A STUDY OF PRINCIPALS' PRACTICES OF EXEMPLARY LEADERSHIP AND TEACHER COLLEGIALITY

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Abstract

The main aim of the study is the principals' practices of exemplary leadership and teacher collegiality in Basic Education High Schools, Taikkyi Township, Yangon Region. The participants were 6 principals and 201 teachers from 6 Basic Education High Schools in Taikkyi Township, Yangon Region during the 2019-2020 academic year. Quantitative and qualitative methods were used. To collect the data, questionnaire, open-ended and interview questions were conducted. This study was based on Kouzes and Posner's model of Five Practices of Exemplary Leadership (2012) and Shah's Teacher Collegiality (2011). Descriptive statistics, One-way ANOVA, Independent Samples *t* Test, and Pearson product-moment correlation were used for data analysis. According to the research findings, principals' practices of exemplary leadership were often performed by the principals of 6 Basic Education High Schools. There were significant differences in principals' practices of exemplary leadership among schools. Teacher collegiality in Basic Education High Schools was high. There were significant differences in teacher collegiality by schools, and teaching service. But there was no significant differences in qualification. Moreover, the findings revealed that there was significant positive relationship between principals' practices of exemplary leadership and teacher collegiality.

Keywords: exemplary leadership, teacher collegiality

Introduction

Every human being requires oxygen to stay alive in the world. Education is as important as this because education offers people the knowledge and skills they need. To gain education, schools are required. In schools which provide education, school principal is the most crucial person. School principal is the personal in charge for all activities that occur and around school building. It is the principals' leadership that sets up the quality of the school, the environment for teaching, the level of professionalism and morale of teachers. Moreover, the principal is the main connection between the community and the school (Horn-Turpin, 2009).Today, educational changes have emphasized to develop effective teaching and increase high level of learning. Ngang (2012) suggested that educational change is dependent on the exercise of school principals' appropriate leadership roles. Many researchers revealed that principals who more frequently perform the five practices of exemplary leadership are more successful than their counterparts who use them infrequently in their organizations.

On the other hand, a school principal should be familiar with not only leadership practices but also relationship with teachers. As a relationship, school principal can praise and show appreciation teachers for a job well done, and offers teachers a sense of self-importance, self-confidence and trust. Furthermore, collegiality is one of factors that lead to schools' achievement. Collegiality is seen as a characteristic of teacher professional development and a vehicle to raise teacher knowledge. Reorganizing teachers and making new patterns of collaboration and collegiality may also be crucial to positive and successful schools. Moreover, strengthening interpersonal relations among teacher is for school improvement. Thus, this study aims to investigate the principals' practices of exemplary leadership and teacher collegiality in schools. Today, in Myanmar, educational reforms continue to focus on improving the quality of education. To improve the quality of education, not only the role of exemplary principals but also the role of

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teachers are very important. However, the principals' exemplary leadership practices are significant and important parts in establishing successful school outcomes. As exemplary principals, principals should constantly perform at enhancing relationship in school and should foster teacher collegiality. Collegiality among teachers is regarded as crucial to school improvement and success. Schools that do not provide teacher collegiality can waste human resources (people who individually and collectively contribute to the growth and achievement of school's objectives). Most of the schools in Myanmar are becoming low performing schools. Low performing schools are in poor communities where the students do not have access to the resources that will help them learn. To solve this problem, principals' practices of exemplary leadership and teacher collegiality are needed to study.

Aims of the Research

Main Aim

The aim of the study is

- to study the principals' practices of exemplary leadership and teacher collegiality in Basic Education High Schools in Taikkyi Township, Yangon Region

Specific Aims

The specific aims of the study is

- to study the extent of the principals' exemplary leadership practices perceived by the teachers in Basic Education High Schools

- to study the differences of teachers' perceptions on their principals' exemplary leadership practices among schools

- to study the extent of teacher collegiality in Basic Education High Schools

- to study the differences of teacher collegiality according to school, teaching service, and qualification in Basic Education High Schools

- to study the relationship between principals' exemplary leadership practices and teacher collegiality

Research Questions

- To what extent do teachers perceive principals' exemplary leadership practices in Basic Education High Schools?

- What are the differences of teachers' perceptions on their principals' exemplary leadership practices among schools?

- To what extent do teachers perform their collegiality in Basic Education High Schools?

- What are the differences of teacher collegiality according to school, teaching service and qualification in Basic Education High Schools?

- Is there a significant relationship between principals' exemplary leadership practices and teacher collegiality?

Limitations of the Study

The research area is conducted only on Taikkyi Township, Yangon Region. This study is designed to study the principals' practices of exemplary leadership and teacher collegiality only for (2019-2020) Academic Year.

Theoretical Framework

In this study, the principals' practices of exemplary leadership are based on Kouzes and Posner's model of Five Practices of Exemplary Leadership (2012) and teacher collegiality is based on Shah's Teacher Collegiality (2011). Kouzes and Posner's model of Five Practices of Exemplary Leadership (2012) includes: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act and (e) encourage the heart. Shah's Teacher Collegiality (2011) includes: (a) mutual support and trust, (b) observing one another teaching, (c) joint planning and assessment, (d) sharing ideas and expertise, (e) teaching each other, (f) developing curriculum together, and (g) sharing resources.

The Five Practices of Exemplary Leadership

(a) Model the Way

Modeling the way is the means by which leaders create their vision substantial. The two behaviors that support modeling the way are setting the example and planning small wins. Setting the example starts with leader consciously bringing on in manner that are reliable with expressed qualities. Clarity, consensus, and intensity are three crucial factors for aligning values of leader (Kouzes & Posner, 2007). Modeling the way is planning small wins (cited in Chingombe, 2017).

(b) Inspire a Shared Vision

The second exemplary leadership practice is inspire a shared vision. Kouzes and Posner (1987) suggested that the two behavioral commitments of this practice are envisioning the future and enlisting others. Envisioning the future is a process of making a dream with enthusiasm and commitment. Enlisting others implement importance of having all followers understand and provide a vision (cited in Chingombe, 2017).

(c) Challenge the Process

McCollum (1999) stated that challenging the process is when the leader explores better approaches to fundamentally existing conditions. The two behavioral commitments are searching for opportunities and experiment and take risks. Searching for opportunities refers to carrying new plans to the organization. Experiment and take risks refers to leaders should have an openness to ideas and willing to listen (cited in Chingombe, 2017).

(d) Enable Others to Act

Kouzes and Posner (1987) suggested that the fourth practice is enabling others to act which constructs teams, empowers and encourage the success of the vision through others. The two behavioral approaches supporting this practice is fostering collaboration and strengthening others. Fostering collaboration starts with making and sustaining collaborative goals while strengthening others is when leaders provide others (cited in Chingombe, 2017).

(e) Encourage the Heart

This leadership practice includes recognizing people's contributions stating pride in the achievement of goals and making work enjoyable. The two behaviors achieving this practice are recognizing contributions and celebrating accomplishments. Recognizing contributions is when connecting rewards with performance and take time to praise achievement together (Kouzes & Posner, 2007). Genuine acts of caring, showing appreciation, kindness, courtesy and respect (Covey, 1990) are important factors that leaders practice when "acknowledging good results and reinforcing positive performance" (Kouzes & Posner, 2008).

Teacher Collegiality

(a) Mutual Support and Trust

Schwab et al., (1986) found that facilitating social support among teachers by providing sufficient time helped reduce burnout (cited in Shah, 2012a). Donaldson and Sanderson (1996) revealed that the understanding of individuals, their capacities, their abilities, and their trustworthiness were key to constructing and maintaining a strong professional relationship of collegiality (cited in Perera, 2015).

(b) Observing One Another Teaching

In a collegial setting, teachers observe each other occupied in the practice of teaching and administration. Their observations develop into the practice to reflect on and talk about (Barth, 1990).

(c) Joint Planning and Assessment

Teachers make collective agreements to investigate an idea or new approach in teaching (Little, 1990). Teachers study best when they have the chance to construct knowledge using new instruments for thinking and to reflect on and modify their ideas (Alberto, 2015). Collaboration not only involves planning, deciding and acting jointly but also engages thinking together (John et al., 1998).

(d) Sharing Ideas and Expertise

Kasten (1984) stated that teachers perceive each other as a primary and important source of ideas about teaching. Fullan and Hargreaves (1991) suggested that teachers in highly collegial setting are more likely to trust, value and justify sharing expertise, seek advice and assist other teachers. However, in a collegial setting, teachers share their expertise with colleagues and further everyone's learning (Hoerr, 2008).

(e) Teaching Each Other

In a collegial environment, teachers teach each other during formal in–service, talk publicly about what one is learning or wants to learn (Little, 1990).

(f) Developing Curriculum Together

In collegial environment, teachers arrange together lesson plans, write curriculum (Little, 1990). In a collegial setting, curriculum is always being assessed and developed. School leaders can make this possible by supporting times for teachers to question assumptions about curriculum (Hoerr, 2008).

(g) Sharing Resources

John et al., (1998) suggested that in a true collaboration, there is a commitment to shared resources (such as materials related to teacher subject teaching, journal articles and educational books), power, and talent.

Definition of Key Terms

Leadership: the process of influencing, directing and motivating organizational members to act in a way that enable the attainment of the organizational goals (Sekhu, 2011).

Teacher Collegiality: cooperative relationships among teachers whereby teachers openly and continually investigate and critique classroom practice for school improvement (Shah, 2012a).

Operational Definition

Exemplary Leadership

Exemplary leadership is a leadership practice where a leader sets an excellent example which involves functions and obligations such as setting clear goals, fostering collaboration and recognizing followers' efforts to achieve organizational success.

Teacher perceptions on principals' exemplary leadership practices were examined by the mean values of teachers' responses from Basic Education High Schools to questionnaire rated on five-point Likert scale questionnaires consisting of 30 items: 6 items for model the way, 6 items for inspire a shared vision, 6 items for challenge the process, 6 items for enable others to act, 6 items for encourage the heart. The more the mean values, the higher the extent of principals' exemplary leadership practices.

Methodology

This chapter consists of research method, population and sample, instrument development, procedure, validation and data analysis.

Research Method

Both quantitative and qualitative methods were used to collect the required data.

Population and Sample

There are 416 teachers from 10 Basic Education High Schools in Taikkyi Township, Yangon Region. Among them, 201 teachers from 6 Basic Education High Schools were taken as sample by using simple random sampling method.

Instrument Development

The questionnaire consists of 30 items related with principals' practices of exemplary leadership. Each item was rated on a five-point Likert Scale ranging from 1=never, 2= rarely, 3=sometimes, 4=often, 5= always. And then, the questionnaire consists of 38 items related with teacher collegiality. Each item was rated on a five-point Likert Scale ranging from 1=strongly disagree, 2=disagree, 3=undecided, 4=agree to, 5=strongly agree. Open-ended questions and interview questions were also used to complement the data.

Procedure

The pilot study was undertaken with (45) teachers in No. (2) Basic Education High School, South Okkala Township. After that, for field test, questionnaires were distributed to the teachers from the Basic Education High Schools in Taikkyi Township on 23rd, 24th October, 2019. And then distributed questionnaires were recollected on 30th, 31st, November, 2019. Interview was also conducted from 11st to 23rd December, 2019.

Validation

In order to obtain the content validity of the questionnaire, instrument was reviewed by 9 experts who have sound knowledge and experience from the Department of Educational Theory, Yangon University of Education. To measure the reliability of the questionnaire, a pilot test was conducted with forty-five teachers in No.(2) Basic Education High School, South Okkala Township, Yangon Region. The internal consistency (Cronbach's alpha) of principals' practices of exemplary leadership and teacher collegiality were 0.89 and 0.91 respectively.

Data Analysis

The data obtained from questionnaire survey were analyzed by using the Statistical Package for the Social Science (SPSS) version 22 as it is widely used in quantitative research. Descriptive analysis was used to compute means and standard deviations. The values of mean and standard deviations were described by tables. Furthermore, One-way ANOVA and Independence Samples *t* Test were used to analyze there are significant differences among personal factors. Pearson Correlation was also conducted to find the relationship between principals' practices of exemplary leadership and teacher collegiality.

Findings

Research findings are presented by using descriptive statistics, means and standard deviations, One-Way ANOVA, Independence Samples *t* Test and Pearson-product moment correlation. Open-ended questions and interview questions will be presented.

1. Findings of Principals' Practices of Exemplary Leadership

The descriptive statistics were described by means and standard deviations. The means and standard deviations of teachers' perceptions on principals' exemplary leadership practices are presented in Table 1.

Table 1 Means and Standard Deviations of Teachers' Perceptions on Principals' Exemplary Leadership Practices (N=201)

No.	Principals' Exemplary Leadership Practices	Mean	SD	Remark
1.	Model the Way	4.09	0.65	Often
2.	Inspire a Shared Vision	3.91	0.76	Often
3	Challenge the Process	3.56	0.73	Often
4.	Enable Others to Act	4.19	0.72	Often
5.	Encourage the Heart	3.94	0.85	Often
	Overall Exemplary Leadership Practices	**3.94**	**0.65**	**Often**

Scoring Direction: 1.00 to 1.80= never, 1.81 to 2.60= rarely, 2.61 to 3.40= sometimes, 3.41 to 4.20= often
4.21 to 5.00= always

The differences in means and standard deviations of teachers' perceptions on principals' exemplary leadership practices by schools are shown in Table 2.

Table 2 Means and Standard Deviations of Teachers' Perceptions on Principals' Exemplary Leadership Practices among Schools

No.	School	N	Mean	SD	Remark
1.	School A	43	4.30	0.43	Always
2.	School B	25	3.07	0.72	Sometimes
3.	School C	49	3.97	0.59	Often
4.	School D	32	3.75	0.73	Often
5.	School E	23	3.69	0.39	Often
6.	School F	29	4.13	0.47	Often

Scoring Direction: 1.00 to 1.80= never   1.81 to 2.60= rarely   2.61 to 3.40= sometimes
3.41 to 4.20= often   4.21 to 5.00= always

Table 3 shows the ANOVA results of teachers' perceptions on principals' exemplary leadership practices among schools.

Table 3   ANOVA Results of Teachers' Perceptions on Principals' Exemplary Leadership Practices among Schools   (N=201)

Principals' Exemplary Leadership Practices		Sum of Squares	*df*	Mean Square	*F*	*P*
Overall Exemplary Leadership Practices	Between Group	13.915	5	2.783	7.789	.000***
	Within Group	69.675	195	.357		
	Total	83.589	200			

Note: *p<.05, **p<.01, ***p<.001 at significant level

Table 4 shows the Tukey HSD Multiple Comparisons of teachers' perceptions on principals' exemplary leadership practices among schools.

Table 4 Results of Tukey HSD Multiple Comparisons of Teachers' Perceptions on Principals' Exemplary Leadership Practices among Schools   (N=201)

Principals' Exemplary Leadership Practices	(I)School	(J)School	Mean Difference (I-J)	*p*
Overall Exemplary Leadership Practices	School A	School B	.794*	.000***
		School D	.552*	.001**
		School E	.605*	.002**
	School C	School B	.463*	.023*
	School F	School B	.622*	.003**

Note: *p<.05, **p<.01, ***p<.001 *at* significant level

2. Findings of Teacher Collegiality

The means and standard deviations of teacher collegiality are presented in Table 5.

Table 5   Means and Standard Deviations of Teacher Collegiality   (N=201)

No.	Teacher Collegiality	Mean	SD	Remark
1.	Demonstrating Mutual Support and Trust	4.08	0.56	High
2.	Observing One Another Teaching	3.76	0.59	High
3.	Joint Planning and Assessment	4.00	0.52	High
4.	Sharing Ideas and Expertise	3.98	0.46	High
5.	Teaching Each Other	4.03	0.50	High
6.	Developing Curriculum Together	3.98	0.61	High
7.	Sharing Resources	3.94	0.52	High
	Overall Teacher Collegiality	**3.97**	**0.43**	**High**

Scoring Direction: 1.00 to 2.33= low   2.34 to 3.66=moderate   3.67 to 5.00=high

The differences in means and standard deviations of teacher collegiality by schools are shown in Table 6.

Table 6   Means and Standard Deviations of Teacher Collegiality by Schools

No.	School	N	Mean	SD	Remark
1.	School A	43	4.09	0.44	High
2.	School B	25	3.75	0.19	High
3.	School C	49	3.97	0.39	High
4.	School D	32	3.87	0.59	High
5.	School E	23	3.79	0.26	High
6.	School F	29	4.07	0.40	High

Scoring Direction: 1.00 to 2.33= low   2.34 to 3.66=moderate   3.67 to 5.00=high

Table 7 shows the ANOVA results of teacher collegiality.

Table 7   ANOVA Results of Teacher Collegiality by Schools   **(N=201)**

Dimensions of Teacher Collegiality		Sum of Squares	df	Mean Square	F	P
Overall Teacher Collegiality	Between Group	2.302	5	.46	2.573	.028[*]
	Within Group	34.892	195	.17		
	Total	37.194	200			

Note: [*]*p*<.05, [**]*p*<.01 at significant level and ns=not significant

       Table 8 shows the Tukey HSD Multiple Comparisons of teacher collegiality among Basic Education High Schools.

Table 8   Results of Tukey HSD Multiple Comparisons of Teacher Collegiality among Basic Education High Schools   **(N=201)**

Teacher Collegiality	(I)School	(J)School	Mean Differences (I-J)	p
Observing One another Teaching	School F	School D	.449[*]	.032[*]
Joint Planning and Assessment	School A	School E	.443[*]	.011[*]
	School C	School E	.373[*]	.045[*]
	School F	School E	.515[*]	.005[**]
Developing Curriculum Together	School A	School E	.513[*]	.013[*]

Note: [*]*p*<.05, [**]*p*<.01 at significant level

       The differences in means and standard deviations of teacher collegiality by teaching service are presented in Table 9.

Table 9   Means and Standard Deviations of Teacher Collegiality by Teaching Service   **(N=201)**

No.	Teacher Collegiality		Teaching Service				
			≤3yrs (N=26)	4-6yrs (N=26)	7-18yrs (N=86)	19-30yrs (N=35)	31≤yrs (N=28)
	Overall Teacher Collegiality	Mean	3.74	3.78	3.99	4.00	4.25
		SD	0.56	0.41	0.37	0.39	0.36

       Table 10 shows the ANOVA results of teacher collegiality by teaching service.

Table 10 ANOVA Results of Teacher Collegiality by Teaching Service   **(N=201)**

Teacher Collegiality		Sum of Squares	df	Mean Square	F	P
Overall Teacher Collegiality	Between Group	4.571	4	1.143	6.866	.000[***]
	Within Group	32.623	196	.166		
	Total	37.194	200			

Note: [*]*p*<.05, [**]*p*<.01, [***]*p*<.001at significant level and ns=not significant

       Table 11 shows the Tukey HSD multiple comparisons of teacher collegiality by teaching service.

Table 11 Results of Tukey HSD Multiple Comparisons of Teacher Collegiality by Teaching Service   **(N=201)**

Teacher Collegiality	(I)Teaching Service	(J) Teaching Service	Mean Difference (I-J)	P
Overall Teacher Collegiality	7-18 years	≤3 years	.256*	.044*
	31years and above	≤3 years	.505*	.000***
		4-6 years	.469*	.000***
		7-18 years	.249*	.043*

Note: *p<.05, **p<.01, ***p<.001at significant level

The differences in means and standard deviations of teacher collegiality by qualification are presented in Table 12.

Table 12 Means and Standard Deviations of Teacher Collegiality by Qualification

(N=201)

No.	Teacher Collegiality	Qualification	N	Mean	SD
	Overall Teacher Collegiality	BA/BSc, MA/MSc	134	3.96	0.42
		BEd, MEd	67	4.00	0.46

Table 13 shows the Independence Sample *t* Test results of teacher collegiality by qualification.

Table 13 Results of Independence Samples *t* Test for Teacher Collegiality by Qualification

(N=201)

Teacher Collegiality	Qualification	N	Mean	SD	*t*	*df*	*p*
Teacher Collegiality	BA/BSc, MA/MSc	134	3.96	0.42	-.558	199	ns
	BEd, MEd	67	4.00	0.46			

Note: ns=not significant

The correlation between overall principals' exemplary leadership practices and overall teacher collegiality are shown in Table 14.

Table 14 Correlation between Overall Principals' Exemplary Leadership Practices and Teacher Collegiality

Variables	Principals' Exemplary Leadership Practices	Teacher Collegiality
Principals' Exemplary Leadership Practices	1	.532**
Teacher Collegiality	.532**	1

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

The resulted showed that there was positively moderate correlation between principals' exemplary leadership practices and teacher collegiality (r=.532**, *p*<0.01).

3. Findings from Open-ended Questions

There were five open-ended questions about principals' practices of exemplary leadership and teacher collegiality.

For the question, **"How did the school principal take the lead in the long-term development of the school?"** 57% of teachers (n=114) responded that their principals lead by making collaboration, 22% of teachers (n=44) responded that their principals lead by making appreciation and 21% of teachers (n= 43) responded that their principals lead by modeling the way. For the question, **"How did the school principal make teachers more engaged in school work?"** 37% of teachers (n= 74) responded that their principals lead by rewarding such as making celebrations, 31% of teachers (n= 62) responded that their principals lead by using motivation, 17% of teachers (n=34) responded that their principals lead by providing teaching aids and 15% of teachers (n=31) responded that their principals lead by creating opportunities for teacher professional development. For the question, **"How do you understand the actions of an exemplary leader?"** 51% of teachers (n=102) responded that the action of an exemplary leader is cooperation, 41% of teachers (n=83) responded that the action of an exemplary leader is setting the example and 8% of teachers (n=16) responded that the action of an exemplary leader is caring and encouragement. For the question, **"Describe the actions that teachers in the school can take to improve teaching methods?"** The teachers responded that the actions that teachers in the school can take to improve teaching methods are mutual support (n=103, 52%), providing teaching aids (n=25, 12%), preparing lessons (n=73, 36%). For the question, **"Describe the types of activities that teachers should do to help one another at school?"** The teachers responded that the types of activities that teachers should do to help one another at school are social support (n=108, 54%), discussing lessons (n=43, 21%), making celebrations (n=50, 25%)**.**

4. Findings from Interview Questions

There were three interview questions about principals' practices of exemplary leadership and teacher collegiality.

For the question, **"How did the school principal lead the teachers at the school?"** All principals responded that they lead the teachers at the school by leading with collaboration. Among them, 3 principals responded that they lead the teachers at the school by setting the example, 2 principals responded that they lead the teachers at the school by leading with family type and empathy. For the question, **"How did the principal create opportunities to improve the skills of teachers?"** The principals responded that they encouraged and created opportunities all teacher to be expert in their fields (n=4), had difficulties (n=3). For the question, **"How did the principal motivate teachers to become more interested in their work and teaching?"** The principals (n=4) responded that they motivate teachers to become more interested in their work and teaching, they treated with family type (n=2), they consulted with teachers (n=2).

Conclusion, Discussion and Recommendations

Conclusion and Discussion

This study aimed to study the principals' practices of exemplary leadership and teacher collegiality of Basic Education High Schools in Taikkyi Township, Yangon Region. In this study, the extent of principals' exemplary leadership practices and the extent of teacher collegiality were determined by mean values of teachers' responses to the questionnaire. The higher mean values, the higher the extent of the principals' exemplary leadership practices and the teacher collegiality.

According to the results, it was found that overall of principals' exemplary leadership practices were often performed. According to teachers' perceptions on principals' exemplary leadership practices among schools, it was found that principals in school C, D, E and F often performed these practices. Principal in school A always performed these practices and principal in school B sometimes performed them. Thus, it may be concluded that the high school principals in Taikkyi Township often performed exemplary leadership practices according to teachers'

perceptions. Moreover, findings showed that principals focus collaboration and provide teachers. An exemplary leader fosters collaboration (Kouzes & Posner, 2008).

According to mean value results, it was found that the extent of teacher collegiality in all schools was high. The overall mean value of the school "A" was the higher mean value than others and its mean value was 4.09 and the overall mean value of the school "B" was the lower mean value than others and its mean value was 3.75. The overall mean values of school C, D, E, and F were 3.97, 3.87, 3.79, and 4.07 respectively. The mean values for teacher collegiality in each school was between M=3.67 to M=5.00 (high level) in all schools. Thus, it may be concluded that teacher collegiality in Taikkyi Township was high. Research findings revealed that demonstrating mutual support and trust such as social support, fostering teaching abilities was highly performed. Owen (2005) showed that teacher growth is based on continuous collegial support (cited in Shah, 2012b).

According to the results based on teaching service, the mean values of teachers who had teaching services (31 years and above) were higher than that of teachers who had other teaching services. Results of One-way ANOVA showed that there were significant differences in teacher collegiality by teaching service. Findings also showed that more experienced teachers perform more collegial than less experienced teachers. The more teaching services the teachers had, the more experiences the teachers had. And then, more experienced teachers can perform collegial communities. The greater the effort engaged with starting collegiality, the greater the chances that it will influence school achievement (Shah, 2012b). Moreover, collegiality makes a climate that values risk taking and continuous development. The experienced teachers who understand teacher collegiality reinforce the competence and confidence of the beginning teachers. By closing together beginning teachers and experienced teachers, improvements can be made in schools (Shah, 2011a).

According to the results based on teachers' qualification, the mean values of teachers who are BEd, MEd degree holders were higher than that of teachers who are BA/BSc, MA/MSc degree holders. It means that teachers who are BEd, MEd degree holders got the sound knowledge about educational field. And then they had educational pedagogical knowledge and they understood professional competence of their colleagues. It was also found that teachers who are BEd, MEd degree holders mostly performed in demonstrating mutual support and trust and teachers who are BA/BSc, MA/MSc degree holders mostly performed in demonstrating mutual support and trust. So, the results showed that there were no significant differences in overall teacher collegiality.

The findings showed that principals' practices of exemplary leadership were positively moderate correlated to teacher collegiality. Therefore, it could be interpreted that if principals set an excellent example which involves functions and obligations such as setting the clear goals, inspiring a vision, challenging the status quo, fostering collaboration, recognizing teachers' efforts, teacher collegiality will increase. This study reflects a notice in identifying successful principals' exemplary leadership practices that can positively impact teacher collegiality and develop a learning environment conducive for student high achievements.

Recommendations

The following recommendations are based on the analysis of the surveys, testing instruments and open-ended questions, interview questions on principals' exemplary leadership practices and teacher collegiality. Principals should motivate internal drive among teachers which are crucial parts for the long-term health of schools.

- Principals should provide positive risk takings such as encouraging both teachers and students to explore new ideas in teaching and learning.

- Principals should provide teachers with respect, recognition and open communication.

- Principals should encourage and construct teacher collegiality since strong collegial relationship was associated with school improvement and success.

- Moreover, principals should praise and show appreciation teachers for a job well done (such as rewarding certified teachers).

- Teachers should try to improve instruction effectively and efficiently by studying educational literature, sharing resources (educational journals, articles, teaching aids).

- As teachers, observing one another teaching should be performed to improve teaching-learning process.

Need for Further Study

Further research could be undertaken in various other school types, such as primary schools, middle schools, education colleges, and universities, to determine whether or not the particular results concerning principals' exemplary leadership practices and teacher collegiality. A study could be conducted to investigate principals' exemplary leadership practices and teacher collegiality with a larger sample of principals and teachers.

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