate refers to an atmosphere of hard work at the expense of social life, although esprit is quite high.
- (d) **Familiar Climate:** Familiar climate is highly personal, but under controlled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment (Halpin & Croft, 1963).

- (e) **Paternal Climate:** The paternal climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself (Halpin & Croft, 1963).
- (f) **Closed Climate:** The closed climate is characterized by a high degree of apathy on the part of all members of the organization (Halpin & Croft, 1963). The profile of a closed climate school is characterized especially by the low esprit, high disengagement, and low thrust present in the school (Silver, 1983).

Performance is something that the person leaves behind and that exists apart from the purpose (Edis, 1995, as cited in Raza, 2010). Teachers' job performance is a complex phenomenon and the actual accomplishment of assigned task. Teachers' job performance includes such activities as drawing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress (Maclean, 2018). According to Uko *et al.* (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession.

### Methodology

The quantitative research method was employed to investigate the relationships among principal's resource management competencies, organizational climate and teachers' job performance. The participants of this study were six principals and 307 teachers at different levels from six sample Basic Education High Schools in Mandalay. Simple random sampling method was used in this study. Two types of questionnaires: "Questionnaire for Principals" and "Questionnaire for Teachers" were used to gather the information. "Questionnaire for Principals" was used to gather the general information of the sample high schools and basic demographic information of principals.

In "Questionnaire for Teachers", three instruments such as "*Principals' Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)*" developed by Victor (2017) to investigate the level of principals' resource management competencies, "*Questionnaire for Teachers about Organizational Climate*" developed by Raza (2010) to explore level and types of school organizational climate and "*Questionnaire for Teachers about Teacher Performance*" developed by Raza (2010) to measure the level of teachers' job performance, were employed to collect teachers' responses. The high reliability scores of 0.95 for "*Principals' Managerial Competencies for Effective Management of School Resources Questionnaire*", the reliability scores of 0.84 for "*Questionnaire for Teachers about Organizational Climate*", and the high reliability scores of 0.96 for "*Questionnaire for Teachers about Teacher Performance*" were obtained respectively.

The pilot study was conducted in two sample Basic Education High Schools in Mandalay. The participants were two principals and 102 teachers. "Questionnaire for Principals" and "Questionnaire for Teachers" were distributed to those schools on 19 November, 2019 and collected after 7 days. When collected data was calculated in terms of the reliability, the researcher reviewed and revised the items included in the questionnaire for teachers. There was no item with correlation coefficient less than 0.3. After taking permission from the responsible person, two types of questionnaires were distributed to six Basic Education High Schools in Mandalay from December 9, 2019 to December 16, 2019 and collected them after a week. Collected data were listed by each school and data obtained from the study were scored.

Descriptive statistics such as means and standard deviations were calculated by using SPSS to explore principal's resource management competencies, organizational climate and teachers' job performance. In order to classify the types of school climate, scores of all items were be calculated separately for each of the respondents of a high school and added up. In calculating

those data, the researcher used formula in order to standardize the scores. Moreover, Pearson product moment correlation was utilized to investigate perceptions of teachers on principal's resource management competencies and organizational climate in relation to teachers' job performance.

### Research Findings

According to Table 1, the mean scores for the two dimensions of principal's resource management competencies such as "human resource management" and "financial resource management" of the School 6 indicated that principal from School 6 had moderate levels of "human resource management" and "financial resource management" but, the mean scores for "material resource management" was at high level. However, the mean score for "overall resource management competencies" of School 6 was at high level.

**Table 1 Mean Values of Principal's Resource Management Competencies Perceived by Teachers in All Sample High Schools**

School	Resource Management Competencies			Overall Resource Management Competencies
	Human Resource Management	Material Resource Management	Financial Resource Management	
School 1	4.13	4.08	4.01	4.07
School 2	4.22	4.21	4.23	4.22
School 3	3.94	3.88	3.91	3.91
School 4	4.05	4.08	4.08	4.07
School 5	3.89	3.94	3.81	3.88
School 6	3.65	3.89	3.67	3.74
<b>All Schools</b>	<b>3.96</b>	<b>3.99</b>	<b>3.92</b>	<b>3.96</b>

Note: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

On the other hand, the mean values for three dimensions such as "human resource management", "material resource management", "financial resource management" and "overall resource management competencies" of School 1, 2, 3, 4, and 5 indicated that principals from those schools had high levels of resource management competencies. When studying the dimensions of principal's resource management competencies in all sample high schools, all dimensions such as "human resource management", "material resource management", "financial resource management" and "overall resource management competencies" were at high levels.

**Table 2 Mean Values of Dimensions of Organizational Climate Perceived by Teachers in All Sample High Schools**

Dimensions of Organizational Climate	All Schools						All Schools
	School 1	School 2	School 3	School 4	School 5	School 6	
<b>Aloofness</b>	3.58	3.61	3.59	3.40	3.54	3.38	<b>3.51</b>
<b>Production Emphasis</b>	3.85	4.15	3.90	3.99	3.87	3.88	<b>3.93</b>
<b>Thrust</b>	4.13	4.25	3.89	4.10	3.90	3.77	<b>3.97</b>
<b>Consideration</b>	3.86	4.12	3.82	3.91	3.68	3.52	<b>3.79</b>
<b>Disengagement</b>	2.50	2.68	2.90	2.72	3.06	3.11	<b>2.87</b>
<b>Hindrance</b>	3.13	3.04	3.08	3.29	3.34	3.17	<b>3.20</b>
<b>Esprit</b>	4.08	4.25	4.15	4.02	4.02	3.98	<b>4.07</b>
<b>Intimacy</b>	3.78	3.81	4.06	3.83	3.94	3.76	<b>3.90</b>

Note: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

According to Table 2, moderate levels were found in three dimensions of organizational climate, “aloofness”, “disengagement”, and “hindrance”. However, high levels were found in “production emphasis”, “thrust”, and “esprit” and “intimacy” dimensions for all sample high schools. Concerning the “consideration” dimension, all sample schools, except School 6, had high levels of “consideration” based on the perceptions of teachers. Moderate level of “consideration” was found in School 6. All in all, the mean scores of three dimensions such as “aloofness”, “disengagement” and “hindrance” were at moderate levels while the mean scores of five dimensions such as “production emphasis”, “thrust”, “consideration”, “esprit” and “intimacy” were at high levels in all sample high schools.

In order to determine the types of organizational climate, the scores of eight dimensions were converted into standardized scores with a mean of 50 and a standard deviation of 10 by using the following formulas:

$$\begin{aligned} \text{SdS for AI} &= 10 \times (\text{AI}-14.04)/1.826+50, & \text{SdS for PE} &= 10 \times (\text{PE}-19.63)/2.163+50, \\ \text{SdS for Thr} &= 10 \times (\text{Thr}-15.89)/2.230+50, & \text{SdS for Con} &= 10 \times (\text{Con}-11.37)/1.859+50, \\ \text{SdS for Dis} &= 10 \times (\text{Dis}-8.62)/2.195+50, & \text{SdS for Hin} &= 10 \times (\text{Hin}-12.80)/2.387+50, \\ \text{SdS for Esp} &= 10 \times (\text{Esp}-16.27)/1.622+50, & \text{SdS for Int} &= 10 \times (\text{Int}-11.68)/1.495+50. \end{aligned}$$

**Note:** **AI** = Aloofness, **Esp** = Esprit, **Hin** = Hindrance,  
**Thr** = Thrust, **PE** = Production Emphasis, **Int** = Intimacy  
**Dis** = Disengagement, **Con** = Consideration,

**Table 3 Prototypic Climate of Organizational Climate**

Dimensions of Organizational Climate	O	A	C*	F	P	C
<b>Aloofness</b>	42	61	55	44	38	55
<b>Production Emphasis</b>	43	43	63	37	55	54
<b>Thrust</b>	61	53	51	52	51	41
<b>Consideration</b>	55	50	45	59	55	44
<b>Disengagement</b>	43	40	38	60	65	62
<b>Hindrance</b>	43	41	57	42	46	53
<b>Esprit</b>	63	55	54	50	45	38
<b>Intimacy</b>	50	62	40	58	46	54

O = Open Climate                      A = Autonomous Climate                      C\* = Controlled Climate  
 F = Familiar Climate                      P = Paternal Climate                      C = Closed Climate

**Source:** Halpin (1966). *Theory and Research in Administration*.

In classifying the types of organizational climate, the prototypic climate developed by Halpin (1966) was utilized (See: Table 3). The types of organizational climate was determined by computing the absolute difference between the scores on each subtest and sum these differences for each of the six prototypic profiles. After a profile similarity had been calculated for each prototypic profile, the prototype with the smallest sum indicated the organizational climate of those selected variables. The results of the analyses were shown in Table 4, 5, 6, 7, 8, 9 and 10.

**Table 4 Analysis of Absolute Difference of School Organizational Climate from Prototypic Climate in School 1 (N= 30)**

Dimensions of Organizational Climate	Standardized Scores	Absolute Difference from Subtests of Prototypic Climate					
		O	A	C*	F	P	C
Aloofness	51.61	9.61	9.39	3.39	7.61	13.61	3.39
Production Emphasis	48.17	5.17	5.17	14.83	11.17	6.83	5.83
Thrust	52.88	8.12	0.12	1.88	0.88	1.88	11.88
Consideration	51.06	3.94	1.06	6.06	7.94	3.94	7.06
Disengagement	44.90	1.90	4.90	6.90	15.10	20.10	17.1
Hindrance	48.74	5.74	7.74	8.26	6.74	2.74	4.26
Esprit	50.18	12.82	4.82	3.82	0.18	5.18	12.18
Intimacy	47.68	2.32	14.32	7.68	10.32	1.68	6.32
<b>Total</b>		<b>49.62</b>	<b>47.52</b>	<b>52.82</b>	<b>59.94</b>	<b>55.96</b>	<b>68.02</b>

**Table 5 Analysis of Absolute Difference of School Organizational Climate from Prototypic Climate in School 2 (N= 25)**

Dimensions of Organizational Climate	Standardized Scores	Absolute Difference from Subtests of Prototypic Climate					
		O	A	C*	F	P	C
Aloofness	52.19	10.19	8.81	2.81	8.19	14.19	2.81
Production Emphasis	55.22	12.22	12.22	7.78	18.22	0.22	1.22
Thrust	54.98	6.02	1.98	3.98	2.98	3.98	13.98
Consideration	55.33	0.33	5.33	10.33	3.67	0.33	11.33
Disengagement	47.36	4.36	7.36	9.36	12.64	17.64	14.64
Hindrance	47.32	4.32	6.32	9.68	5.32	1.32	5.68
Esprit	54.5	8.5	0.5	0.5	4.5	9.5	16.5
Intimacy	48.39	1.61	13.61	8.39	9.61	2.39	5.61
<b>Total</b>		<b>47.55</b>	<b>56.13</b>	<b>52.83</b>	<b>65.13</b>	<b>49.57</b>	<b>71.77</b>

**Table 6 Analysis of Absolute Difference of School Organizational Climate from Prototypic Climate in School 3 (N= 70)**

Dimensions of Organizational Climate	Standardized Scores	Absolute Difference from Subtests of Prototypic Climate					
		O	A	C*	F	P	C
Aloofness	51.74	9.74	9.26	3.26	7.74	13.74	3.26
Production Emphasis	49.33	6.33	6.33	13.67	12.33	5.67	4.67
Thrust	48.51	12.49	4.49	2.49	3.49	2.49	7.51
Consideration	50.47	4.53	0.47	5.47	8.53	4.53	6.47
Disengagement	50.36	7.36	10.36	12.36	9.64	14.64	11.64
Hindrance	48.03	5.03	7.03	8.97	6.03	2.03	4.97
Esprit	51.95	11.05	3.05	2.05	1.95	6.95	13.95
Intimacy	53.38	3.38	8.62	13.38	4.62	7.38	0.62
<b>Total</b>		<b>59.91</b>	<b>49.61</b>	<b>61.65</b>	<b>54.33</b>	<b>57.43</b>	<b>53.09</b>



**Table 7 Analysis of Absolute Difference of School Organizational Climate from Prototypic Climate in School 4 (N= 65)**

Dimensions of Organizational Climate	Standardized Scores	Absolute Difference from Subtests of Prototypic Climate					
		O	A	C*	F	P	C
Aloofness	47.51	5.51	13.49	7.49	3.51	9.51	7.49
Production Emphasis	51.57	8.57	8.57	11.43	14.57	3.43	2.43
Thrust	52.36	8.64	0.64	1.36	0.36	1.36	11.36
Consideration	51.98	3.02	1.98	6.98	7.02	3.02	7.98
Disengagement	47.95	4.95	7.95	9.95	12.05	17.05	14.05
Hindrance	51.48	8.48	10.48	5.52	9.48	5.48	1.52
Esprit	48.71	14.29	6.29	5.29	1.29	3.71	10.71
Intimacy	48.74	1.26	13.26	8.74	9.26	2.74	5.26
<b>Total</b>		<b>54.72</b>	<b>62.66</b>	<b>56.76</b>	<b>57.54</b>	<b>46.3</b>	<b>60.8</b>

In Table 4, 5, 6, 7, 8 and 9, the smallest total absolute differences could be seen. They indicated that School 1 and 3 had “Autonomous Climate”, School 2 had “Open Climate”, School 4 and 6 had “Paternal Climate”, and School 5 had “Closed Climate” according to the perceptions of teachers from those schools.

**Table 8 Analysis of Absolute Difference of School Organizational Climate from Prototypic Climate in School 5 (N= 76)**

Subtests of Organizational Climate	Standardized Scores	Absolute Difference from Subtests of Prototypic Climate					
		O	A	C*	F	P	C
Aloofness	50.57	8.57	10.43	4.43	6.57	12.57	4.43
Production Emphasis	48.79	5.79	5.79	14.21	11.79	6.21	5.21
Thrust	48.61	12.39	4.39	2.39	3.39	2.39	7.61
Consideration	48.15	6.85	1.85	3.15	10.85	6.85	4.15
Disengagement	52.51	9.51	12.51	14.51	7.49	12.49	9.49
Hindrance	52.27	9.27	11.27	4.73	10.27	6.27	0.73
Esprit	48.90	14.10	6.10	5.10	1.10	3.90	10.90
Intimacy	51.00	1.00	11.00	11.00	7.00	5.00	3.00
<b>Total</b>		<b>67.48</b>	<b>63.34</b>	<b>59.52</b>	<b>58.46</b>	<b>55.68</b>	<b>45.52</b>

**Table 9 Analysis of Absolute Difference of School Organizational Climate from Prototypic Climate of Teachers from School 6 (N= 41)**

Subtests of Organizational Climate	Standardized Scores	Absolute Difference from Subtests of Prototypic Climate					
		O	A	C*	F	P	C
Aloofness	47.24	5.24	13.76	7.76	3.24	9.24	7.76
Production Emphasis	49.00	6.00	6.00	14.00	12.00	6.00	5.00
Thrust	46.34	14.66	6.66	4.66	5.66	4.66	5.34
Consideration	45.65	9.35	4.35	0.65	13.35	9.35	1.65
Disengagement	53.18	10.18	13.18	15.18	6.82	11.82	8.82
Hindrance	49.41	6.41	8.41	7.59	7.41	3.41	3.59
Esprit	47.88	15.12	7.12	6.12	2.12	2.88	9.88
Intimacy	47.25	2.75	14.75	7.25	10.75	1.25	6.75
<b>Total</b>		<b>69.71</b>	<b>74.23</b>	<b>63.21</b>	<b>61.35</b>	<b>48.61</b>	<b>48.79</b>

According to Table 10, the mean scores of teachers' job performance perceived by teachers themselves were at high levels in all sample high schools. Similarly, the mean score of "overall teachers' job performance" was also at high level. This indicated that job performance of teachers from sample Basic Education High Schools in Mandalay was at high level.

**Table 10 Mean Values and Standard Deviations of Teachers' Job Performance Perceived by Teachers in All Selected Basic Education High Schools**

School	Teachers' Job Performance			
	Minimum	Maximum	Mean	SD
School 1	4	5	4.06	(.273)
School 2	4	5	4.08	(.229)
School 3	4	5	4.16	(.375)
School 4	3	5	4.05	(.354)
School 5	3	5	4.04	(.298)
School 6	3	5	4.00	(.374)
<b>All Schools</b>	<b>3</b>	<b>5</b>	<b>4.07</b>	<b>(.335)</b>

Note: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

Based on the findings, shown in Table 11, all dimensions of principal's resource management competencies such as "human resource management" ( $r=0.640, p<0.01$ ), "material resource management" ( $r=0.502, p<0.01$ ) and "financial resource management" ( $r=0.502, p<0.01$ ) were moderately and positively correlated with the "teachers' job performance". Similarly, the "overall principal's resource management competencies" ( $r=0.595, p<0.01$ ) was moderately and positively correlated with the "teachers' job performance".

**Table 11 Correlation between Principal's Resource Management Competencies and Teachers' Job Performance in All Sample Basic Education High Schools**

Variables	1	2	3	4	5
<b>1. Human Resource Management</b>	1				
<b>2. Material Resource Management</b>	.819**	1			
<b>3. Financial Resource Management</b>	.805**	.728**	1		
<b>4. Overall Principal's Resource Management Competencies</b>	.949**	.910**	.916**	1	
<b>5. Teachers' Job Performance</b>	.640**	.502**	.502**	.595**	1

Moreover, Table 12 displays the correlation between organizational climate and teachers' job performance perceived by teachers in all sample Basic Education High Schools. The first four dimensions (aloofness, production emphasis, thrust, and consideration) are concerned with principal's leadership behaviour and last four dimensions (disengagement, hindrance, esprit and intimacy) are concerned with teachers' behaviour.

**Table 12 Correlation between Organizational Climate and Teachers’ Job Performance Perceived by Teachers in All Selected Basic Education High Schools**

	1	2	3	4	5	6	7	8	9
<b>1.Aloofness</b>	1								
<b>2.Production Emphasis</b>	.448**	1							
<b>3.Thrust</b>	.426**	.678**	1						
<b>4.Consideration</b>	.375**	.727**	.826**	1					
<b>5.Disengagement</b>	.237**	-.081	-.245**	.237**	1				
<b>6.Hindrance</b>	.404**	.136*	.077	.039	.442**	1			
<b>7.Esprit</b>	.296**	.555**	.600**	.567**	-.190**	.071	1		
<b>8.Intimacy</b>	.215**	.472**	.430**	.527**	-.103**	.122*	.618**	1	
<b>9. Teachers’ Job Performance</b>	.396**	.612**	.644**	.615**	-.128*	.094	.754**	.551**	1

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed)

According to Table 12, first four dimensions such as “aloofness” ( $r= 0.396, p<0.01$ ), “production emphasis” ( $r= 0.612, p<0.01$ ), “thrust” ( $r= 0.644, p<0.01$ ) and “consideration” ( $r=0.615, p<0.01$ ) were found to indicate positive and moderate correlation with “teachers’ job performance”. Moreover, in the last four dimensions, it could be found that “disengagement” ( $r= -0.128, p<0.05$ ) was weak negative correlation with “teachers’ job performance”. In addition, there was a weak positive correlation between “hindrance” and “teachers’ job performance” ( $r=0.094$ ). Furthermore, “esprit” ( $r=0.754, p<0.01$ ) also exhibited the high level of positive correlation with “teachers’ job performance”. Again, “intimacy” ( $r= 0.551, p<0.01$ ) was a positive and moderate correlation with “teachers’ job performance”.

### Discussion and Conclusion

#### Summary of the Findings

From the results of the study, the following findings were made:

- (a) The mean values for three dimensions of principal’s resource management competencies such as “human resource management”, “material resource management” and “financial resource management” were between 3.68 and 5.00. Moreover, the mean value for “overall principal’s resource management competencies” was 3.96. Thus, the principals from sample high schools had high levels of resource management competencies.
- (b) When examining organizational climate, the mean values for “aloofness”, “disengagement” and “hindrance” were at average levels while the mean scores of five dimensions such as “production emphasis”, “thrust”, “consideration”, “esprit” and “intimacy” were at high levels. According to the perceptions of teachers, School 2 had open climate, School 1 and School 3 had autonomous climates, School 4 and School 6 had paternal climates and School 5 had closed climate.
- (c) Again, when assessing teachers’ job performance, the mean value for “overall teachers’ job performance” was 4.07. This indicated that teachers from sample Basic Education High Schools in Mandalay had high level of “job performance”.

- (d) There was a statistically significant and positive relationship between principal's resource management competencies and teachers' job performance ( $r=0.595$ ,  $p<0.01$ ) at sample Basic Education High Schools in Mandalay.
- (e) When studying the relationship between organizational climate and teachers' job performance, five dimensions of organizational climate such as "aloofness" ( $r= 0.396$ ,  $p<0.01$ ), "production emphasis" ( $r= 0.612$ ,  $p<0.01$ ), "thrust" ( $r= 0.644$ ,  $p<0.01$ ), "consideration" ( $r=0.615$ ,  $p<0.01$ ) and "intimacy" ( $r= 0.551$ ,  $p<0.01$ ) were positively and moderately correlated with teachers' job performance. Again, it was found that dimension of organizational climate, "disengagement", ( $r= -0.128$ ,  $p<0.05$ ) was weak and negative correlation with "teachers' job performance". In addition, there was a weak and positive correlation between dimension of organizational climate, "hindrance", and "teachers' job performance" ( $r=0.094$ ). Moreover, dimension of organizational climate, "esprit", ( $r=0.754$ ,  $p<0.01$ ) was highly and positively correlated with "teachers' job performance".

### Discussion and Conclusion

According to quantitative findings, principals from sample Basic Education High Schools in Mandalay had high levels in all dimensions of principal's "resource management competencies" and "overall resource management competencies". This indicated that principals from Basic Education High Schools in Mandalay had "resource management competencies" such as "human resource management", "material resource management" and "financial resource management". In other words, high school principals had managerial competencies for effective human resource management through delegation of tasks to teachers, ensuring teachers' and students' discipline, and supervising teachers and students in order to provide professional guidance. Again, they also had the competencies for material resource management through ensuring regular school cleanup, maintaining instructional materials, inculcating maintenance culture in school. Moreover, they also had managerial competencies in effective financial resource management for school improvement.

This finding was similar to the finding of Victor (2017) in which secondary school principals in Anambra State had high levels of managerial competencies in human resource management and financial resource management. But secondary school principals in Anambra State did not have managerial competencies for effective material resource management in Victor's study although principals from Basic Education High Schools in Mandalay had high levels of material resource management.

In exploring the perceptions of teachers on their organizational climate from sample Basic Education High Schools in Mandalay, moderate levels were found in three dimensions; "aloofness", "disengagement" and "hindrance", and high levels were found in five dimensions; "production emphasis", "thrust", "consideration", "esprit" and "intimacy". According to the perceptions of teachers, School 2 had "open climate", School 1 and School 3 had "autonomous climate", School 4 and School 6 had "paternal climate", and School 5 had "closed climate" respectively. This finding was not similar to the finding of Raza (2010) in which the public and private colleges of Punjab were intended to be "open". He found that there were low aloofness, low production emphasis, high thrust, high consideration, low disengagement, low hindrance, high esprit and high intimacy in the public and private colleges of Punjab.

According to the ratings of teachers, teachers from sample Basic Education High Schools in Mandalay had high levels of "job performance". This finding was congruence with previous studies of Balkar (2015) in which teachers from Turkey had high levels of job performance. He found that teachers from Turkey well prepared and taught their students. They were able to manage their classrooms well. He also found that they had high esprit. Therefore, it could be interpreted that teachers from Basic Education High Schools in Mandalay had high level of "job performance". In other words, they well prepared and had command over their subjects, organized their lessons

in a logical manners, were able to give clear instructions for students, had good classroom management skills, and well encouraged their students in class.

Based on the research findings, there was a significant and positive relationship between teachers' perceptions of principal's resource management competencies and teachers' job performance ( $r=0.595$ ,  $p<0.01$ ) at sample Basic Education High Schools in Mandalay. It could be interpreted that the principal who had high managerial competencies in managing school resources was able to improve the teachers' job performance. This study was congruence with previous studies of Uko *et al.* (2015) in which there was a strong and positive correlation between principal's resource management competencies and teachers' job performance.

When analyzing whether there was any relationship between organizational climate and teachers' job performance, out of eight dimensions of organizational climate, five dimensions such as aloofness" ( $r= 0.396$ ,  $p<0.01$ ), "production emphasis" ( $r= 0.612$ ,  $p<0.01$ ), "thrust" ( $r= 0.644$ ,  $p<0.01$ ), "consideration" ( $r=0.615$ ,  $p<0.01$ ) and "intimacy" ( $r= 0.551$ ,  $p<0.01$ ) were positively and moderately correlated with teachers' job performance. It can be interpreted that the principal who treats teachers friendly, is highly directive and task-oriented, act as a role model for teachers, and is kind his/her staff can promote his/her teachers' job performance. In addition, when the teachers have high intimacy, they will also have high job performance.

Again, it was found that there was a weak and negative correlation ( $r= -0.128$ ,  $p<0.05$ ) between "disengagement" and "teachers' job performance". It could be interpreted that when the teachers had high level of disengagement, their job performance would gradually decrease. In addition, there was a weak and positive correlation between "hindrance" and "teachers' job performance" ( $r=0.094$ ). It could be interpreted that when the teachers had "hindrance", they had the tendency to increase job performance. Moreover, "esprit" ( $r=0.754$ ,  $p<0.01$ ) also exhibited the high level of positive correlation with "teachers' job performance". It could be interpreted that when the teachers had high esprit, their job performance would be high. This study was similar to the findings of Raza (2010). He found that organizational climate was strongly and positively correlated with teachers' job performance.

Because of those findings, principals from Basic Education High Schools in Mandalay should maintain and try to develop their competencies in order to face the new challenges of developing world. Moreover, they should try to reduce "aloofness" and "production emphasis" and also need to reduce "hindrance" for teachers. The teachers should also try to reduce "disengagement" among them. In addition, teachers should maintain their good performance and try to make lifelong learning.

According to this study, the principals must try to have managerial competencies in effective management of school resources in order to promote teachers' job performance. Additionally, they must create their schools to be a positive school climate which motivates teachers' job performance.

### **Recommendations for Further Research**

Based on the research findings, the recommendations are as follows:

- (a) This research was limited to high schools in Mandalay. Therefore, similar research should be conducted in primary schools, middle schools, high schools located in other States or Regions.
- (b) Again, this study was mainly based on teachers' perceptions of principal's resource management competencies, organizational climate and teachers' job performance. Therefore, further studies should be conducted by adding students' ratings, principals' self-ratings and superiors' ratings.

- (c) Empirical examination of the relationship between principal's resource management competencies and other constructs such as student's academic achievement, teachers' job satisfaction, and organizational performance should also be studied.
- (d) This study was conducted for a short period. Therefore, the period for the intervention and the content to be learnt should be extended.
- (e) Moreover, a larger population should be used as it can ensure for a better generalization of the data. Expanding the sample population could provide a greater insight into the perceptions of these three variables.

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