DEVELOPING A PROPOSED MODEL FOR PRINCIPAL LEADERSHIP PRACTICES FOR TEACHER COLLEGIALITY IN BASIC EDUCATION SCHOOLS*

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Abstract

The main objective of the study was to develop a proposed model for principal leadership practices for teacher collegiality in basic education schools. Principal leadership practices were studied with five domains based on school-level leadership practices developed by Belchetz and Leithwood (2007), Day and Sammons (2010) and Leithwood (2012). Teacher collegiality was examined with eight dimensions based on the teacher collegiality scale developed by Barth (1990), Little (1990) and Shah (2011). Mixed methods research was used. Two sets of questionnaires: questionnaire (1) for principals and questionnaire (2) for teachers were utilized. Four-point Likert scale was employed. By using simple random sampling, 33 principals and 390 teachers were selected as participants. The value of Cronbach's alpha for principal leadership practices was .92 and for teacher collegiality was .93. Descriptive statistics, correlation and regression analysis were employed to interpret the quantitative data. Interview forms for principals and teachers were used in qualitative study. Principals *practice to a moderate extent* in the leadership practices. The leadership practices of MEd degree holder principals were significant from MA/MSc degree holder principals ($p<.01$, $d=.96$) and BEd degree holder principals ($p<.01$, $d=.47$). The principals who had 16-20 years of administrative service were significant from those who had 6-10 years of administrative service ($p<.001$, $d=.98$) and those who had 11-15 years of administrative service ($p<.001$, $d=.47$). Teachers *practice to a moderate extent* in collegiality. There was a positive relationship between principal leadership practices and teacher collegiality ($r=.682$, $p<.01$). The results showed that the domains of principal leadership practices appeared as predictors for teacher collegiality. Qualitative results revealed that principals provided teacher collegiality by supporting mutual trust among teachers, promoting a culture of openness, and organizing teachers to work on instructions for student achievement. Finally, a proposed model for principal leadership practices for teacher collegiality could be developed.

Keywords: leadership, principal leadership practices, teacher collegiality

Introduction

The need for education has increased the demand for more effective principal leadership practices and higher performance of teachers. Many schools today are in strong need to understand the purpose of the effective principal leadership practices and the new modern strategies to achieve success in the education process. Principals play a crucial role in promoting teacher collegiality because it can foster teachers' professional development (Leithwood, 2012). Professional collegiality among teachers could be either indirect, which can take place before or after school or in the teacher planning period, which includes peer coaching or supervision and different types of cooperative teaching practices (Shah, 2011).

Principal is the most significant person to promote the professional relationship among teachers. Principals provide an environment that motivates teachers to improve the ways in which they deliver instruction. Their leadership practices in schools play the major role of achieving the growth of the pedagogical system and focus on teachers' professional development, as teachers

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are considered to be the most important element in the education process (Belchetz & Leithwood, 2007). Therefore, teachers need to be supported by qualified leaders, especially qualified principals who appreciate the value of teachers and provide all ways to success.

Significance of the Study

Day and Sammons (2010) stated that strong principal leadership practices can develop guidelines, direct to influence and motivate people. Additionally, principals can foster teacher collegiality in their schools as it is essential for prominent efforts to increase student learning. Teachers need to be empowered to develop skills to be able to experience, think, reflect and learn. Principals also need to understand how to provide the opportunities to empower teachers, and to understand their role within this process.

However, many principals in schools have faced challenges in school leadership, management, and relationship with teachers. So, they need to have a strong theoretical knowledge, skill, attitude and adequate experiences in their leadership practices and they need to have various trainings on school leadership so as to play active and effective leadership practices in school improvement programs (Lipham, 1981). Therefore, this study seeks to investigate principal leadership practices model for teacher collegiality in basic education schools. The results of this study contribute principal leadership practices and teacher collegiality, towards enhancing the capacity of principals, who are responsible for leadership in their schools and teacher collegiality that can assist the capability of teachers.

Research Objectives

The main objective of the study is to develop a proposed model for principal leadership practices for teacher collegiality in basic education schools.

The specific objectives are:

➢ to find out the extent of principal leadership practices,
➢ to determine the variations on principal leadership practices in terms of principals' academic qualification and principals' administrative service,
➢ to identify the predictors of principal leadership practices in terms of principals' academic qualification and principals' administrative service,
➢ to investigate the levels of teacher collegiality,
➢ to examine the relationship between the principal leadership practices and teacher collegiality,
➢ to identify the predictors of principal leadership practices on teacher collegiality, and
➢ to develop a proposed model for principal leadership practices for teacher collegiality.

Research Questions

➢ What is the extent of principal leadership practices?
➢ Are there any variations on principal leadership practices in terms of principals' academic qualification and principals' administrative service?
➢ What are the predictors of principal leadership practices in terms of principals' academic qualification and principals' administrative service?
➢ What is the extent of teacher collegiality?
➢ Is there any relationship between principal leadership practices and teacher collegiality?
➢ What are the predictors of principal leadership practices on teacher collegiality?
➢ What is a proposed model for principal leadership practices for teacher collegiality?

Theoretical Framework

In this study, principal leadership practices are investigated with five domains based on practices of school level leadership developed by Belchetz and Leithwood (2007), Day and Sammons (2010) and Leithwood (2012). These five domains are as follows:

Setting Directions: In this set of practices, principals establish overall sense of purpose in their schools, regularly encourage teachers to evaluate their progress, build consensus among teachers for the school's goals, have high expectations for teachers, and for themselves, and make expectations known through both their words and actions.

Building Relationships and Developing People: In these practices, principals provide a support to individual staff and offer intellectual stimulation that promotes reflection and models the desired values and practices.

Developing Organization to Support Desired Practices: In this set of leadership practices, principals build a culture of openness, restructure the organization to support collaboration, build productive relationships with families and communities, and connect the school to the wider community.

Improving the Instructional Program: In this set of leadership practices, principals focus on teaching and learning such as staffing the program, providing instructional support, monitoring school activity, buffering staff from distractions to their work, and aligning resources.

Securing Accountability: In this set of practices, principals build a sense of internal or personal accountability for achieving their schools' goals and priorities on the part of staff members, as well as meeting a set of external conditions for such accountability.

Based on teacher collegiality scale developed by Barth (1990), Little (1990) and Shah (2011), teacher collegiality scale is investigated with eight dimensions. They are:

Mutual Support and Trust: Teachers provide a strong social support for colleagues. They respect the professional competence of colleagues. Professional interactions among teachers are cooperative and supportive. There is a feeling of trust and confidence among staff. Teachers can count on most of their colleagues to help them out anywhere.

Storytelling and Scanning for Ideas: It is described as an exchange if incomplete stories, complaining and griping by school staff members such as teachers openly discuss their failures and mistakes. It is a means of considering their colleagues as their friends.

Observing One another Teaching: It is an increased involvement and ownership among teachers in coaching and mentoring the collegial problem. Teachers observe one another teaching as a part of sharing and improving instructional strategies. Feedback among teachers are considered and responded appropriately.

Joint Planning and Assessment: It is a better communication, more trust, and comfortable to share their expertise and seek professional help from peers. Teachers collectively analyze teaching practices. Cooperation and collaboration exists across departments. They jointly plan and prepare teaching strategies and procedures.

Sharing Ideas and Expertise: Teachers ask for suggestions to specific discipline problems and about the classroom management ideas and suggestions. They discuss frequently about school improvement strategies, discussing their student problems and encourage each other to contribute ideas and suggestions.

Teaching each other: Teachers like to share what they have learned and want to learn. They observe the guidance of expert teachers. They teach each other informally. They enjoy teaching in teams and give demonstrations on how to use new strategies.

Developing Curriculum Together: Teachers in schools contribute actively to making decisions about the curriculum. They find time to work with colleagues on curriculum during a regular work day and jointly discuss and prepare their lessons plan.

Sharing Resources: It is a good social support for achievement and authentic pedagogy. Teachers lend and borrow materials like worksheets and lesson plans. They share journal articles, educational books and materials related to subjects they teach.

Definition of Key Terms

Leadership is a process whereby a person influences the individuals or organization to achieve shared common goals (Northouse, 2004).

Principal Leadership Practices refers to the principals' initiatives or actions with the aim of addressing essential features of a school, which can subsequently contribute to the productivity of school organizations (Hallinger & Heck, 1998).

Teacher Collegiality refers to the professional relationships among teachers, whereby teachers openly and continually observe and discuss classroom practices for the positive outcomes of the school (Shah, 2011).

Operational Definition

Principal leadership practices are the practices or behaviours of principals in schools in order to improve the professional relationship among teachers. Principal leadership practices are measured through the five domains: setting directions, building relationships and developing people, developing organization to support desired practices, improving the instructional program and securing accountability.

Teacher collegiality is the professional relationships among teachers in schools. It is determined through mutual support and trust, storytelling and scanning for ideas, observing one another teaching, joint planning and assessment, sharing ideas and expertise, teaching each other, developing curriculum together and sharing resources.

Review of Related Literature

Principal Leadership Practices

Leadership means vision, cheerleading, enthusiasm, love, trust, passion, obsession, consistency, the use of symbols and paying attention as illustrated by the leaders (Northouse, 2004). Leadership practices are natural predispositions or recurring pattern of behaviours. They are observable and learnable qualities that manifest themselves when leaders actually do those qualities (Enueme & Egwunyenga, 2008).

Principal leadership practices increase teachers' commitment, capacity, and engagement in attaining goals. Sergiovanni (2007) described that principals encourage teachers to focus on the organizational purpose, share beliefs, and incorporate in team work. Since principals play an important role in determining the direction for successful schools, the quality of the principal's leadership is crucial to the success of the school (Lipham, 1981). According to Peters and Austin (1985), principals as leaders are able to create a shared vision and build a sense of commitment among staff, students, and parents.

Teacher Collegiality

Sergiovanni (1991, as cited in Jarzabkowski, 2002) defined teacher collegiality as the responsibility given to teachers to become an integral part of the management and leadership processes of the school that are guided by that school's shared vision. It is a process of assimilation that involves encouraging personal visions to establish a vision built on synergy.

Katz (1955, as cited in Kelchtermans, 2006) stated that collegiality in an organization was where teachers work in a supportive, transparent, caring, and encouraging climate for success of each other. Teacher collegiality was defined as cohesion and ability for adjustments of the school community members who have mutual respect and commitment, and work towards stability with shared power as a unit (Kelchtermans, 2006).

Relationship between Principal Leadership Practices and Teacher Collegiality

Successful schools should have leadership that is supportive of the efforts of the teachers. Principal leadership plays a dominant role in the overall success of a school. It is important for principals to understand the time requirements of professional development opportunities and to take the time to learn and engage together. Gale and Bishop (2014, as cited in Martin, 2016) stated that principals have to build relationships with people in order to create a picture of the ongoing and end goals.

Collegiality stimulates teachers to be risk-takers and to feel comfortable and confident enough to participate in leadership roles outside their classrooms. Teachers are able to lighten their individual workloads when they collaborate together in planning, assessment and even instruction (Jarzabowski, 2002). Teacher collegiality is a workplace factor that can improve the organization's effectiveness. Thus, principals need to engage in the manifold interpersonal interactions with the teaching staff, including being involved in dealing with problems of the school, like parent-school issues (Shah, 2011).

Research Methodology

Research Method

Mixed methods research was employed to collect the required data.

Population and Sample

The participants were chosen from Basic Education High Schools in Mandalay City Development Area. There are 47 Basic Education High Schools in Mandalay City Development Area in 2021-2022 AY. By using simple random sampling, 33 principals and 390 teachers from 33 Basic Education High Schools in Mandalay City Development Area were selected as sample for the quantitative study. The respondent rate was 100%.

For the qualitative study, sample schools were determined by purposive sampling method based on quantitative results. The schools were divided into two groups according to mean values. Two schools that had highest mean values for principal leadership practices and teacher collegiality and the other two schools that had lowest mean values for principal leadership practices and teacher collegiality were selected to interview. Interviewees were four principals, eight primary teachers, eight junior teachers and eight senior teachers from two groups.

Instrumentation

Questionnaire survey and interview questions were used in this study. Two sets of questionnaires, a set of questionnaire for principals and a set of questionnaire for teachers, were developed after the thorough review of the literature. These questionnaires were composed with three parts: part (A) demographic information of participants, Part (B) the survey for principal leadership practices, and part (C) the survey for teacher collegiality. Principals' and teachers' perceptions of principal leadership practices and teacher collegiality were rated by using four-point Likert scale (1= do not practice at all, 2= practice to some extent, 3= practice to a moderate extent and 4= practice to a great extent).

Interview was conducted with principals and teachers in order to get in depth and detailed information. Two set of interview forms were developed based on the findings of quantitative results. For principals' interviews, two questions were developed based on principal leadership practices and teacher collegiality. For teachers' interviews, two questions were developed to investigate principal leadership practices that support teacher collegiality, and factors affecting teacher collegiality.

Data Collection Procedures

The questionnaires were developed after reviewing the related literature. The advice and guidance from the fourteen expert teacher educators who have special knowledge and experience in the education field were taken as an expert view. For item clarity, the wording and content of items were assessed in term of the results of expert review.

The pilot test was conducted with eight Basic Education High Schools in Tada-U Township. Eight principals and 122 teachers from all high schools participated in the pilot test. Based on the results from the pilot study, the questionnaire was revised. The reliability coefficient for principal leadership practices was .92 and teacher collegiality was .93. Then, the modified questionnaires were distributed to 33 Basic Education High Schools in Mandalay City Development Area in the 26th September, 2021 and they were collected after two weeks. The response rate was 100%.

Based on the quantitative results, principals and teachers were selected as participants to take interview for the qualitative study. An interview period was ranged 15 minutes to 30 minutes for each participant. The researcher recorded the detailed notes and used telephone recorder during each interview not to miss the accurate information.

Data Analysis

The collected data were investigated by employing the Statistical Package for the Social Science (SPSS) version 23. The descriptive analysis, one-way ANOVA, multiple comparison tests, Pearson product moment correlation and multiple regression analysis were utilized to analyze the data. The mean value from 1.00 to 1.49 was identified as do not practice at all, the mean value from 1.50 to 2.49 was noted as practice to some extent, the mean value from 2.50 to 3.49 was identified as practice to a moderate extent and the mean value from 3.50 to 4.00 was noted as practice to a great extent. Then, the concept, patterns and themes that emerged from the interviews were compared with quantitative results. The data groups were translated into English language and presented in a reported speech forms.

Findings

Quantitative Findings

Quantitative data analyses were presented through the interpretation of the results.

Table 1 Mean Values and Standard Deviations Showing the Level of Principal Leadership Practices   (N=423)

Domain	Mean	SD	Remark
Setting Directions	3.28	.56	practice to a moderate extent
Building Relationships and Developing People	3.15	.65	practice to a moderate extent
Developing Organization to Support Desired Practices	3.13	.53	practice to a moderate extent
Improving the Instructional Program	3.02	.59	practice to a moderate extent
Securing Accountability	3.35	.64	practice to a moderate extent
Grand Mean	**3.19**	**.53**	**practice to a moderate extent**

Scoring Direction: 1.00-1.49 = do not practice at all   1.50-2.49 = practice to some extent
2.50-3.49 = practice to a moderate extent   3.50-4.00 = practice to a great extent

Table 1 showed that principals and teachers perceived that principals *practice to a moderate extent* in leadership practices because grand mean value for principal leadership practices was 3.19.

In order to analyze the academic qualification, principals were classified into four groups: PhD degree (Academic) (PhD) holder principals, Master of Education (MEd) degree holder principals, Bachelor of Education (BEd) degree holder principals and Master (Academic) (MA/MSc) degree holder principals.

Table 2 Mean Values and Standard Deviations of Principal Leadership Practices according to Principals' Academic Qualification   (N=423)

Domain	N		Principals' Academic Qualification	Mean	SD
	N_1	N_2			
Principal Leadership Practices	4	45	PhD	3.21	.49
	7	76	MEd	3.41	.51
	2	20	MA/MSc	2.83	.57
	20	249	BEd	3.14	.52

Scoring Direction: 1.00-1.49 = do not practice at all   1.50-2.49 = practice to some extent
2.50-3.49 = practice to a moderate extent   3.50-4.00 = practice to a great extent
Note   : n_1 = number of principals n_2 = number of teachers

Table 2 described that principals and teachers perceived that all principals *practice to a moderate extent* in leadership practices in terms of principals' academic qualification.

Table 3 One-way ANOVA Result Showing Principal Leadership Practices according to Principals' Academic Qualification   (N=423)

Domain		Sum of Squares	df	Mean Square	F	P
Principal Leadership Practices	Between Groups	7.68	3	2.56	9.78	**.000***
	Within Groups	109.64	419	.26		
	Total	117.32	422			

Note: *** $p<.001$

As described in Table 3, it was found that there was a statistically significant difference in four groups of principals' academic qualification, $F(3,419)=9.78$, $p<.001$.

Table 4 Multiple Comparisons for Principal Leadership Practices Grouped by Principals' Academic Qualification   (N=423)

Domain	(I) Principals' Academic Qualification	(J) Principals' Academic Qualification	Mean Difference (I-J)	p
Principal Leadership Practices	MA/MSc	MEd	-.49[*]	**.001***
	BEd	MEd	-.25[*]	**.001***

Note: ** $p<.01$

Table 4 revealed that the leadership practices for the group of MEd degree holder principals were significant from the group of MA/MSc degree holder principals ($p<.01$, $d=.96$) and the group of BEd degree holder principals ($p<.01$, $d=.47$).

Principals' administrative service was categorized into three groups: principals who had 6-10 years of administrative service, principals who had 11-15 years of administrative service and principals who had 16-20 years of administrative service.

Table 5 Mean Values and Standard Deviations of Principal Leadership Practices according to Principals' Administrative Service   (N=423)

Domain	N		Principals' Administrative Service	Mean	SD
	N_1	N_2			
Principal Leadership Practices	9	104	6-10 years	2.88	.58
	13	149	11-15 years	3.18	.50
	11	137	16-20 years	3.42	.44

Scoring Direction: 1.00-1.49 = do not practice at all   1.50-2.49 = practice to some extent
                2.50-3.49 = practice to a moderate extent   3.50-4.00 = practice to a great extent
        Note   : n_1 = number of principals n_2 = number of teachers

According to the Table 5, principals *practice to a moderate extent* in their leadership practices because the mean values for all groups of principals in terms of their administrative service were between 2.50 and 3.49

Table 6 One-way ANOVA Result Showing Principal Leadership Practices according to Principals' Administrative Service   (N=423)

Domain		Sum of Squares	df	Mean Square	F	p
Principal Leadership Practices	Between Groups	19.00	2	9.50	40.59	**.000*****
	Within Groups	98.32	420	.23		
	Total	117.32	422			

Note: *** $p<.001$

Table 6 revealed that there was a significant difference in the three groups of principals' administrative service $F(2,420)= 40.59$ ($p<.001$).

Table 7 Multiple Comparisons for Principal Leadership Practices Grouped by Principals' Administrative Service   (N=423)

Domain	(I) Principals' Administrative Service	(J) Principals' Administrative Service	Mean Difference (I-J)	p
Principal Leadership Practices	6-10 years	11-15 years	**-.27***	**.000*****
		16-20 years	**-.49***	**.000*****
	11-15 years	16-20 years	**-.23***	**.000*****

Note: *** $p<.001$

In Table 7, leadership practices for principals who had 16-20 years of administrative service was significant from those who had 11-15 years of administrative service ($p<.001$, $d=.47$) and from those who had 6-10 years of administrative service ($p<.001$, $d=.98$). Similarly, principals who had 11-15 years of administrative service were different from those who had 6-10 years of administrative service ($p<.001$, $d=.52$).

Table 8 Correlations between Principal Leadership Practices and Principals' Personal Factors   (N=423)

Variable	PLP	PAQ	PAS
Principal Leadership Practices (PLP)	1	.207**	.402**
Principal Academic Qualification (PAQ)		1	.390*
Principal Administrative Service (PAS)			1

Note: ** Correlation is significant at the 0.01 level (2-tailed).
        * Correlation is significant at the 0.05 level (2-tailed).

As described in Table 8, principal leadership practices was correlated with their academic qualification ($r=.207$, $p<.01$). Principal leadership practices was also moderately related with their administrative service ($r=.402$, $p<.01$).

Table 9 Mean Values, Standard Deviations, and Inter-correlations for Principal Leadership Practices and Predictors Variables   **(N=423)**

Variable	Mean	SD	PLP	PAQ	PAS
Principal Leadership Practices (PLP)	3.20	.39	1	.207**	.402**
Predictor Variables					
Principal Academic Qualification (PAQ)	2.97	.77		1	.390*
Principal Administrative Service (PAS)	2.06	.79			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 9, principal leadership practices was moderately correlated with principals' administrative service ($r=.402$, $p<.01$). However, there was a weak relationship between principal leadership practices and their academic qualification ($r=.207$, $p<.01$).

Table 10 Simultaneous Multiple Regression Analysis for Principals' Personal Factors Predicting Principal Leadership Practices   **(N=423)**

Model	Unstandardized Coefficients		Standardized Coefficients	*t*	*p*	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.27	.17		19.52	.000***		
Principals' Academic Qualification (PAQ)	.04	.04	.060	1.24	.217	.85	1.18
Principals' Administrative Service (PAS)	.26	.03	.378	7.81	.000***	.85	1.18

Note: $R=.402$, $\overline{R}^2 =.16$, $F(1,421)= 80.91$, *** $p< .001$

For the model, the regression equation is:

Principal Leadership Practices = 2.27 + .04PAQ + .26PAS

To evaluate the regression, the value of $\overline{R}^2$ was .16. This indicated that 16% of the variance in principal leadership practices was explained.

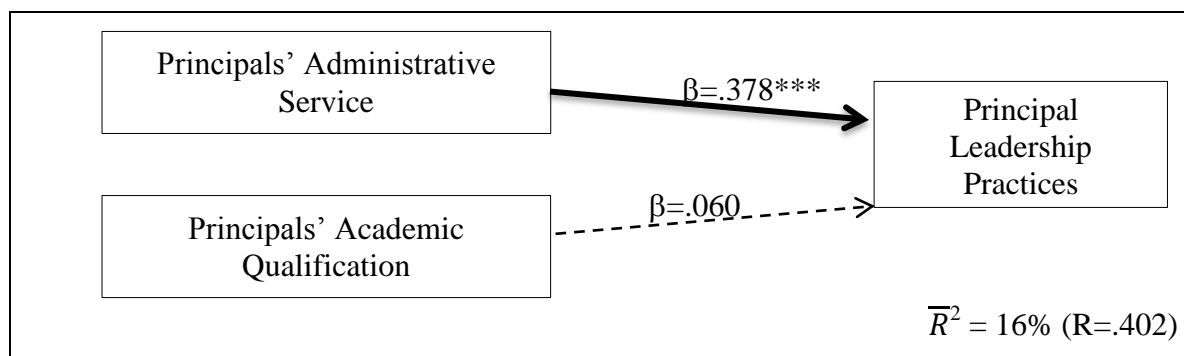Based on the findings, potential factors affecting principal leadership practices were expressed in Figure 1.

Figure 1 Potential Factors Affecting Principal Leadership Practices

⟶ **Predicting on Principal Leadership Practices (statistically significant)**

- - -> **Predicting on Principal Leadership Practices (not statistically significant but show relationship)**

The value for principals' administrative service was β=.378 ($p<.001$) and it was appeared as the predictor of principal leadership practices. Principals' academic qualification showed relationship with principal leadership practices.

Table 11 Mean Values and Standard Deviations Showing the Level of Teacher Collegiality

(N=423)

Dimension	Mean	SD	Remark
Mutual Support and Trust	3.40	.54	practice to a moderate extent
Storytelling and Scanning for Ideas	3.36	.59	practice to a moderate extent
Observing One Another Teaching	3.07	.56	practice to a moderate extent
Joint Planning and Assessment	2.92	.56	practice to a moderate extent
Sharing Ideas and Expertise	3.18	.55	practice to a moderate extent
Teaching Each Other	3.05	.60	practice to a moderate extent
Developing Curriculum Together	3.33	.61	practice to a moderate extent
Sharing Resources	3.24	.60	practice to a moderate extent
Grand Mean	**3.19**	**.48**	**practice to a moderate extent**

Scoring Direction: 1.00-1.49 = do not practice at all   1.50-2.49 = practice to some extent

               2.50-3.49 = practice to a moderate extent   3.50-4.00 = practice to a great extent

Table 11 showed that principals and teachers perceived that teachers *practice to a moderate extent* in their collegiality because the grand mean value was 3.19.

Table 12 Correlation between Principal Leadership Practices and Teacher Collegiality

(N=423)

	Principal Leadership Practices	Teacher collegiality
Principal Leadership Practices	1	.682[**]
Teacher collegiality	.682[**]	1

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

Table 12 revealed that principal leadership practices was highly correlated with teacher collegiality ($r=.682$, $p<.01$).

In this study, five variables were identified as predictors for teacher collegiality: setting directions (STD), building relationships and developing people (BRDP), developing organization to support desired practices (DOSDP), improving the instructional program (IIP) and securing accountability (SA). Simultaneous multiple regression was utilized to analyze the best predictors

for teacher collegiality. The mean values, standard deviations, and inter-correlations were described in Table 13.

Table 13 Mean Values, Standard Deviations, and Inter-correlations for Teacher Collegiality and Predictor Variables (N=423)

Variable	Mean	SD	STD	BRDP	DOSDP	IIP	SA
TC	3.19	.48	.630**	.709**	.744**	.688**	.660**
Predictor Variables							
STD	3.28	.56	1	.792**	.681**	.577**	.614**
BRDP	3.15	.65		1	.837**	.755**	.718**
DOSDP	3.13	.54			1	.811**	.731**
IIP	3.02	.59				1	.800**
SA	3.35	.64					1

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

As shown in Table 13, teacher collegiality was moderately correlated with setting directions (r=.630, p<.01), highly correlated with building relationships and developing people (r=.709, p<.01), developing organization to support desired practices (r=.744, p<.01), improving the instructional program (r=.688, p<.01), and securing accountability (r=.660, p<.01).

Table 14 Simultaneous Multiple Regression Analysis for Principal Leadership Practices Predicting Teacher Collegiality (N=423)

Model	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.87	.10		8.65	**.000***		
STD	.14	.04	.158	3.08	**.002**	.36	2.79
BRDP	.07	.05	.091	1.31	.191	.19	5.18
DOSDP	.32	.06	.354	5.44	**.000***	.22	4.51
IIP	.11	.05	.139	2.22	**.027***	.24	4.15
SA	.09	.04	.127	2.34	**.020***	.32	3.14

Note: R=.779, $\overline{R}^2$ =.602, F(5,417)= 128.74,   *** p< .001,   ** p< .01, * p< .05

STD   = Setting Directions
BRDP   = Building Relationships and Developing People
DOSDP = Developing Organization to Support Desired Practices
IIP   = Improving the Instructional Program
SA   = Securing Accountability

The results reveled that, developing organization to support desired practices appeared to be the best predictor of teacher collegiality (β=.354, *p*<.001). Setting directions appeared to be the second predictor of teacher collegiality (β=.158, *p*<.01). Moreover, improving the instructional program was the third (β=.139, *p*<.05) and securing accountability was the fourth predictors of teacher collegiality (β=.127, *p*<.05). In addition, building relationships and developing people appeared to be important for teacher collegiality.

For the model, the regression equation is:

Teacher Collegiality = .87 + .14SD + .07BRDP +.32DOSDP + .11IIP + .09SA

According to the findings, potential factors affecting principal leadership practices for teacher collegiality were revealed in Figure 2.
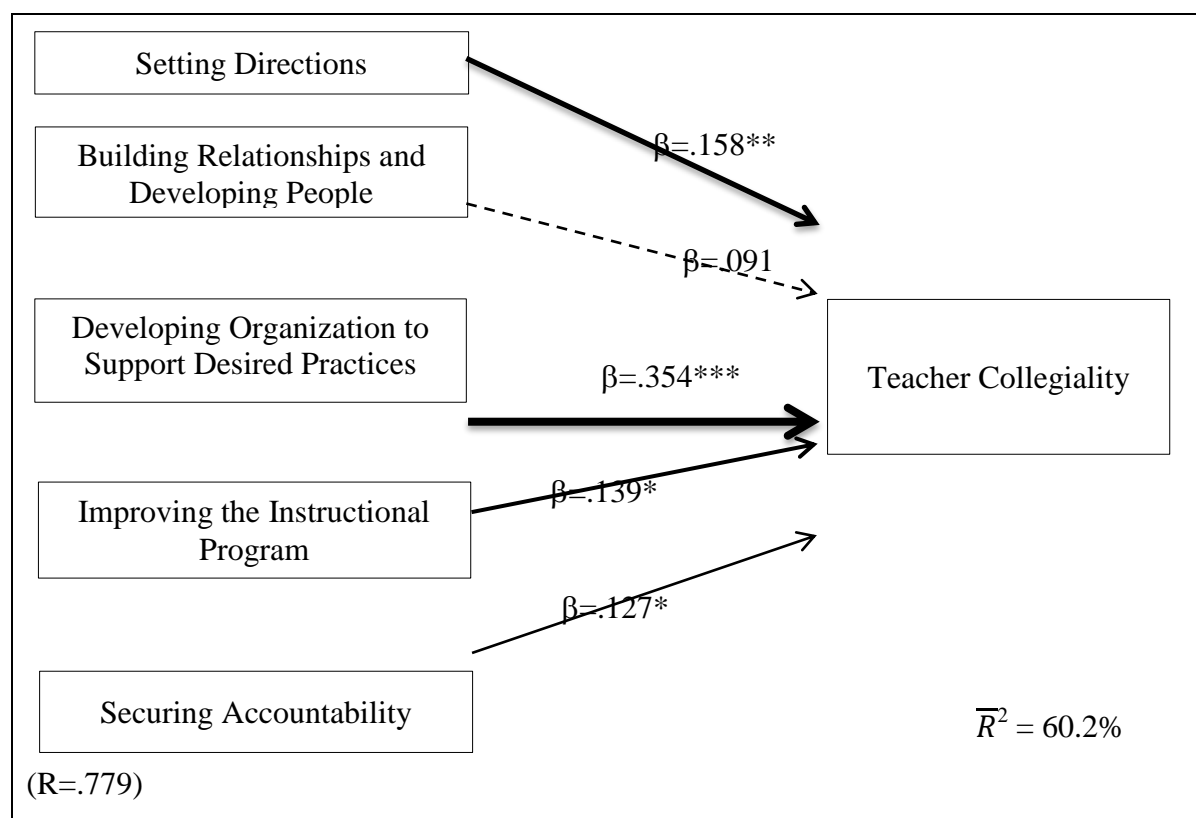
Figure 2 Potential Factors Affecting Principal Leadership Practices for Teacher Collegiality in Basic Education Schools

$\longrightarrow$ **Predicting on Teacher Collegiality (statistically significant)**

- - -> **Predicting on Teacher Collegiality (not statistically significant but show relationship)**

Qualitative Findings

Interview Responses of Principals

Four principals were asked interview questions to gain in-depth information. The first question was "What is the most important factor to contribute leadership in school? How would you learn to practice your leadership skills in your schools?" All principals said that their administrative experiences were very important factor for leadership practices and these experiences were helpful for them. Moreover, they had much valuable knowledge by attending administrative training courses. They also said that they wanted to attend the administrative

training courses to be more focused on school administration, leadership and management because the more they knew their leadership, the higher accountability was formed.

The second question was "How do you support teacher collegiality in your schools? Two principals answered that they supported positive relationship among teachers. They always openly discussed with their teachers' difficulties. The other two principals responded that they guided teachers to study and observe experienced teachers' teaching and their lessons preparation. Their schools held continuous professional development (CPD) meetings every month and thus, teaching methods and the use of teaching aids and assessment could be discussed during CPD.

Interview Responses of Teachers

Twenty four teachers were asked interview questions to fulfill the meaningful answers. The first question was "How does the principal provide for enhancing teacher collegiality?" According to the responses, ten teachers answered that their principals provide teacher collegiality by supporting mutual trust among teachers, promoting the culture of openness, and inclusion within schools. They also said that their principals managed the teaching by empowering teachers according to their roles such as subject deans, class heads, class teachers and subject teachers. They could share their experiences in subject-wise discussions. They check students' academic records cooperatively. Six teachers also responded that their principals support teacher collegiality by facilitating effective learning environment with divergent views and opinions. They also replied that their principals worked with them to establish achievable goals and specific processes to improve school performance. The remaining eight teachers answered that their principals provided technical and other necessary support including coaching and mentoring for teachers to improve their instructional practices.

The second question was "What are the important factors for enhancing teacher collegiality?" According to their response, four teachers responded that collective accountability and responsibility were important for enhancing teacher collegiality. They also expressed that creating a collaborative learning environment through coordinating the activities of professional communities, arranging mentoring pairs, instructing uncooperative teachers, providing instructional support, and delegating responsibilities were also essential feature for teacher collegiality. Fifteen teachers said that the important factors for enhancing teacher collegiality were transparency among teachers, mutual trust, sharing experiences and information, supporting and mentoring teachers and working together in teams. The other five teachers replied that teachers with warm and careful mind were important factors for enhancing teacher collegiality. They also said that a good support of principals' leadership would contribute teacher collegiality and teacher student relationships in their schools.

Discussion and Conclusion

Based on the findings of the study, discussion and conclusion are presented as follows:

For research question one, principals and teachers perceived that principals *practice to a moderate extent* in their leadership practices. Qualitative findings advocated that their leadership was important for their leadership practices. This finding was similar with the finding of Belchetz and Leithwood (2007) that successful principals who knew the importance of their leadership were highly accountable for their leadership practices. Therefore, it could be noted

that principal would *practice to a great extent* if they knew the important and salient features of leadership practices.

For research question two, findings suggested that principals who are more experienced in school administration with education degree holders revealed greater leadership practices. Interview results from all principals showed that their administrative experiences were important factors for leadership practices and these experiences were helpful for them. Enueme and Egwunyenga (2008) found out in their research that BEd and MEd degrees holder principals had demonstrated a better management of schools. Therefore, principals should have opportunities to attend the administrative training courses and join to the higher education degree such as Master of Education would be effective and successful leaders in school organization.

For research question three, principals' administrative service was appeared as predictor for principal leadership practices. Therefore, principals' administrative service was an important factor for practicing their leadership. Principal academic qualification was correlated with their leadership. Aji (2006) expressed that principals' administrative service and their academic qualification have an impact on principals' leadership in secondary schools. Thus, principals' academic qualifications should be considered as predictor for the positions for headmasters and headmistress.

For research question four, principals and teachers perceived that teachers *practice to a moderate extent* in teacher collegiality. According to interview, creating a collaborative learning environment through coordinating the activities of professional communities, arranging mentoring pairs, instructing uncooperative teachers, providing instructional support, and delegating responsibilities were also essential feature for teacher collegiality. McLaughlin and Talbert (2001) stated that collegial support and interaction influence on teachers' feel about their jobs and their students. Thus, teacher professional relationship support and promote their instruction and make a significant result in teaching.

For research question five, principal leadership practices were highly correlated with teacher collegiality. It can be noted that the higher the principal leadership practices, the greater the teacher collegiality.

For research question six, it was found that setting directions, developing organization to support desired practices, improving the instructional program and securing accountability appeared as predictors for the teacher collegiality. Additionally, building relationships and developing people was important for teacher collegiality. Teacher answered in the interviews as their principals provide teacher collegiality by directing and supporting mutual trust among teachers, empowering teachers, facilitating effective learning environment with divergent views and working on instructions to improve the student outcomes. Perera (2015) described that principal leadership practices foster and support teacher collegiality by providing individual support and intellectual stimulation. Therefore, principal leadership practices highlight for their teacher collegiality.

For research question seven, a proposed model for principal leadership practices and teacher collegiality for this study was developed based on the findings and it was shown in Figure 3.
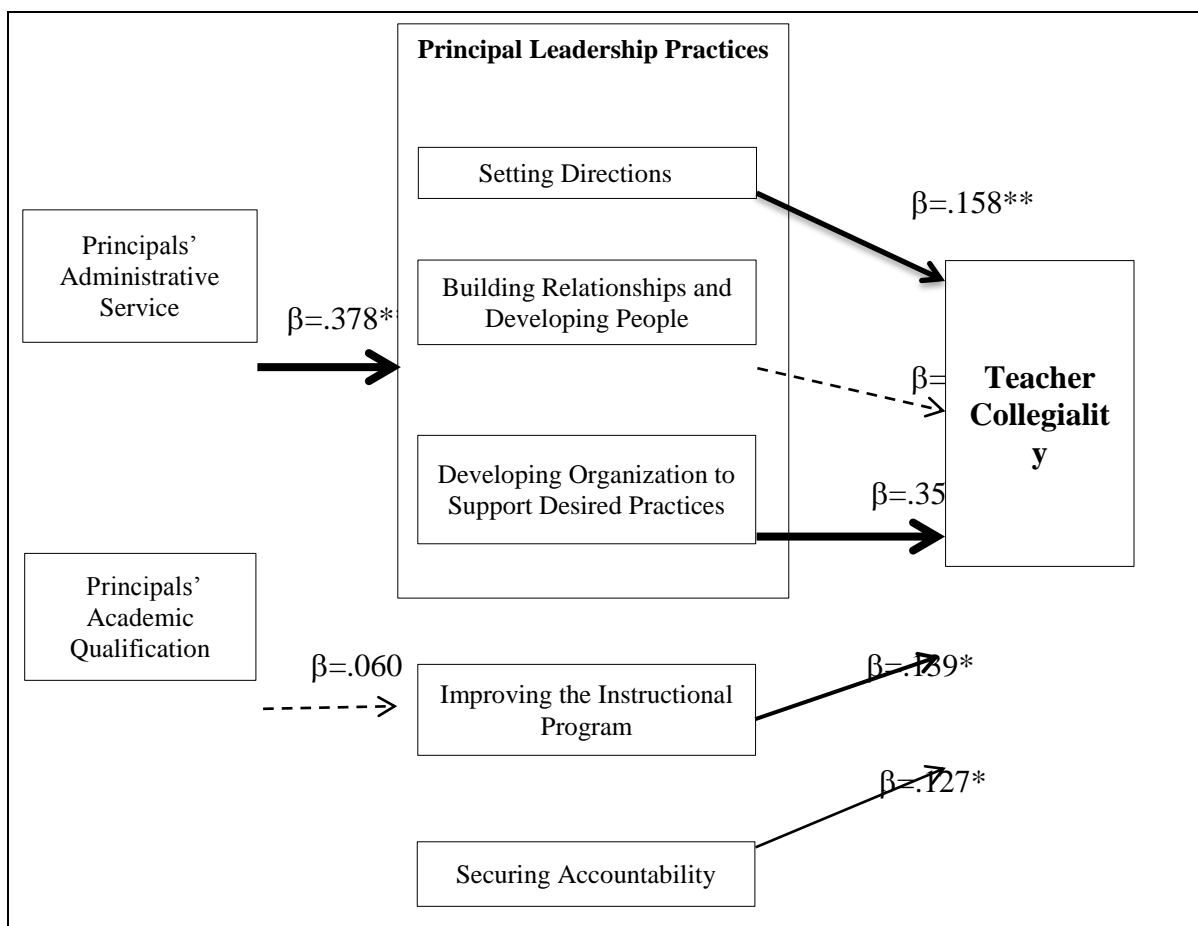
Figure 3 A Proposed Model for Principal Leadership Practices for Teacher Collegiality in Basic Education Schools

⟶ **Predicting on Teacher Collegiality (statistically significant)**
----> **Predicting on Teacher Collegiality (not statistically significant but show relationship)**

In this proposed model, principals' administrative service enacted the principal leadership practices. Their academic qualification was important for principal leadership practices. Moreover, principal leadership practices impact teacher collegiality. Therefore, leadership practices should be promoted in order to improve teacher collegiality. Principals' administrative service and principals' academic qualification need be considered in order to predict principal leadership practices in basic education schools. It was found that principal leadership practices promote teacher collegiality. Khin Zaw (2001) described that teaching and pedagogy is a high profession, it is not a routine job and teachers cannot be replaced. Thus, principals play essential roles in culturing the teaching and pedagogy of teachers' profession and teacher collegiality. For this reason, it is need to encourage and support principal leadership practices. To be an effective leader in school, leadership and management training workshop or courses should be provided for all principals**.**

Suggestions

Based on the findings of the study, the following suggestions for policy makers, principals, and teachers will be presented.

Policy makers should

➢ elaborate the training programs for principal leadership preparation and development programs to become effective leaders in the basic education sector,

➢ consider personal factors of principals such as administrative service and academic qualification for promotion to administrative positions in the education sectors, and

➢ permit principals to attend the Master of Education (MEd) as it was significant in the principal leadership practices.

Principals should

➢ enhance their personal leadership knowledge and promote the professional development for themselves and teachers,

➢ encourage teachers to develop and periodically review their professional growth,

➢ supervise and monitor the instruction and communicate with subject experts to promote students' learning, and

➢ create a school environment in which parents and community are welcomed, respected and valued as partners in their children's learning.

Teachers should

➢ support the strong collegial relations among teachers,

➢ discuss openly with principals or colleagues while they have a feeling of failures and mistakes to their teaching,

➢ work collaboratively to apply teaching strategies that promote student learning,

➢ improve their classroom practices by working together and organizing learning teams, and

➢ take responsibility and accountability in their works.

Recommendations for Further Research

This paper contributed to develop a model for principal leadership practices for teacher collegiality in basic education schools. Based on the findings of this study, further study should be undertaken in other school levels, such as, primary and middle schools to determine whether or not the particular results concerning principal leadership practices and teacher collegiality. The comparative study of principal leadership practices and teacher collegiality between the government schools and private schools should be investigated so that their strengths and weaknesses will be found out. Additionally, factors affecting principal leadership practices and teacher collegiality should be explored.

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