

A STUDY OF PRINCIPALS' LEADERSHIP PRACTICES IN BASIC EDUCATION HIGH SCHOOLS

Zin Mar Lwin¹ and Phyu Phyu Yin²

Abstract

The purposes of this study are to study the principals' leadership practices in Basic Education High Schools, North Okkalapa Township, Yangon Region. Quantitative and qualitative methods were used in this study. The 319 teachers were used as participants from 6 Basic Education High Schools by using purposive sampling method. A questionnaire for teachers' expectations and perception on principals' leadership practices was used for this study. The reliability coefficients (Cronbach's alpha) were 0.91 for teachers' expectations and 0.92 for teachers' perception on principals' leadership practices. Descriptive statistics was used to analyze the data. According to findings, the level of teachers' expectation on principals' leadership practices in Basic Education High Schools was very high (Mean=4.21). Moreover, the level of teachers' perception on principals' leadership practices in Basic Education High Schools was high (Mean=4.11). The mean value of teachers' expectation on principals' leadership practices in School E is a little higher than other schools. The mean value of teachers' perception on principals' leadership practices in School E is a little higher than other schools. So, it is observed that little differences are formed between teachers' expectation and teachers' perception on principals' leadership practices among schools. It can be assumed that the principals almost equally perform all these five tasks of principals' leadership practices.

Keywords: Leadership Practices, Principals' Leadership Practices.

Introduction

Education improves their society as far as they allow it to. An educated society is a strong. The educational organizations include the school which has aims and objectives to achieve and leaders to coordinate its activities. Principals have to develop and implement strategic school improvement plans and provide instructional guidance to improve learning (Hoy, et.al, 2013).

Leadership activities are dispersed according to competence for required tasks rather than authority. Today's effective principals share leadership. They empower teachers to lead school projects and initiatives rather than serving as the chief problem solvers (Sarason, 2004). According to Leithwood (2012), the school leaders not only need to provide fairly direct assistance to the instructional improvement efforts of their staffs, they also need to build organizational contexts which support and enable such efforts.

Principal leadership is built on and refers to the ability to guide, inspire and motivate pupils and teachers. This ability is not innate, but can be promoted and developed through training, collaboration and exchange between peers. One of the main challenges is the development of school leadership practices that facilitate the achievement of quality education and learning for all.

¹. M.Ed. Second Year Student, EAS 30, Department of Educational Theory, Yangon University of Education

² Dr, Associate Professor. Department of Educational Theory, Yangon University of Education

Significance of the Study

The principal creates the school culture that encourages the learning of all students and the professional growth of faculty. The principal's role as instructional leader is to promote the learning and success of all students. The principal, faculty, staff, parents, and community work together sharing a vision of how to help all students achieve. Each school is considered a professional learning community. Management is less hierarchical (Goldring & Greenfield, 2002).

Principals are expected to be change agents and facilitators, who improve conditions for learning through the creation of cultures that allow schools to operate as professional learning communities. They are expected to bring out the leadership potential of every teacher and employee in the building and to work collaboratively with them, as a whole end up making better decisions and is committed to continuous improvement (Lambert, 2003).

In the more successful schools, today's principals clearly defined themselves as at the center of the school's staff rather than at the top (Louis & Kruse, 2000). The principal sets the policies and acceptable standards for formulating academic and behavioral achievement of students, establishes a friendly school climate, and influences the commitment of every stakeholder in the school communities for the achievement of the educational goals. Principals are the most important leader in the school. Therefore, the principals' leadership practices in accordance with the expectation and perception of their teachers are needed to study. This study will be helpful for the principals to promote their leadership practices in order to improve students' achievement.

Aims of the Study

Main Aim

The main aim is to study the principals' leadership practices in Basic Education High Schools.

Specific Aims

The specific aims of the study are

- To study the teachers' expectation on principals' leadership practices in Basic Education High schools
- To study the principals' leadership practices perceived by teachers in Basic Education High schools
- To study the differences of the principals' leadership practices among the schools

Research Questions

The research questions of the study are

- To what extent do the teachers expect their principals' leadership practices in Basic Education High schools?
- To what extent do the teachers perceive their principals' leadership practices in Basic Education High schools?
- What are the differences of the principals' leadership practices among the schools?

Theoretical Framework

Based on Doll, (1972), the theoretical framework of this study is established. In this framework, the five tasks of principal's leadership practices are plotting directions for the school, improving teaching, learning and curriculum, improving school into an organizational unit, improving a climate for personal and professional growth, and providing the best in human and material resources.

Plotting Directions for the School

Each school has its goals. The people within the school have objectives which they expect to reach through their own work. The principal must involve people and keep them involved so that planning becomes a continuing activity. Moreover, the principal must call for evaluation of objectives as they are put to use by pupils and teachers. The principal must free teachers to try experiences which may suggest new objectives. The principal must help to provide vision concerning what the school can become.

Improving Teaching, Learning and Curriculum

Facilitating teaching and learning is the core practice for the principal. Teaching and learning are quite different human activities. The principal must help teachers throughout his professional career for identifying appropriate subject matter. The principal should help teachers use varied procedures in teaching.

The principal must monitor the curriculums which teachers use in classroom. The principal is consistent in the specific advice and help he gives teachers. The principal should expect new technological developments to affect his coordination of planning.

Improving School into an Organizational Unit

A change to a new plan of organization should be made if, in terms of the aims and curriculum of the school, a new plan is needed. A new plan which the principal plans should be productive for all. The principal must strive for openness in his relationship. So, the school's educational program needs to be articulated with the programs of community institutions and agencies.

Providing a Climate for Personal and Professional Growth

The principal should encourage creativity, experimentation, and expression of individual skill and talent by teachers. So, the principal must provide to establish an appropriate climate and to develop a functional program of in-service education. Moreover, the principal should provide to permit his/her teachers to emerge as leader in their own right. The principal should practice to develop the staff development program in the school.

Providing the Best in Human and Material Resources

Consultants and other supervisory personnel from the central office serve in individual buildings in cooperation with the principals and staff groups working on instructional problems. The principal should be evident to procure funds, in the amounts necessary, from the agencies that finances one's school. The principal should plan carefully and specially for expending funds.

The principal should employ and utilize the services of resource personnel. The principal must check all expenditure should be made. So, the principal should provide the expenditure of teaching materials. The principal should give the instructional terms in the school in-service experience in using human and material resources in enlightened helpful ways.

Definition of Key Terms

Leadership

Leadership is the process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common goal (Hoy, et.al, 2013).

Principal Leadership practices

A collection of strategies or steps a leader consciously chooses to reach intended outcomes (Darroch, 1992).

Methodology

Research Method

Quantitative and qualitative methods were used to examine the Principals' leadership practices. For quantitative study, descriptive research design was used and data were collected through questionnaires. For qualitative study, open-ended questions were used.

Population and Sample

There are 7 Basic Education High Schools in North Okkalapa, Yangon. Among them, 6 high schools were selected as the sample for this study. The participants in this study were 172 Junior teachers and 147 Senior teachers from six Basic Education High Schools. Purposive sampling method was used to collect data.

Instrumentation

The questionnaires included demographic information composed with gender, age, academic qualification, service, subjects, and training. It consists of 50 items related with principals' leadership practices. Each item rated on five-point Likert Scale. For qualitative study, there were five open-ended questions in this study. Open-ended questions were interpreted based on the teachers' responses.

Procedures

Pilot study was conducted with 40 teachers from Basic Education High School, South Okkalapa Township, Yangon Region. The questionnaires were distributed to the teachers on 21st September, 2018. They were returned on 1st October, 2018. According to the pilot study, the reliability coefficients (Cronbach's alpha) were (0.91) for expectation of the teachers and (0.92) for teachers' perception on principals' leadership practices. After that, the necessary modifications were made with the directions and guidelines of the supervisor.

On 1st November, 2018, the questionnaires were distributed to 319 teachers in the selected schools. On 12nd November, 2018, the distributed questionnaires were returned.

Data Analysis

The collected data of this study were systematically analyzed by using the Statistical Package for the Social Science (SPSS) version 25 as it is widely used in quantitative research. The descriptive statistics was used to calculate the mean and standard deviations. The findings were presented in table and graph. The open-ended questions were analyzed to check their content, interpreted, and presented in the paper.

Findings

Quantitative Findings

The principal' leadership practices are plotting directions for the school (Plotting Directions), improving teaching, learning and curriculum (teaching, learning and curriculum), improving school into an organizational unit (an organizational unit), providing a climate for personal and professional growth (climate) and providing the best in human and material resources (human and material resources). The mean values and standard deviations of teachers' expectation on principals' leadership practices and teachers' perception on principals' leadership practices are presented in Table 1.

Table 1 Mean Values and Standard Deviations of Teachers' Expectation and Perception on Principals' Leadership Practices (N= 319)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|-----------------|----------------------|-----------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 4.24 (0.66) | Very high level | 4.14 (0.67) | High level |
| 2 | Teaching, Learning and Curriculum | 4.13 (0.73) | High level | 3.98 (0.79) | High level |
| 3 | An Organizational Unit | 4.16 (0.71) | High level | 4.07 (0.74) | High level |
| 4 | Climate | 4.2 (0.75) | Very high level | 4.12 (0.77) | High level |
| 5 | Human and Material Resources | 4.29 (0.75) | Very high level | 4.25 (0.76) | Very high level |
| | Overall | 4.21 (0.67) | Very high level | 4.11 (0.76) | High level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

1.81 to 2.60 = Low level

2.61 to 3.40 = Average

3.41 to 4.20 = High level

4.21 and 5.00 = Very high level

According to the table (1), for teachers' expectation on Principals' Leadership Practices, the mean value of providing the best in human and material resource had the highest mean value (Mean=4.29), but improving teaching, learning and curriculum had the lowest mean value (Mean=4.13). For teachers' perception on Principals' Leadership Practices, the mean value of providing the best in human and material resource had the highest mean value (Mean=4.25), but improving school into an organizational unit had the lowest mean value (Mean=4.07).

To Study the Principals' leadership practices, the selected 6 High Schools were labeled as Schools "A", "B", "C", "D", "E", and "F". The mean values and standard deviations of teachers' expectation and perception of principals' leadership practices for at school A are presented in Table 2.

Table 2 Mean Values and Standard Deviations of Teachers' Expectation and Perception on Principal' Leadership Practices at School A (N= 111)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|-----------------|----------------------|-----------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 4.23 (0.82) | Very high level | 4.10 (0.82) | High level |
| 2 | Teaching, Learning and Curriculum | 4.19 (0.86) | High level | 3.99 (0.86) | High level |
| 3 | An Organizational Unit | 4.26 (0.75) | Very high level | 4.17 (0.75) | High level |
| 4 | Climate | 4.27 (0.81) | Very high level | 4.18 (0.81) | High level |
| 5 | Human and Material Resources | 4.35 (0.76) | Very high level | 4.33 (0.76) | Very high level |
| | Overall | 4.26 (0.74) | Very high level | 4.15 (0.74) | High level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to the table (2), in School "A", the mean values of providing the best in human and material resource had the highest mean value (Mean=4.35) but improving teaching, learning and curriculum had the lowest mean value (Mean=4.19) for teachers' expectation. For teachers' perception, the mean values of providing the best in human and material resource had the highest mean value (Mean=4.33) but improving teaching, learning and curriculum had the lowest mean value (Mean=3.99).

The mean values and standard deviations of teachers' expectation and teachers' perception on principals' leadership practices at school B are presented in Table 3.

Table 3 Mean Values and Standard Deviations of Teachers' Expectation and Teachers' Perception on Principal' Leadership Practices at School B (N= 47)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|------------|----------------------|------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 4.13 (0.59) | High level | 3.99 (0.56) | High level |
| 2 | Teaching, Learning and Curriculum | 3.84 (0.67) | High level | 3.66 (0.71) | High level |
| 3 | An Organizational Unit | 3.84 (0.62) | High level | 3.75 (0.58) | High level |
| 4 | Climate | 3.81 (0.72) | High level | 3.72 (0.67) | High level |
| 5 | Human and Material Resources | 3.95 (0.76) | High level | 3.92 (0.66) | High level |
| | Overall | 3.92 (0.63) | High level | 3.80 (0.57) | High level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to the table (3), in School "B", the mean values of plotting directions for the school had the highest mean value (Mean=4.13) but improving teaching, learning and curriculum and improving school into an organizational unit had the lowest mean value (Mean=3.84) and (Mean=3.84) for teachers' expectation. For teachers' perception, the mean values of plotting directions for the school had the highest mean value (Mean=3.99) but improving teaching, learning and curriculum had the lowest mean value (Mean=3.66).

The mean values and standard deviations of teachers' expectation and teachers' perception on principals' leadership practices at school C are presented in Table 4.

Table 4 Mean Values and Standard Deviations of Teachers' Expectation and Teachers' Perception on Principal' Leadership Practices at School C (N= 40)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|-----------------|----------------------|-----------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 4.28 (0.73) | Very high level | 4.41 (0.62) | Very high level |
| 2 | Teaching, Learning and Curriculum | 4.16 (0.71) | High level | 4.17 (0.70) | High level |
| 3 | An Organizational Unit | 4.14 (0.78) | High level | 4.18 (0.77) | High level |
| 4 | Climate | 4.24 (0.75) | Very high level | 4.21 (0.74) | Very high level |
| 5 | Human and Material Resources | 4.36 (0.73) | Very high level | 4.36 (0.71) | Very high level |
| | Overall | 4.24 (0.70) | Very high level | 4.26 (0.67) | Very high level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to the table (4.4), in School "C", the mean values of providing the best in human and material resource had the highest mean value (Mean=4.36) but an Organizational Unit had the lowest mean value (Mean=4.14) for teachers' expectation. For teachers' perception, the mean values of plotting directions for the school had the highest mean value (Mean=4.41) but improving teaching, learning and curriculum had the lowest mean value (Mean=4.17).

The mean values and standard deviations of teachers' expectation and teachers' perception on principals' leadership practices at school D are presented in Table 5.

Table 5 Mean Values and Standard Deviations of Teachers' Expectation and Teachers' Perception on Principal' Leadership Practices at School D (N= 38)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|------------|----------------------|------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 3.98 (0.58) | High level | 3.91 (0.59) | High level |
| 2 | Teaching, Learning and Curriculum | 3.84 (0.69) | High level | 3.76 (0.73) | High level |
| 3 | An Organizational Unit | 3.88 (0.68) | High level | 3.86 (0.71) | High level |
| 4 | Climate | 4.03 (0.73) | High level | 4.00 (0.79) | High level |
| 5 | Human and Material Resources | 4.06 (0.71) | High level | 3.97 (0.79) | High level |
| | Overall | 3.96 (0.62) | High level | 3.90 (0.67) | High level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to the table (5), in School "D", the mean values of providing the best in human and material resource had the highest mean value (Mean= 4.06) but improving teaching, learning and curriculum had the lowest mean value (Mean=3.84) for teachers' expectation. For teachers'

perception, the mean values of providing a climate for personal and professional growth had the highest mean value (Mean=4.00) but improving teaching, learning and curriculum had the lowest mean value (Mean=3.76).

The mean values and standard deviations of teachers' expectation and teachers' perception on principals' leadership practices at school E are presented in Table 6.

Table 6 Mean Values and Standard Deviations of Teachers' Expectation and Teachers' Perception on Principal' Leadership Practices at School E (N= 55)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|-----------------|----------------------|-----------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 4.59 (0.48) | Very high level | 4.37 (0.65) | Very high level |
| 2 | Teaching, Learning and Curriculum | 4.52 (0.56) | Very high level | 4.33 (0.59) | Very high level |
| 3 | An Organizational Unit | 4.51 (0.68) | Very high level | 4.31 (0.60) | Very high level |
| 4 | Climate | 4.61 (0.55) | Very high level | 4.45 (0.57) | Very high level |
| 5 | Human and Material Resources | 4.66 (0.67) | Very high level | 4.56 (0.68) | Very high level |
| | Overall | 4.58 (0.54) | Very high level | 4.41 (0.55) | Very high level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to the table (6), in School "E", the mean values of providing the best in human and material resource had the highest mean value (Mean=4.66) but Improving school into an organizational unit had the lowest mean value (Mean= 4.51) for teachers' expectation. For teachers' perception, the mean values of providing the best in human and material resource had the highest mean value (Mean=4.56) but improving school into an organizational unit had the lowest mean value (Mean=4.31).

The mean values and standard deviations of teachers' expectation and teachers' perception on principals' leadership practices at school B are presented in Table 7.

Table 7 Mean Values and Standard Deviations of Teachers' Expectation and Teachers' Perception on Principal' Leadership Practices at School F (N= 28)

| No. | Principal' Leadership Practices | Teachers' Expectation | | Teachers' Perception | |
|-----|-----------------------------------|-----------------------|------------|----------------------|------------|
| | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | Plotting Directions | 4.1 (0.68) | High level | 4.00 (0.75) | High level |
| 2 | Teaching, Learning and Curriculum | 3.97 (0.80) | High level | 3.82 (0.93) | High level |
| 3 | An Organizational Unit | 4.02 (0.76) | High level | 3.84 (0.93) | High level |
| 4 | Climate | 4.10 (0.75) | High level | 3.92 (0.91) | High level |
| 5 | Human and Material Resources | 4.17 (0.71) | High level | 4.07 (0.87) | High level |
| | Overall | 4.07(0.69) | High level | 3.93 (0.84) | High level |

Scoring Direction

Level of Teachers' Expectation and Perception on Principals' Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to table (7), in School “F”, the mean values of providing the best in human and material resource had the highest mean value (Mean=4.17) but improving teaching, learning and curriculum had the lowest mean value (Mean=3.97) for teachers’ expectation. For teachers’ perception, the mean values of providing the best in human and material resource had the highest mean value (Mean=4.07) but improving teaching, learning and curriculum had the lowest mean value (Mean=3.82).

The mean values and standard deviations of teachers’ expectation and teachers’ perception on principals’ leadership practices among schools are presented in Table 8.

Table 8 Mean Values and Standard Deviations of Teachers’ Expectation and Teachers’ Perception on Principals’ Leadership Practices among Schools

| No. | Schools | N | Teachers’ Expectation | | Teachers’ Perception | |
|-----|----------|-----|-----------------------|-----------------|----------------------|-----------------|
| | | | Mean (SD) | Level | Mean (SD) | Level |
| 1 | School A | 111 | 4.26 (0.67) | Very high level | 4.16 (0.74) | High level |
| 2 | School B | 47 | 3.92 (0.63) | High level | 3.80 (0.57) | High level |
| 3 | School C | 40 | 4.24 (0.70) | Very high level | 4.26 (0.67) | Very high level |
| 4 | School D | 38 | 3.96 (0.62) | High level | 3.90 (0.67) | High level |
| 5 | School E | 55 | 4.59 (0.54) | Very high level | 4.41 (0.55) | Very high level |
| 6 | School F | 28 | 4.07 (0.69) | High level | 3.93 (0.84) | High level |
| | Overall | 319 | 4.21 (0.67) | Very high level | 4.11 (0.70) | High level |

Scoring Direction

Level of Teachers’ Expectation and Perception on Principals’ Leadership Practices

1.00 to 1.80 = Very Low level

2.61 to 3.40 = Average

4.21 and 5.00 = Very high level

1.81 to 2.60 = Low level

3.41 to 4.20 = High level

According to table (8), the total mean values of the School “E” had both the highest mean value (Mean=4.59) for teachers’ expectation and the highest mean value (Mean=4.41) for teachers’ perception. But principals’ leadership practices among schools, the total mean values of the School “B” had not only the lowest mean value (Mean=3.92) for teachers’ expectation but also the lowest mean value (Mean=3.80) for teachers’ perception.

Findings for Open-ended Questions

The open-ended question (1) is “**State your principal’s performances for the achievement of the goals of the school.**” For this question, the teachers participated in this study answered as follows.

The 117 teachers (38.49%) stated that their principals met the parents to improve the students’ skill for their achievement. The 52 teachers (17.11%) answered that their principals instructed to the teachers to teach extra time. The 43 teachers (14.14%) stated that their principals cooperated with the teacher to take care of the students’ arrival for school in time. The 34 teachers (11.18%) claimed that their principals enforced students not to litter the rubbish in the school compound. The 29 teachers (9.54%) responded that their principals made observation to evaluate the instruction in classroom. The 16 teachers (5.23%) answered that their principals made well preparations before the beginning of the school year. The teachers (2.63%) responded that their principals held an assembly weekly. The 5 teachers (1.64%) claimed that their principals motivated teachers to do well in their work.

The open-ended question (2) is **“Mention the activities of the principal how he participates in cooperating with the community and agencies.”** For this question, the teachers participated in this study answered as follows.

The 116 teachers (37.66%) claimed that their principals prepared to renovate the school buildings and prepare desks at the school. The 48 teachers (15.58%) responded that their principals connected with the Fire brigade to demonstrate for fire protection. The 48 teachers (15.58%) replied that their principals cooperated with parents and community members at least two times a year for holding annual meeting of Parent Teacher Association (PTA), School Board of Trustee and School-Family Day Ceremonies. The 30 teachers (9.74%) replied that their principals discussed with parents and other community to arrange school-bus for the school. The 23 teachers (7.47%) answered that their principals cooperated with Yangon City Development Committee (YCDC) to put away the rubbish for refining the school compound. The 21 teachers (6.82%) stated that their principals invited the literarians to discuss for developing the moral of students. The 15 teachers (4.87%) stated that their principals needed to participate in parents to obtain the school play-ground. The 12 teachers (3.89%) answered that their principals gave chance to students to attend the English course in weekends.

The open-ended question (3) is **“Describe the professional development of the staff supported by means of principal.”** For this question, the teachers participated in this study answered as follows.

The 86 teachers (27.22%) answered that their principals provided up to date educational journals, magazines, and reference books in the library. The 65 teachers (20.57%) answered that their principals held weekly meetings to exchange the ideas and experiences in their teaching. The 60 teachers (18.99%) claimed that their principals permitted teachers to attend in-service training course and refresher course. The 48 teachers (15.19%) replied that their principals gave advices for creativity in teaching methods suitable with the students' interests and their needs. The 25 teachers (7.91%) stated that their principals gave opportunities to the teachers to attend the English course once a week. The 15 teachers (4.75%) answered that their principals performed to cooperate the experienced teachers and new teachers. The 10 teachers (3.16%) responded that their principals held the competitions the teaching aids. The 7 teachers (2.22%) stated that their principals encouraged continuous training of staff to develop their skill.

The open-ended question (4) is **“State the contribution of your principal for achieving success in your teaching and learning”.** For this question, the teachers participated in this study answered as follows.

The 67 teachers (21.41%) replied that their principals arranged the distribution of the assignment necessary for the students. The 60 teachers (19.17%) stated that their principals checked the timely completion of syllabus. The 43 teachers (13.74%) answered that their principals supplied necessary materials for the classrooms. The 39 teachers (12.46%) answered that their principals willingly accepted the teachers' good advices for the students. The 32 teachers (10.22%) inclined that their principals supported teaching aids. The 32 teachers (10.22%) responded that their principals informed the parents of their children' academic achievement. The 25 teachers (7.99%) replied that their principals checked the students' exercise books. The 15 teachers (4.79%) responded that their principals provided remedial teaching for slow learners.

The open-ended question (5) is **“Just for any free discussion is concerned.”** For this question, the teachers participated in this study answered as follows.

The 88 teachers (36.51%) pointed out the fact that the principal need to do more discussion with teachers, parents and students. The 50 teachers (20.75%) responded that the principal should take more part in making the plans for teaching, School-Health, education and other activities. The 43 teachers (17.84%) claimed that it is necessary to obtain the balance ratio of students and teachers. The 37 teachers (15.35%) responded that the students should be permitted to take part in discussion. The 20 teachers (8.29%) reported that the students should be nurtured to develop their habits and characters by the parents and communities. The 3 teachers (1.24%) inclined that students should do more physical exercises.

Conclusion and Discussion

Based on the tasks of leadership practices, the overall mean value for teachers' expectation on principals' leadership practices in North Okkalapa Township was 4.21. Therefore, it could be interpreted that principals' leadership practices in North Okkalapa Township was very high. Moreover, the overall mean value for teachers' perception on principals' leadership practices in North Okkalapa Township was 4.11. Therefore, it could be interpreted that principals' leadership practices in North Okkalapa Township was high.

According to teachers' expectation and perception on principals' leadership practices among schools, the mean value of teachers' expectation on principals' leadership practices in School E is a little higher than other schools. The mean value of teachers' perception on principals' leadership practices in School E is a little higher than other schools. So, it is observed that little differences are formed between teachers' expectation and teachers' perception of principals' leadership practices among schools. It can be assumed that the principals almost equally perform all these five tasks of principals' leadership practices.

Suggestions

The following suggestions are based on the analysis of the surveys, testing instruments and open-ended questions on principals' leadership practices.

- Principals should provide adequate Information and Communication Technology (ICT) materials to teachers and students and encourage them to use ICT resources in teaching learning situation as much as possible.
- Principals need to persuade parents to participate both in students' academic achievement and in the development of school activities.
- Principals should be willing to accept the teachers' advices for the students' progress at meeting.
- Principals need to emphasize on effective instructional supervision by themselves in order to strengthening teachers' effectiveness as well as students' academic achievement.

Need for Further Study

This research focused on the principals' leadership practices in Basic Education High Schools, North Okkalapa Township, Yangon Region. Therefore, the results cannot be generalized to any wider population. It will provide the foundation for further research concerning with principals' leadership practices. Further research should be made in other townships, states and regions. Moreover, the expectation and perception of parents and community members on principals' leadership practices should be investigated. The study of primary school principals' leadership practices as well as middle school principals' leadership practices should be conducted.

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