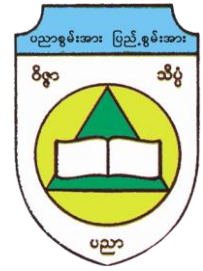


JOURNAL OF THE MYANMAR ACADEMY OF ARTS AND SCIENCE



Educational Theory

Vol. XVIII, No.9A, July, 2020

Myanmar Academy of Arts and Science

Journal of the Myanmar Academy of Arts and Science

Vol. XVIII, No.9A

Contents

Education Theory

<u>Sr. No.</u>	<u>Title</u>	<u>Page</u>
1	Zaw Myo Naing , *Factors Affecting the Professional Development of Primary Level Teachers (English Language Teaching)	1
2	Nan Su Myat Thin , A Study of Beginning Teachers' Challenges in Basic Education High Schools	15
3	Paing Aung Soe , Relationship between Principal's Participatory Management and Teachers' Organizational Commitment	29
4	Su Su Aung , Relationship between Self-Efficacy of Teachers and Working Conditions	43
5	Khin Htet Htet Htun , Relationship between Principals' Decision-Making Styles and Teachers' Job Satisfaction	57
6	Lwin Lwin Mar , Relationship between Followership Styles and Job Performance of Senior Teachers in Shwe Pyi Thar Township	71
7	Khine Sandar Win , Challenges of Grade 1 Teachers in Implementing New Curriculum	87
8	Khine Hsu Wai , A Study of Teachers' Knowledge and Practices of Good Citizenship	105
9	Thin Hay Mar Soe , Relationship between Teachers' Participation and Motivation in Professional Development	121
10	Khant Nyar Su Su San , Aesthetic Leadership and Teacher Morale in Basic Education High Schools	137
11	Soe Khant Lin , Relationship between Teacher Self-Efficacy and Classroom Management Styles in Basic Education High Schools	151
12	Htet Paing Oo , Teachers' Perception on Factors Affecting Experienced Teacher Attrition	167
13	Honey Shwe Sin San Mg , Relationship between Teachers' Empowerment and Teachers' Professional Commitment	179
14	Shwe Yee Hnin , A Study of Teachers' Pedagogical Knowledge and Practices in Building Students' Character	195
15	Tha Zin Htay , Relationship between Principals' Management Practices and Students' Achievement	209
16	Zin Mar Lwin , A Study of Principals' Leadership Practices in Basic Education High Schools	221
17	Wut Yee Phyo , Teacher Self-Efficacy for Promoting Student Motivation	233
18	Myat Htet San , A Study of Principals' Leadership Practices and School Ethical Climate	245
19	Khin Mar Ni , A Study of Learning Environment and Student Achievement in Basic Education High Schools	259

<u>Sr. No.</u>	<u>Title</u>	<u>Page</u>
20	Ei Thuzar Naing , Knowledge and Practices of Primary Teachers on Science Teaching for Promoting Students' Critical Thinking Skills	271
21	Zin Mar Soe , Relationship between Teachers' Organizational Citizenship Behavior and Organizational Commitment	285
22	Htike Khin Khin , An Investigation of Professional Development Activities of Primary Teachers in Yankin Township	301
23	Lei Kyi Phyu , Principal Leadership Style and Teacher Self-Efficacy in Basic Education High Schools	313
24	Mai Leine Htung , A Study on the Principal's Administrative Practices of No.3 Basic Education High School, Shwepyithar	325
25	Than Zaw , Relationship between Professional Learning Communities and Teacher Self-Efficacy	341
26	Hnin Hnin New , Teachers' Coping Strategies for Student Misbehavior in Basic Education High Schools, Monywa Township	355
27	Thida Soe , The Interrelation between Pre-Service Science Teachers' Conceptions of Teaching and Learning, Learning Approaches and Self-Efficacy Beliefs	371
28	Zin Nwe Than , The Importance of Student-Teacher Relationship in the Lives of Bed First Year Students in Sagaing University of Education	387
29	Lwin Lwin Than , An Investigation into Competencies of High School Principals	403
30	Win Win Thein , Influence of School Leadership Practices on Classroom Management, School Environment and Academic Performance	417
31	Nyein Ma Ma Khin , Teacher Participation in Decision Making	431
32	Saw Sandar Win Htut , Relationship between Principals' Supervisory Behaviours and Teachers' Efficacy	447
33	Moe Thuzar Kyaw , Relationship between Collaborative Learning and Student Engagement	463
34	Moe Moe Aung , Relationship between Principal's Leadership Behaviours to Academic Achievement and School Culture	475
35	Khin Moe , Relationship between Principal's Distributed Leadership and Teacher Organizational Commitment	491
36	Shan Bo Minn , Relationship Among Teachers' Personality Traits, Leadership Styles and Self-Efficacy Beliefs	503
37	Thandar Soe , The Impact of Collegial Leadership, Teacher Professionalism and Faculty Trust on Teacher Academic Optimism at Selected Basic Education High Schools in Mandalay	519

Edition

2020, July, 600 Copies

Copyright

Ministry of Education

Published by

Dr Aung Min (00322) Chairman, Journal Publication Committee,
Myanmar Academy of Arts and Science

ISSN 2520-0186
LCCN 2003-323143

Printed by

U Win Aung (00171), Manager,
Universities Press, Yangon, Myanmar

FACTORS AFFECTING THE PROFESSIONAL DEVELOPMENT OF PRIMARY LEVEL TEACHERS (ENGLISH LANGUAGE TEACHING)*

Zaw Myo Naing¹, Htay Khin², Thet Naing Oo³

Abstract

The main aim of this research is to explore the professional development factors for primary level English language teachers. The specific aims are 1) to explore the factors affecting the professional development of primary level English language teachers 2) to explore the teaching competencies for primary level English language teachers 3) to study the extent of professional development practices of primary level English language teachers 4) to study the extent of English language teaching practices of primary level English language teachers 5) to study the variations of English language teaching practices according to the teachers' personal factors 6) to study the variations of professional development practices according to the school related factors 7) to develop a professional development model for primary level English language teachers. Explanatory sequential mixed methods design was used in this study. The total number of participants included in this study was 511. Exploratory factor analysis was used to identify the professional development factors and teaching competencies for primary level English language teachers. Interviews and classroom observations were also conducted to observe the teachers' practices on professional development factors and English Language Teaching at the primary level. The identified professional development factors were English Language Teaching (ELT) workshops and meetings, collective teaching practices, principal's leadership support, self-directed professional development and analysing critical incidents. Also, the observed teaching competencies were knowledge of content, knowledge about students, creating effective learning environment, instructional delivery and assessment of student learning. With the aim of improving English Language Teaching at the primary level, the proposed professional development model with the inclusion of the five validated professional development factors and the five validated teaching competencies was revealed.

Keywords: Professional Development, English Language Teaching

Introduction

English has become a widespread international language since early 1980s because of its worldwide multifunctional importance (House, 2003). English is the formal means of communication in several different parts of the world from the North America to East Asia, and it is the language of modern technology and internet. Consequently, companies and publishing houses have been working hard to enrich the field of English language teaching through printing and producing aids to facilitate learning. Different types of dictionaries have been published, and all latest technologies have been dedicated to help learners master the language with the minimum effort and within the shortest time. Smart board, for instance, has made teaching much easier, and language labs help students master listening and speaking. However, it has also been proved that all learning resources can never be effective unless directed by a reliable English language teacher as a main input component in the learning process (Korthagen, 2004). Due to

¹ Dr, Assistant Lecturer, Department of Educational Theory, Yangon University of Education

² Dr, Retired Professor and Head of Department, Department of Educational Theory, Yangon University of Education

³ Dr, Lecturer, Department of Educational Theory, Yangon University of Education

* Best Paper Award Winning Paper in Educational Theory (2019)

the fact that teaching English is a multi-dimensional process, it is required intensive, continuous care from all affecting factors. Therefore, this study will focus on exploring about the professional development factors; the actions or activities teachers do or receive for improving their English Language Teaching at the primary level. In this research, the investigation into the teaching competencies for primary level English language teachers will also be highlighted with the aim of improving effective English Language Teaching at the primary level.

Research Objectives

1. To explore the factors affecting the professional development of primary level English language teachers
2. To explore the teaching competencies for primary level English language teachers
3. To study the extent of professional development practices of primary level English language teachers
4. To study the extent of English language teaching practices of primary level English language teachers
5. To study the variations of English language teaching practices according to the teachers' personal factors
6. To study the variations of professional development practices according to the school related factors
7. To develop a professional development model for primary level English language teachers

Research Questions

This study aimed to address the following specific questions.

1. What are the factors affecting the professional development of primary level English language teachers?
2. What are the teaching competencies for primary level English language teachers?
3. What is the extent of teachers' practices on professional development factors?
4. What is the extent of teachers' practices on primary level English language teaching?
5. What are the variations of English language teaching practices according to the teachers' personal factors?
6. What are the variations of professional development practices according to the school related factors?
7. What is the professional development model for primary level English language teachers?

Theoretical Framework

Theoretical framework in this research includes two main components: *professional development for primary level English language teachers* (Evans, 2014; Harzallah, 2011; Richards & Farrell, 2005) and *English Language Teaching Practices at the primary level* (Paul, 2010; Spratt, Aulverness, & Williams, 2005; Stern, 2004).

Professional development is defined as a process, spanning an individual career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and new responsibilities are accepted (Karasi & Jevalaxmy, 2005). Professional development factors have been defined as the activities teachers do or receive

for the sake of their improvement in teaching (Harzallah, 2011). Professional development factors also refer to the actions or activities which are supportive for enhancing teachers' professional knowledge and teaching skills to improve students' learning (Guskey, 2000; Harzallah, 2011). Richards and Farrell (2005) recommended a number of professional development factors for primary level English language teachers. These factors are workshops, teacher support groups, mentoring, peer coaching, self-directed professional development and analyzing critical incidents (Harzallah 2011; Richards & Farrell, 2011). Additionally, it is claimed that school principal's support is critical in creating professional development opportunities for teachers (Evans, 2014).

The component of English Language Teaching comprises of six areas such as theories of language teaching, knowledge about students, knowledge of content, creating effective learning environment, instructional delivery and assessment of student learning (Paul, 2010; Spratt et al., 2005; Stern, 2004).

Definitions of Key Terms

- a. Professional Development** is defined as a process, spanning an individual career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and new responsibilities are accepted.
- b. Professional development factors refer** to the actions or activities teachers do or receive for improving their English Language Teaching at the primary level.

Research Method

Mixed methods research was used in this study. Among the various types of mixed methods designs, this study used explanatory sequential mixed methods design which includes a two-phase project whereby the researcher firstly collected the quantitative data by the use of proportional stratified sampling method. This is followed by quantitative data analysis, and then planning for the next step of qualitative data collection. In conducting the explanatory design, the researcher purposefully selected the participants for the qualitative data collection, based on the quantitative results of the study. In this study, the researcher collected survey data and analysed them. Then, qualitative interviews and observations were conducted to help explain the survey responses.

Population and Sampling

Proportional stratified sampling method was used in this study. The participants included in this study were Primary Teachers and Junior Teachers who are teaching English at the primary level at the public schools in Yangon Region. The total number of participants was 511 from the 15 selected townships in Yangon Region.

Instrumentation

Questionnaire survey and interview questions were used in this study. The set of questionnaires for the primary level teachers of English was developed after the thorough review of the literature. There were 62 items which are critical for exploring the professional development factors for primary level English language teachers. The questionnaire was structured with two main portions: teachers' perceptions on the degree of importance and the extent of practices rated by teachers with regard to the professional development factors and English Language Teaching practices for primary level English language teachers. Interview questions were developed after a thorough review of related literature.

Procedure

The permission to collect the required data at the selected schools was granted by the Department of Basic Education, Yangon Region in August 2018. The modified questionnaires were distributed to the selected schools in the second week of August 2018. The researcher, therefore, followed the procedure granted by the research steering committee of Yangon University of Education.

In administering the questionnaires, there are varieties of ways to deliver the instruments to the participants. However, the researcher directly went to the participants' schools to give them the questionnaires. Although it was a time-consuming process, this was to make sure that the participant-teachers received the survey questions. The participants were given for two weeks to complete the questionnaires. Then, the completed questionnaires were collected. After obtaining the answered survey questions, the researcher started the process of data analysis by using SPSS version 22. In addition to quantitative data collection, interviews and classroom observations were conducted in November 2018.

Analysis of the Data

The collected data were systematically analysed by using Statistical Package for the Social Science software version 22 as it is widely used in analysing quantitative data analysis. Likert scaling was used for analysing the items. In identifying the professional development factors and teaching competencies for primary level English language teachers, principal component analysis (PCA) was used. To reveal the professional development practices and English Language Teaching practices of primary level English language teachers, the extent of practices was demonstrated by the indication of the associated mean values. For eliciting the significant differences of data according to the participants' teaching grade level, position, and types of schools where they worked, the independent samples *t* Test and One Way of Analysis of Variance (ANOVA) were employed. In analysing the data from interviews, the researcher transcribed the interview data and the interviewees were shown to make sure the written answers were what they said. Some of the misleading interpreted words were re-written and re-worded. Also, the findings of classroom observations were also thoroughly interpreted to show what the real findings of those teachers' teaching were.

Findings

Identifying the Factors Affecting the Professional Development of Primary Level English Language Teachers

The principal component matrix analysis revealed the presence of five factors with eigenvalues exceeding 1, explaining 47.1%, 8.8%, 7.4%, 4.8% and 3.8% of the variance respectively (Table 1).

Table 1 Rotation Sums of Squared Loadings for Professional Development Factors

Rotation Sums of Squared Loadings		
Factors	Eigenvalues	% of variance
Factor (1)	13.19	47.1
Factor (2)	2.46	8.8
Factor (3)	2.07	7.4
Factor (4)	1.35	4.8
Factor (5)	1.06	3.8

Table 2 Factor Loadings and Communalities for Factors Affecting the Professional Development of Primary Level English Language Teachers (N=511)

Variables	Component					Communalities
	1	2	3	4	5	
Discussing teachers' opinions at the workshops	.77					.69
Asking ELT related questions at the workshops	.76					.71
Participating in teacher support group	.73					.69
Participating in the professional development meetings organised by subject leader	.72					.67
Applying workshop experience in teaching	.71					.66
Attending workshops to improve teachers' ELT and ELP	.70					.60
Discussing curriculum implementation at the professional development meetings	.63					.67
Keeping professional development meeting minutes for future use	.59					.65
Having critiques on teachers' teaching		.85				.85
Observing each other's teaching		.81				.76
Cooperating with other teachers in creating new teaching methods		.81				.83
Collaborating in solving teaching problems		.77				.77
Discussing the applicability of mentors' advice		.66				.63
Giving advice to improve teachers' teaching		.66				.65
Using internet to improve teachers' ELT and ELP			.85			.84
Using ICT materials to improve teachers' ELT and ELP			.83			.80
Watching ELT supportive programme on TV			.80			.79
Building a rapport with mentors			.77			.74
Reading books and articles on ELT and ELP			.57			.65
School principal's support in developing instructional materials				.79		.81
School principal's support for attending ELT and ELP courses				.79		.73
School principal's support in organising professional development meetings				.78		.79
School principal's support for attending professional development workshops				.65		.69
School principal's support to access ICT materials				.63		.62
Re-examining about the root causes of critical incidents					.71	.76
Reflecting on the means of solving unexpected problems faced in teaching					.69	.73
Analysing critical incidents experienced in teaching					.61	.66
Researching the best ways to solve unexpected problems faced in teaching					.58	.71
Eigenvalues	13.19	2.46	2.07	1.35	1.06	
% of variance	47.1	8.8	7.4	4.8	3.8	

Note: Loading <.3 are suppressed

Extraction method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

In order to identify the names of factors which resulted from the factor analysis statistics, the researcher had discussed with the well experienced teacher educators from the Department of Educational Theory, Yangon University of Education. Some of the factors had to be renamed and reworded so that the name of the factors can best represent the associated items in each professional development factor. Having discussed with experts, the researcher gained valuable advice and gave the names for the professional development factors. The five validated factors affecting the professional development of primary level English Language Teachers were as follows:

1. ELT workshops and meetings
2. Collective teaching practices
3. Self-directed professional development
4. Principal's leadership support
5. Analysing critical incidents

Identifying the Teaching Competencies for Primary Level English Language Teachers

The principal component matrix analysis revealed the presence of five factors with eigenvalues exceeding 1, explaining 54.3%, 7.9%, 5.1 %, 4.1% and 3.2% of the variance (See Table 2). Furthermore, the obtained factors were further inspected with a scree plot test.

Table 3 Rotation Sums of Squared Loadings for Teaching Competencies

Rotation Sums of Squared Loadings		
Competency	Eigenvalues	% of variance
Competency (1)	18.46	54.3
Competency (2)	2.69	7.9
Competency (3)	1.74	5.1
Competency (4)	1.42	4.1
Competency (5)	1.09	3.2

Table 4 Factor Loadings and Communalities for Teaching Competencies of Primary Level English Language Teachers (N=511)

Variables	Component					Communalities
	1	2	3	4	5	
Using classroom language	.75					.81
Being proficient in four language skills	.75					.80
Knowing grammar rules	.73					.81
Reading with intonation	.71					.76
Pronouncing the words with facial expression	.70					.74
Using language chunks	.70					.74
Playing language games	.68					.70
Enabling children to ask things around them in English	.67					.80
Supporting children to learn language by imitation	.59					.71
Using the functions of language	.51					.60

Variables	Component					Communalities
	1	2	3	4	5	
Knowing the stages of children's language development		.78				.77
Practising children to learn language from peers and adults		.77				.72
Praising children in language teaching		.75				.76
Practising children to learn language through social interaction		.75				.74
Being aware of children are naturally able to learn language		.74				.63
Knowing about children's language acquisition are under five systems of language		.73				.74
Giving opportunities for children to think		.73				.76
Teaching songs and rhymes		.71				.74
Using pictures in language teaching		.56				.71
Making a balance between discipline and freedom			.81			.85
Practising children to get accustomed to classroom setting			.77			.81
Creating the classroom to be supportive in building children's self confidence			.76			.79
Having pictures, posters, English cartoons and story books in the classroom			.74			.81
Arranging the seats for effective teaching and learning			.68			.73
Teaching through role play				.81		.76
Making a sound of an animal to ask what it is				.79		.72
Teaching writing skills to provoke children's thoughts				.70		.69
Showing a half of an animal's picture to ask what it is				.68		.72
Integrating grammar rules in children's daily activities				.60		.74
Teaching to value others' culture				.56		.74
Having students' records to know their improvement in four language skills					.77	.81
Keeping students' records to notice grammar progress					.76	.80
Making children answer questions of international tests					.61	.70
Assessing children's improvement in language learning by teacher's opinion					.60	.69
Eigenvalues	18.46	2.69	1.74	1.42	1.09	
% of variance	54.3	7.9	5.1	4.1	3.2	

Note: Loading <.3 are suppressed

Extraction method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization

In identifying the name of each teaching competency, the researcher had discussion with the well experienced teacher educators from the Department of Educational Theory, Yangon University of Education. Very useful advice was gained from the experts for giving the best names of teaching competencies that can also represent the associated items in each teaching competency. Eventually, the validated teaching competencies for primary level English Language Teachers were as follow:

1. Knowledge of content
2. Knowledge about students
3. Creating effective learning environment
4. Instructional delivery and
5. Assessment of student learning.

Table 5 Mean Values and Standard Deviations for the Practices on Factors Affecting the Professional Development of Primary Level English Language Teachers

(N=511)

Professional Development Factors	Mean	SD	Remark
ELT workshops and Meetings	3.39	.45	practise to some extent
Collective Teaching Practices	3.63	.48	practise to moderate extent
Self-directed Professional Development	3.34	.52	practise to some extent
Principal's Leadership Support	3.26	.52	practise to some extent
Analysig Critical Incidents	3.66	.49	practise to moderate extent

1.00-1.80 = do not practise at all 1.81-2.60 = practise to a small extent 2.61-3.40 = practise to some extent
 3.41-4.20 = practise to a moderate extent 4.21-5.00 = practise to a great extent

Table 5 shows the extent of practices on professional development factors perceived by primary level English language teachers. It was found that teachers practise to some extent in the professional development factors of ELT workshops and meetings, self-directed professional development and principal's leadership support as the associated mean values were 3.39, 3.34 and 3.26 respectively. It was also found that teachers practised to a moderate in the professional development factors of collective teaching practices and analysing critical incidents as the associated mean values were 3.63 and 3.66 respectively.

Table 6 Mean Values and Standard Deviations for the Practices on the Teaching Competencies for Primary Level English Language Teachers

(N=511)

Competency	Mean	SD	Remark
Knowledge of Content	3.86	.50	can practise to a moderate extent
Knowledge about Students	3.88	.50	can practise to a moderate extent
Creating Effective Learning Environment	3.86	.49	can practise to a moderate extent
Instructional Delivery	3.58	.51	can practise to a moderate extent
Assessment of Student Learning	3.67	.52	can practise to a moderate extent

1.00-1.80 = cannot practise at all 1.81-2.60 = can practise to a small extent 2.61-3.40 = can practise to some extent
 3.41-4.20= can practise to a moderate extent 4.21-5.00= can practise to a great extent

Table 6 shows the extent of English Language Teaching practices perceived by primary level English Language Teachers. It was found that teachers can perform to a moderate extent in each teaching competency.

Table 7 Independent Samples *t* Test Results Showing Mean Values and Standard Deviations in Teaching Competencies Grouped by Teaching Grade Level

(N=511)

Variables	Teaching Grade Level	N	Mean(SD)	<i>t</i>	<i>df</i>	<i>p</i>
Knowledge of Content	KG-G2	334	4.10(.50)	1.82	368.8	ns
	G3-G4	117	4.00(.49)			
Knowledge about Students	KG-G2	334	4.10(.51)	.93	376.0	ns
	G3-G4	177	4.05(.48)			
Creating Effective Learning Environment	KG-G2	334	4.01(.48)	1.45	356.2	ns
	G3-G4	177	3.94(.49)			
Instructional Delivery	KG-G2	334	3.91(.51)	2.12	367.3	.03*
	G3-G4	177	3.81(.50)			
Assessment of Student Learning	KG-G2	334	3.92(.53)	.24	376.2	ns
	G3-G4	177	3.91(.51)			
Overall Teaching Competencies	KG-G2	334	4.00(.43)	1.54	368.0	ns
	G3-G4	177	3.94(.42)			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 7 shows that primary level English language teachers who taught at Kindergarten, Grade 1 and Grade 2 were significantly different from those who taught at Grade 3 and Grade 4 in “*Instructional Delivery*” ($t=2.12$, $df=367.3$, $p=.03$). However, there was no statistically significant difference in overall English language teaching practices.

Table 8 One-Way ANOVA Results Showing Mean Values and Standard Deviations of the Professional Development Factors Grouped by Types of Schools

(N=511)

Variables	Types of Schools	N	Mean(SD)	<i>F</i>	<i>p</i>
ELT Workshops and Meetings	Group A	228	3.93(.41)	1.70	ns
	Group B	111	3.96(.40)		
	Group C	172	4.03(.52)		
Collective Teaching Practice	Group A	228	3.98(.47)	.31	ns
	Group B	111	3.99(.51)		
	Group C	172	4.03(.49)		
Self-directed Professional Development	Group A	228	3.81(.51)	.53	ns
	Group B	111	3.84(.52)		
	Group C	172	3.87(.54)		
Principal's Leadership Support	Group A	228	3.87(.47)	.11	ns
	Group B	111	3.88(.57)		
	Group C	172	3.89(.55)		
Analysing Critical Incidences	Group A	228	3.95(.43)	1.21	ns
	Group B	111	4.02(.84)		
	Group C	172	4.05(.56)		
Overall Professional Development Factors	Group A	228	3.95(.43)	1.99	ns
	Group B	111	4.02(.84)		
	Group C	172	4.05(.56)		

ns= no significance

As shown in Table 8, there was no statistically significant difference in all professional development factors among the group of primary level English Language Teachers who taught at the schools of Group A, Group B and Group C.

Professional Development Model for Primary Level English Language Teachers

The results of factor analysis statistics revealed a five-factor solution regarding the professional development factors for primary level English language teachers. These factors were ELT workshops and meetings, collective teaching practices, self-directed professional development, principal's leadership support and analyzing critical incidents. It also uncovered another five-factor solution with respect to teaching competencies for primary level English language teachers. The obtained teaching competencies were knowledge of content, knowledge about students, creating effective learning environment, instructional delivery and assessment of student learning. The professional development factors would enable teachers to improve their competencies of English Language Teaching. When the primary level English language teachers engaged in professional development activities, their teaching competencies could improve. Subsequently, the improvement in teaching competencies will also make teachers improve their English language Teaching. Therefore, a proposed professional development model for primary level English language teachers with the five professional development factors and the five teaching competencies was presented (See Figure 1).

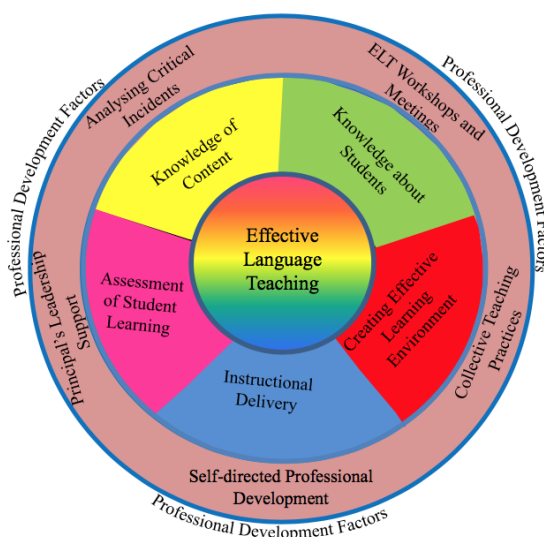


Figure 1 Proposed Professional Development Model for Primary Level English Language Teachers

Overall findings of Teacher Interviews

It was found that 4 out of 12 teachers had experience of attending **ELT workshops** for their professional development. All the interviewees said that teachers should attend ELT workshops for improving their English Language Teaching. Concerning **professional development meetings** organised by the subject leaders, 10 out of 12 teachers exclaimed that the meetings were supportive for the professional development of teachers. For **collective teaching practices**, all teachers revealed that they should have a culture of collective teaching for their professional development. However, 3 out of 12 teachers stated that they did not have sufficient time to practise collective teaching due to excessively heavy teaching workloads. With regard to **principal's leadership support**, 11 out of 12 teachers said that the school principals did not

create opportunities for teachers to attend ELT workshops. However, all teachers said that their school principals provided the required teaching aids to teachers as much as they can when teachers requested to them. In **self-directed professional development**, all teachers said that they did not have plenty of time to engage in self-directed professional development activities. This was because they were very busy with the teaching duties and the duties of their families. However, they read ELT supportive books and periodicals and used internet as a source for their professional development in their available time. Lastly, in the area of analysing critical incidents, all teachers said that critical analysis about teaching was important for teachers' professional development. They all stated that critical analysis was practised as much as they can to improve their English Language Teaching.

Observations

The researcher observed the English Language Teaching practices of primary level English language teachers. During the observation periods, the researcher thoroughly explored the English language teaching practices of teachers with regard to the teaching competency of "*Instructional Delivery*". Field notes were also taken to analyse the primary level English language teachers' teaching practices. Taken together, the results suggested that most of the primary level English language teachers who were implementing the new curriculum could combine games and activities for enabling the students to engage in language teaching. However, the majority of teachers who were teaching at Grade 3 and Grade 4 mainly focused on exam oriented teaching. It was found that they were teaching the students to be able to sit well the examination. Overall, it was observed that the group of teachers who taught at Kindergarten, Grade 1 and Grade 2 practised more language games and activities by using teaching aids than the group of teachers who taught at Grade 3 and Grade 4.

Conclusion

Conclusion and Discussion

This study revealed a five-factor solution that consisted of ELT workshops and meetings, collective teaching practices, self-directed professional development, principal's leadership support and analysing critical incidents. The identified teaching competencies for the primary level English language teachers were knowledge of content, knowledge about students, creating effective learning environment, instructional delivery and assessment of student learning. It was found that teachers practised to some extent in the professional development factors of ELT workshops and meetings, self-directed professional development and principal's leadership support. However, they practised to a moderate in the professional development factors of collective teaching practices and analysing critical incidents. A model for the professional development of primary level English language teachers was proposed. It was widely accepted that when teachers practised the identified professional development factors, their competencies in English Language Teaching could improve. Accordingly, the improvement in teaching competencies could also result in effective English Language Teaching at the primary level.

Recommendations

Based on the findings of the study, there are a couple of recommendations to be considered:

1. There should be more ELT workshops organised at the township or district level which are led by the English Language Teaching experts. The schools should be informed before the events so that the school principals can arrange to send the teachers who teach English at the primary level to attend the workshops.
2. Using teaching aids in English Language Teaching at the primary level is very effective for enhancing students' language learning. Some of the teaching aids are provided by the school principals for teachers' use. However, teachers still need to develop teaching aids by themselves. They also care about the expenses of developing those instructional materials. Therefore, ELT workshops about developing teaching aids with minimum cost should be organised for the teachers of English who are working at the public schools.
3. The primary level English language teachers should build a professional learning culture at their schools. A professional learning culture in a school plays a vital role to build teachers' collective capacities and improving the English language skills of students.
4. The school principals should establish a kind of school culture in which teachers work cooperatively as a team. Professional learning culture is a place in which teachers are inspired and committed to *their* growth and development as practitioners. It can help teachers to continue their studies as life-long learners for enriching their knowledge and skills through maximizing opportunities for learning.
5. Primary level English language teachers need to combine language games and activities in teaching English to children. When the teachers apply language games and activities in teaching, they need to have enough time for effective language teaching. Therefore, teachers need to manage the available time wisely for combining language games and activities in teaching.

Need for Further Research

This study explored the factors affecting the professional development of primary level English language teachers. The explored factors were the actions or activities teachers do or engage in for improving their English Language Teaching at the primary level. It is thought that factors affecting the professional development of teachers can be related to teachers' demographics such as age, gender, educational qualification, etc. Therefore, further research should be conducted to explore about what personal factors make teachers develop themselves as professional teachers.

The participants included in this study were primary level teachers of English Language Teaching. One of the factors affecting the professional development of primary level English language teachers was principals' leadership support. The researcher asked the teachers to know the leadership support for their professional development. However, in this research the researcher excluded the school principals to be the research participants. It will be more reliable if the researcher could include the school principals in examining the leadership support for the professional development of teachers. It is, therefore, recommended to conduct a further research with the research participants of teachers and their school principals.

Acknowledgements

I would like to express my special acknowledgements to Dr. Khin Zaw (Retired Rector Yangon University of Education) for his academic help and valuable suggestions. My special thanks also go to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for permission to accomplish the dissertation successfully. I wish to express my thanks to Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for her encouragement, valuable and timely advice. I am deeply grateful to U Ye Myint (Retired Professor, Department of Educational Theory, Yangon University of Education) for offering valuable suggestions to my dissertation.

References

- Evans, L. (2014). Leadership for professional development and learning: enhancing our understanding of how teachers develop. *Cambridge Journal of Education*, 44(2), 179-198.
- Guskey, T. R. (2000). *Evaluating Professional Development*. Thousands Oak: CA: Corwin Press.
- Harzallah, A. A. (2011). Professional Development Obstacles Facing Primary English Language Teachers. *Journal of Professional Development Research*, 1(8), 1-21.
- House, J. (2003). English as a lingua franca: A threat to multilingualism? *Journal of Sociolinguistics*, 7(4), 556-578.
- Karasi, M., & Jevalaxmy, A. (2005). *BPL in learning cycle for teacher professional development*. Singapore: Ministry of Education.
- Korthagen, F. A. (2004). In Search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-79.
- Paul, D. (2010). *Teaching English to Children in Asia*. Hong Kong: Pearsib Education Asua Limited.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*. New York: Cambridge University Press.
- Spratt, M., Aulverness, A., & Williams, M. (2005). *The TKT Teaching Knowledge Test Course*. University of Cambridge: Cambridge.
- Stern, H. H. (2004). *Fundamental Concepts of Language Teaching*. London: Oxford University Press.

A STUDY OF BEGINNING TEACHERS' CHALLENGES IN BASIC EDUCATION HIGH SCHOOLS

Nan Su Myat Thin¹, Cho Cho Sett²

Abstract

The main aim of this study is to study the beginning teachers' challenges in Basic Education High Schools in Thaton, Belin and Paung Townships. Quantitative method and qualitative method were used in this study. All beginning teachers were selected as subjects from Thaton, Belin and Paung Townships (37 Basic Education High Schools), using the census method. This questionnaire included demographic data, work-related challenges items, social challenges items and open-ended questions. The Cronbach's alpha (α) of the whole scales of beginning teachers' challenges was 0.89. Descriptive statistics, Independent Samples *t* test, One-way ANOVA and Post Hoc Tukey HSD were used to analysis the data in this study. Interview was conducted for 12 beginning teachers (four beginning teachers from each township). In this study, beginning teachers' challenges in Basic Education High Schools were determined by mean scores responses on the questionnaires items. Beginning teachers' challenges in Basic Education High Schools in this study was moderately low challenge (mean=2.23, SD=.24). Beginning teachers' work-related challenges was moderately high challenge (mean=2.58, SD=.26) and beginning teachers' social challenges was moderately low challenge (mean=2.02, SD=.29). There were no significant differences in beginning teachers' challenges grouped by gender, grade, subject, school size and teaching experience. There was significant difference in beginning teachers' work-related challenges grouped by township. According to qualitative data obtained by open-ended questions, the ways to overcome the challenges of beginning teachers were expressed. Other besetting challenges of beginning teachers in their first positing were overcrowded class and shortage of teacher, transportation, difficulties related with livelihood and health, and insufficient school plant.

Keywords: beginning teacher, challenge

Introduction

Education plays a vital role for overall individual, social and national development. The quality of education that the child and adolescent receive will determine to a great extent the quality of work which he will perform as an adult. Therefore, many countries are now drastically changing the way they educate their citizens. So, the emphasis is shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible. Therefore, requirements on the teaching profession are changing quickly, necessitating an evolution in strategies on the part of teachers. So, teacher education occupies important part in education system. Teacher education, although defined as "the process for the preparation of those individuals who want to practice in the teaching profession" (Moyles & Robinson, 2002), is an important component of the quality of educational systems, and divided into two stages: (1) pre-service teacher education, and (2) in-service teacher education. Beginning teachers' transition from pre-service education to in-service education is often "unsettling" because there is not a gradual induction into job responsibilities as in other professions and they encounter many besetting problems.

Wyatt III and White (2007) stated teaching as "a wonderfully complex endeavor" and as "one of the most rewarding professions". And, a teaching career is highly challenging,

¹ MEd Second Year Student, EAS 4, Department of Educational Theory, Yangon University of Education

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

intellectually demanding and emotionally rewarding. Some of these challenges and problems produce stress (Hessong & Weeks, 1991). Together with the changing world, this profession has become more and more complex. Whether it is new or experienced teacher, there are various types of challenges, that teacher have to face. Many researchers concluded that most of the teachers entering the profession are highly motivated at the beginning stage of the career, however, being motivated cannot eliminate some of the difficulties for beginning teachers. Beginning teachers are more difficult to overcome these challenges than the experienced teachers. The findings of Wang, Strong and Odell (2004) brought out the fact that concerns of beginning teachers might vary in different parts of the world, and in different parts of the countries. If the difficulties and specific needs of beginning teachers are not addressed, negative emotion, physical, attitudinal, and behavioral problems may result (Cameron, 1994; Dussault et al., 1999; Schmidt & Knowles, 1995). Even some of beginning teachers are leaving the profession. I am interested in finding out the challenges/problems that beginning teachers faced in their first positing. Therefore, this study aims to find out the beginning teachers' challenges in Basic Education High Schools at higher level.

Main Aim

The main aim of this study was to study the beginning teachers' challenges in Basic Education High Schools in Thaton, Belin and Paung Townships.

Specific Aims

1. To investigate the challenges faced by the beginning teachers related to work
2. To investigate the challenges faced by the beginning teachers related to social concerns
3. To investigate the ways to overcome the challenges of beginning teachers
4. To investigate the other besetting challenges of beginning teachers

Research Questions

1. What are the challenges faced by the beginning teachers related to work?
2. What are the challenges faced by the beginning teachers related to social concerns?
3. What are the ways to overcome the challenges of beginning teachers?
4. What are the other besetting challenges of beginning teachers?

Limitations of the Study

This study is geographically restricted to Thaton, Belin and Paung Townships, Mon State. The participants in this study are all beginning teachers at higher level (senior teachers) from these three townships. Census method was used in this study.

Conceptual Framework

In this study, beginning teachers challenges are studied under two dimensions based on Ozturk (2008) dimensions for beginning teachers' challenges.

(1) Work-related Challenges

The difficulties related with works of the teacher including workload, instruction and classroom management.

Workload Challenges: One of the biggest work-related challenges for new teachers is the “overwhelming workload” or “lacking of spare time.” Lack of time strongly correlates with the dislike of non-teaching duties (Hessong and Weeks, 1991). Workload categories in the concerns of beginning teachers include the items like excessive paperwork, extracurricular activities, difficult teaching assignments, daily duties, etc.

Instructional Challenges: Instructional challenges are the core of teaching profession. In the pre-class stage, an effective planning is the main goal for all. In-class instructional challenges are teaching problems such as the teaching techniques, approaches or instructional tips. After class, Athanases and Achinstein (2003) indicated that assessment emerged as the most dominant domain of knowledge, for the new teacher, to be able to focus on individual student learning.

Classroom Management Challenges: Management is “the single most difficult challenge for a beginning teacher” (Howard, 2006). More new teachers fail in their first year of teaching through their inability to handle children’s conduct effectively than through any other cause (Yauch, Bartels and Morris, 1955). Without proper order in the classroom, it is impossible to have a really profitable teaching learning situation.

(2) Social Challenges

The difficulties related with social life of the teachers including social status and teacher identity, relationship with students, parents, principal and colleagues, and school context problems.

Social Status and Teacher Identity: Social status depends partly on the community and partly on the individual teacher (Yauch, Bartels and Morris, 1955). However, it starts quite difficult for many novice teachers to construct their “teacher identity” in the early years. Developing a “self” as a teacher is challenging for many beginning teachers.

Relationship with Students: How to set a good relationship with students, the two most frequently perceived issues are “individual differences” and common “behaviour problems” among students, because they sometimes prevent but mostly decrease learning. Understanding the importance of responding to individual student needs always requires an attitude and awareness on the part of new teachers (Athanases & Achinstein, 2003).

Relationship with Parents: Success in dealing with parents may be a foundation stone for the teacher’s professional security (Yauch, Bartels and Morris, 1955). Sometimes, novices are often frustrated over lack of parental concern and their inability to communicate in the most effective ways with parents (Britt, 1997). As Wyatt III and White (2007) depicted, communicating with parents is both rewarding and frustrating action.

Relationship with Colleagues: New teachers need the feedback and encouragement, experienced teachers can provide. It results in much greater productivity, and the students are the greatest beneficiaries (Hessong and Weeks, 1991). Isolation from colleagues is mentioned in personal narratives of many novices in the study of Stanulis et al. (2002).

Relationship with Principal: Working well with principals is crucial to be happy in the workplace. So, novice teachers need to take positive actions anytime to establish positive relationship with principals (Thompson, 2007). Gilbert (2005) suggested a supervisor’s task is: to embed support and professional development for new teachers in day-to-day work of teaching by

building collaborative structures that offer new teachers multiple opportunities to interact with experienced colleagues while doing meaningful work.

School Context Problems: The school context in which the new teacher was assigned and the characteristic of school culture are important impact on adaptation to the profession. In this dimension, researches identify a “cultural mismatch” between new teachers and the school including other school members (Achinstein & Barret, 2004).

Definition of Key Terms

- **Beginning Teacher:** Beginning teacher means “a teacher in a public school who has been teaching less than a total of three complete school years.” (According to US laws, Codes & Statutes)
- **Challenge:** The term challenge is defined as an event or incident that prevents the smoothness of performing particular responsibilities in a certain institution or field (Oxford Advanced Learners’ Dictionary, 2010).

Operational Definition

- **Beginning Teacher:** Beginning teacher is a newly appointed teacher who has no more than three years of teaching experiences at higher level.

Methodology

Quantitative methodology

Sample

In this study, there were Thaton, Belin and Paung Townships, Mon State. All Basic Education High schools where beginning teachers at higher level (senior teachers) were assigned within these three Townships were selected in this study. The sample was comprised of thirty seven high schools in these three townships. The participants in this study were all beginning teachers at higher level (66) from 37 high schools, using the census method in this study to collect data.

Instrumentation

The questionnaire was developed by the researcher based on Ozturk (2008) dimensions to explore beginning teachers’ challenges at higher level. This questionnaire included demographic data, work-related challenges items and social challenges items. There were fifty-five items and each item was rated on a Four-point Likert scale ranging from (1) “strongly disagree”, (2) “disagree”, (3) “agree” and “strongly agree”. In this instrument, item 1 to item 21 was related to work-related challenges whereas social challenges included item 22 to 55. **Instrument Validity:** Before pilot study, instrument was reviewed by a panel of experts. The review panel examined the instrument for content, format, item clarity, grammar and usages. After getting the validity of this instrument, pilot study was conducted with 40 beginning teachers (senior teachers) from M.Ed.I students (2018-2019 Academic Year) in Yangon University of Education in 17th, September. **Instrument Reliability:** The value of Cronbach’s alpha for beginning teachers’ work-related challenges was 0.72 and alpha for social challenges was 0.88. The Cronbach’s alpha (α) of the whole scales of beginning teachers’ challenges was 0.89.

Procedure

First and foremost, the relevant literature was explored. In order to get the required data, the instruments were constructed under the guidance of the supervisor. After receiving permission from the professor of Department of Educational Theory, the Thaton District education officer, Township education officer from Thaton, Belin and Paung townships, the questionnaires were distributed to the respondents in each school between 22th October, 2018 and 23th November, 2018. All questionnaires were collected by the researcher after two weeks and were completely answered.

Data Analysis

Descriptive Statistics, Independent Samples *t* test, One-way ANOVA and Post Hoc Tukey HSD were used to analyze the data.

Qualitative Methodology

Answering open-ended questions and interviewing were used to collect more information about the beginning teachers' challenges.

Sample

Sixty-six beginning teachers were responded in answering open-ended questions. Four beginning teachers from each township were participated in conducting interviews.

Instrumentation

Fifty-seven open-ended questions and eleven interview questions were included in qualitative study. Among open-ended questions, 55 items regarded with ways to overcome the challenges, one item regarded with the five most challenging parts in beginning teachers' first positing, and one item regarded with other besetting challenges that beginning teachers faced in their first positing.

Procedure

Interview was conducted by using partially structured interview from 25th November to 1st December.

Findings

Quantitative Findings

Findings for research question (1) are presented in Table 1.

Table 1 Mean Values and Standard Deviations Showing Beginning Teachers' Work-Related Challenges (N=66)

No.	Variables	Mean	SD
1	Workload Challenges	2.65	.29
2	Instructional Challenges	2.58	.32
3	Classroom Management Challenges	2.52	.45
Work-Related Challenges Overall		2.58	.26

Scoring Direction: 1.00 – 1.49=Low Challenge

2.50 – 3.49=Moderately High Challenge

1.50 – 2.49=Moderately Low Challenge

3.50 – 4.00=High Challenge

Under work-related challenges, the overall mean value was 2.58. According to this result, it can be said that the beginning teachers had moderately high challenge in work. In this challenge, the beginning teachers had moderately high challenge in each sub-dimensions dealing with work such as workload, instruction and classroom management challenges (see Table 1).

Findings for research question (2) are revealed in Table 2.

Table 2 Mean Values and Standard Deviations Showing Beginning Teachers' Social Challenges (N=66)

No.	Variables	Mean	SD
1	Social Status and Teacher Identity	1.88	.45
2	Relationship with Students	2.12	.35
3	Relationship with Parents	2.40	.34
4	Relationship with Colleagues	1.72	.48
5	Relationship with Principals	2.00	.43
6	School Context Problems	1.97	.43
Social Challenges Overall		2.02	.29

Scoring Direction:

1.00 – 1.49=Low Challenge

1.50 – 2.49=Moderately Low Challenge

2.50 – 3.49=Moderately High Challenge

3.50 – 4.00=High Challenge

Under social challenges, the overall mean value was 2.02. This mean value indicated that the beginning teachers had moderately low challenge in social concern. According to mean values, the beginning teachers had moderately low challenge in each sub-dimensions related to social concerns such as social status and teacher identity, relationship with students, relationship with parents, relationship with colleagues, relationship with principals and school context problems (see Table 2).

The mean values and standard deviations of beginning teachers' challenges are presented in Table 3.

Table 3 Mean Values and Standard Deviations Showing Beginning Teachers' Challenges (N=66)

No.	Variables	Mean	SD
1	Work-Related Challenges	2.58	.26
2	Social Challenges	2.02	.29
Overall		2.23	.24

Scoring Direction:

1.00 – 1.49=Low Challenge

1.50 – 2.49=Moderately Low Challenge

2.50 – 3.49=Moderately High Challenge

3.50 – 4.00=High Challenge

According to Table 3, mean value of overall beginning teachers' challenges was 2.23. It can be said that the beginning teachers had moderately low challenge in overall.

Qualitative Findings

Findings for research question (3) are presented in below;

(i) Ways to overcome the challenges

Overload Challenges: Beginning teachers tried to finish their works within working hours by managing their times effectively. Most of them did their works at leisure time, at nights and holidays. They asked for helps and learnt from principals, office staffs, seniors and colleagues about difficulties regarding paperwork. They tried to do the best in both teaching and non-teaching duties. Some had no ideas to overcome it. They suggested that it should be assigned the works related with teaching, enough time should be accompanied with a given duty, a teacher should handle at most one subject, the workload for beginning teachers should not be the same as experienced teachers and the principals should manage the workload and extra-teaching duties for beginning teachers as manageable as possible, non-instruction duties should be solved by giving order exactly, by keeping staffs for doing these duties, and by reducing non-instruction duties, and university of education should prepare sufficiently for the prospective teachers to be able to manage administrative paperwork, official correspondence, and reports.

Instructional Challenges: Beginning teachers said that preparation was very important and attempted to solve it by learning literature that supports profession, by trying to understand individual differences of students, by asking veteran teachers and attending workshops and courses related to teaching subjects, by preparing a good lesson plan, by choosing teaching methods according to students' intelligence, by stimulating students' interests and supporting collaborative activities for students, by learning from internet and changing the methods, and by checking their weaknesses themselves and learning how to complement to be perfect. Some had no ideas to overcome it. They suggested that the subjects that they had been assigned must be matched with their specialized subjects, class-size should be reduced, and teaching aids should be enough, Teachers should learn subjects and syllabus thoroughly to teach expertly, should observe initially students' readiness, intelligence, culture and interests, and should build a positive relationship with students, and township education officers should conduct the up-to-date professional development programs and refresher courses for beginning teachers.

Classroom management Challenges: Beginning teachers said that effective classroom control was directly proportional to effective teaching learning situation and they always studied classroom management strategy. They controlled the classroom and solved classroom management problems by drawing students' attention into their lessons, by behaving like an ideal person, by applying effectively Educational Theory, Psychology and Methodology, by preparing the lessons effectively before class and attempting to become an effective teaching learning situation, by making students to set up and follow the classroom disciplines by students own, by using "reward and punishment method" and "positive and negative reinforcement", and by negotiating with principals, colleagues and parents. Some beginning teachers had no ideas to overcome it. Some mentioned that "If there is no limitation with the monthly syllabus, they can create a more successful teaching learning situation". They suggested that teachers should attempt to know students' backgrounds and persona and should discuss friendly with students, different intelligence level of students should not be in same class and student-teacher ratios should be enough, and teachers need to manage effectively the time, the space and students.

Social Status and Teacher Identity: Beginning teachers acted in accordance with teachers' code of conduct, communicated friendly with students and colleagues, attempted to success in their teaching, changed their persona as much as they could, and separated their personal life and professional life. Some of them said that teaching profession was incompatible with their aptitude

but they tried to become a good teacher. Some were unable to overcome it. They said that if teachers were satisfied with their basic needs, effective teaching learning could take place, so there should be enough salary and staff-housing, and teachers could live freely as an ordinary person at outside of the school-time. They suggested that teachers' role must be raised, and teachers need to act properly the best in social communication and attempt to conduct their best in teaching.

Relationship with Students: Beginning teachers built a positive relationship with students based on mutual respect. They took the action harmonizing with teachers' code of conduct, always reflected themselves and changed negative behaviors to positive ones, studied Child Psychology, tried to know students' backgrounds, cultures and learning styles, discussed with principles, veteran teachers, parents and students about students' needs and difficulties, used "reward and punishment method" and behaved carefully every actions because they might be just a few years older than the students. Some were unable to overcome it. They proposed that teachers should build a positive relationship with students by behaving themselves as an ideal teacher, and teachers need to understand expertly in subject matter and in Child Psychology as well.

Relationship with Parents: Beginning teachers tried to be a positive relationship with parents, and used various ways to get attention of parents regarding their children' lives in schools by conducting regular meeting, and behaved like an ideal person to get the parents' trust in both teaching and social communication. Some were unable to overcome it. They advised that teachers should solve the problems related with parents by discussing with principals, colleagues, parents, local administrators, school community members and students together, teachers should perform in better way to get the belief in school from parents, and teachers should persuade parents to collaborate in the school affairs by educating them in somehow.

Relationship with Colleagues: Working with good colleagues in work place is the best to get work done well. Beginning teachers solved the problems related with colleagues by trying to be a positive relationship with colleagues by respecting and helping out each other and by changing their persona, by participating and collaborating friendly in every event, feeling lonely due to lack of collaboration of their colleagues but tried to flexible with colleagues by taking all responsibilities, by finding the best and friendly teachers in the school and requesting support from them, by trying to focus on their work only. Some were unable to overcome it. They suggested that colleagues should welcome and assist beginning teacher, teachers should try to develop in both profession and personal affairs by themselves, and should review relationship with their colleagues.

Relationship with principal: Working well with principal is crucial to be happy in the workplace and to develop the students' education. Most principals made them to learn together with veteran teachers. Beginning teachers solved the problems related with principals by building a positive relationship with their principals, by trying to outperform confidently their work over the expectations of principals, by trying to handle all problems by themselves, by negotiating with principals about their manageable workload. They advised that principals need to give advice and guidance to beginning teachers' affairs, and should nurture a habit that encourages collaboration and cohesion between beginning teachers and veteran teachers, beginning teachers should follow as principals' instruction, and teachers should try to be independent to do everything.

School Context Problems: Beginning teachers said that “When in Rome, do as the Romans do”. They solved the problems regarding school context problems by attempting to know school cultures and trying to be flexible with these cultures, by using suitable teaching methods in line with the school cultures, by interchanging ideas and negotiating with each other, by working confidently and trying to be qualified in workplace, and by using their own ways. Some were unable to overcome it. They suggested that students should be able to speak fluently not only in regional dialect but also in official language, local people, board of trustee and school families should interest and assist in education, teachers should build a positive relationship with local people by adapting to the situation, teachers should consult with the local teachers or veteran teachers for difficult situations, and school environment should be healthy and safe.

Findings for research question (4) are shown in below;

(ii) Open-ended Questions (other besetting challenges)

- Overcrowded class and shortage of teacher (42.42%, n=28)
- Transportation (28.79%, n=19)
- Difficulties related with livelihood and health (12.12%, n=8)
- Insufficient school plant

Schools had not enough classrooms and desks. (10.61%, n=7)

There was no staff-housing and a safe school environment. (12.12%, n=8)

(iii) Findings from Interview

According to interview, 33.33% of beginning teachers experienced challenges in work, and 66.67% in social, and 8.33% in transportation. They faced difficulties in transition period from pre-service to in-service and they had limitations to meet their expectations on profession. 83.33% of beginning teachers felt that pre-service teacher education is insufficient in subject matter and teaching methodology, and it is more theoretical than practice. 66.67% found difficulties to understand test and measurement, while 41.67% were being answered to understand the marking scheme hardly.

Regarding with their teacher identity, half of them worried about how others thinking of them whether they were good teachers or not, some (41.67%) were under pressure between their identity and teacher identity, and 25% felt that they are losing their idealistic side due to the profession. In regard to their students, some (41.67%) were not afraid of the students who did not pay respect them as a teacher. Concerning with their colleagues, some (16.67%) were welcomed them but not getting any help from colleagues, and one beginning teacher got some help and welcoming but she distressed her colleagues because they kept their eyes on her actions.

In relation to principals, some teachers, 25%, were welcomed by the principles but not getting any help, and their principals did not believe them as they were young and they had not enough experience whereas 8.3% of them did not even receive neither welcoming nor support. 33.33% found difficulties in relationship with their principals in both professional development and social communication, and their principals did not believe and help them passionately. 16.67% of principals assigned too much work to them rather than veteran teachers, and one beginning teacher said that principal did not believe in her dealing with work and did not give any responsibility to her trustfully.

In regard to cultural mismatch, 75% of them were under pressure between them and the school including other school members but they tried to be flexible with these cultures. In relation to students' parents, board of trustee and school community members, 33.33% faced that these people had no willingness to welcome and assist them passionately and the level of interest was low in school, while one beginning teacher said that their level of interest was low in school but they helped in school affairs. Regarding with feelings of their first positing, half of them felt like they were not happy and warm, and they felt insecurity in schools where they were assigned. Regarding with their professional development, all beginning teachers were willing to attend professional development courses or refresher courses related to their teaching subject, practical activities, tasks, management and social communication.

Conclusion, Discussion and Recommendation

Conclusion and Discussion

The research findings revealed that the overall mean value of beginning teachers' challenges was 2.23 (moderately low challenge). The mean values of work-related challenges and social challenges were 2.58 (moderately high challenge) and 2.02 (moderately low challenge) respectively. According to findings, it can be interpreted that beginning teachers were significantly more experienced in work-related challenges than social challenges. The research of Ozturk (2008) also found that novice teachers had work-related concerns more than the social concerns. In **work-related challenges**, the result indicated that the beginning teachers were slightly more experienced in workload challenges than instruction and classroom management challenges. The findings of Ozturk (2008) also indicated that workload challenges were more experienced than instructional or classroom management challenges in novice teachers. In **social challenges**, beginning teachers were more experienced in relationship with parents than other ones dealing with social challenges.

There were no significant differences in beginning teachers' challenges grouped by gender, grade, subject, school size and teaching experience. There was significant difference in beginning teachers' work-related challenges grouped by township. The mean values indicated a sequence of challenges starting from the most challenging part: (1) workload, (2) instruction, (3) classroom management, (4) relationship with parents, (5) relationship with students, (6) relationship with principals, (7) school context problems, (8) social status and teacher identity, and lastly (9) relationship with colleagues.

This study revealed that workload was the most challenging part among nine sub-dimensions. According to findings, open-ended questions, and interview, the reason why beginning teachers had moderately high challenge in workload is excessive paperwork and extra-teaching duties. Overwhelming workload may be unhappy in workplace, so workload for beginning teachers should be reviewed.

Instructional challenges are the core of the teaching profession. The reasons why they had moderately high challenge in instruction are: they were insufficient in general pedagogical knowledge, to create an effective lesson plan and to implement this lesson plan, in understanding individual differences, in using instruction tools, to meet individual students' needs. According to interview, 83.33% of beginning teachers faced hardship in understanding the test and measurement and marking scheme. It can be interpreted that beginning teachers experienced challenges in pre-class, in-class and as well as after-class.

According to findings, most beginning teachers thought that classroom management is the most challenging part of the teaching profession. The reasons why they had moderately high challenge in classroom management are: they had difficulty in managing unruly classes with discipline problems and pupils' undesirable behaviors, and they could not able to use effective classroom management strategies. These findings were similar that Lundeen (2004) who revealed that "discipline and classroom management problems to be the most prevalent problems of the beginning teacher, waning as the year progresses".

Beginning teachers felt insufficient in dealing with students' physical, cognitive, and social development. They were frustrated over lack of parental concern or no parental involvement, and experienced the parents who deny for their children even their children are wrong. They felt insufficient in dealing with school-parent relationship. This finding supported to Britt (1997): sometimes, the novices are often frustrated over lack of parental concern and their inability to communicate in most effective ways with parents. And, they worried about satisfying their principals' expectations on them. It was similar with the finding of McCann, Johannessen, & Ricca (2005): novice teachers identified satisfying the expectations of their supervisors as one of their major concerns. In this study, the quantitative findings mentioned that beginning teachers had moderately low challenge in social challenges such as social status and teacher identity, relationship with students, parents, colleagues and principal, and school context problems. However, according to the result of open-ended questions and interview, it can be interpreted that some beginning teachers encountered challenge in social challenges to some degree.

According to quantitative and qualitative findings, it can be pointed out that beginning teachers faced challenges not only in work but also in social and other besetting areas in their first positing to some extent.

Recommendations

Suggestions for beginning teachers, colleagues, principals and all stakeholders concerned with education to reduce the challenges of beginning teachers are as follows:

- Beginning teachers should try to success not only in teaching but also in social communication.
- Colleagues and principals should support effectively for beginning teachers in professional and personal affairs as well.
- Principals should manage the workload for beginning teachers as manageable as possible, and should nurture a collaborative environment that encourages beginning teachers in both professional and personal development.
- Not only child psychology but also adult psychology should be educated to the prospective teachers by pre-service teacher education.
- All stakeholders related to education should educate the parents about parental education effectively.
- Township education officers and all stakeholders concerned with education should conduct the induction programs and support systems, the up-to-date professional development programs and refresher courses for beginning teachers.

- The partnership between the schools and university trainers should be provided to ensure the professional development for beginning teachers, and a teacher education program must be inquiry-oriented and research-based system.

Needs for Further Study

This study should be reproduced with a large sample size and with beginning teachers who have just started to teach in the teaching profession. It should be interviewed not only beginning teachers but also their students, colleagues and principals. It is necessary to conduct that study not only in higher level but also in primary level because beginning teachers at primary level are more younger than the beginning teachers at higher level, and as well as other states and regions to present the whole country. Furthermore, it should also be conducted at the higher education institutions.

Acknowledgements

First and foremost, we would like to offer our thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education) and Dr. Pyone Pyone Aung and Dr. Kay Thwe Hlaing (Pro- Rectors, Yangon University of Education) for their permissions to carry out this study. We want to express our heartily gratitude to Dr. Daw Htay Khin (Professor and Head of Department of Educational Theory, Yangon University of Education) the chairperson of this thesis, for her expert guidance, valuable advice and encouragement to complete this thesis. We want to express our thanks to Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for her invaluable advices, comments and suggestions about this study. We would like to offer our thanks to each person who has contributed directly or indirectly in completing our thesis successfully.

References

- Achinstein, B., & Barrett, A. (2004). (Re) Framing Classroom Contexts: How New Teachers and Mentors View Diverse Learners and Challenges of Practice. *Teachers college record*, 106(4), 716-746.
- Athanases, S. Z., & Achinstein, B. (2003). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. *Teachers College Record*, 105(8), 1486-1520.
- Britt, P. M. (1997). *Perceptions of Beginning Teachers: Novice Teachers Reflect upon Their Beginning Experiences*. Retrieved August 10, 2018, from <https://files.eric.ed.gov/fulltext/ED 415218.pdf>
- Cameron, I. M. R. (1994). Beginner's Tale. *Education in Rural Australia*, 4(2), 15-21.
- Dussault, M., Deaudelin, C., Royer, N., & Loiselle, J. (1999). Professional isolation and occupational stress in teachers. *Psychological reports*, 84(3), 943-946.
- Gilbert, L. (2005). What Helps Beginning Teachers?. *Educational leadership*, 62(8), 36-39.
- Hessong, R. F. & Weeks, T. H. (1991). *Introduction to the Foundation of Education* (second ed.). New York, NY: Macmillan. Toronto: Collier-Macmillan.
- Howard, L. F. (2006) *Ready for Anything: Supporting new teachers for success*. Englewood, CO, ALP: Advanced Learning Press.
- Lundeen*, C. A. (2004). Teacher development: The struggle of beginning teachers in creating moral (caring) classroom environments. *Early Child Development and Care*, 174(6), 549-564.
- McCann, T. M., Johannessen, L. R., & Ricca, B. (2005). Responding to New Teachers' Concerns. *Educational Leadership*, 62(8), 30-34.
- Moyles J., & Robinson, G. (2002). *Beginning teaching, beginning learning in primary education*. (2nd ed.) Berkshire, United Kingdom and New York, NY, USA: Oxford University Press.
- Oxford Advance Learner' Dictionary (2010).
- Ozturk, M. (2008). *Induction into Teaching: Adaptation Challenges of Novice Teachers* (Master thesis), Ankara: Middle East Technical University, Turkey.

- Schmidt, M., & Knowles, J. G. (1995). Four women's stories of "failure" as beginning teachers. *Teaching and teacher education*, 11(5), 429-444.
- Thompson, J. G. (2007). *The first-year teacher's survival guide: Ready-to-use strategies, tool, and activities for meeting the challenges of each school day*. (2nd ed.) San Francisco, CA: Jossey-Bass.
- US laws, Codes & Statutes: *Beginning Teacher Law and Legal Definition*. Retrieved from June 25, 2018, <https://definitions.uslegal.com/b/beginning-teacher/>
- Wang, J., Strong, M., & Odell, S. J. (2004). Mentor-Novice Conversations About Teaching: A Comparison of Two US and Two Chinese Cases. *Teachers College Record*, 106(4), 775-813.
- Wyatt III, R. L., & White, J. E. (2007). *Making your first year a success: A classroom survival guide for middle and high school teachers*. Corwin Press.
- Yauch, W. A., Bartels, M. A. & Morris, E. (1955). *The Beginning Teacher*. New York, NY: Henry Holt and Company, Inc.

RELATIONSHIP BETWEEN PRINCIPAL'S PARTICIPATORY MANAGEMENT AND TEACHERS' ORGANIZATIONAL COMMITMENT

Paing Aung Soe¹ and Thet Naing Oo²

Abstract

The purposes of this study are to investigate the levels of principal's participatory management, the variations of principal's participatory management, the levels of teachers' organizational commitment, the variations of teachers' organizational commitment and relationship between principal's participatory management and teachers' organizational commitment in Basic Education High Schools. Both quantitative and qualitative methods were adopted. Seven principals and 180 teachers were selected as subjects by using purposive sampling. One set of questionnaire with two portions was used. For quantitative study, 59 items with four point Likert scale were used to collect data. For qualitative study, 6 open-ended questions were used. In order to obtain content validity of the questionnaires, expert review was conducted to experienced educators from Department of Educational Theory, Yangon University of Education. The reliability coefficient (Cronbach's alpha) for the whole scale was 0.89. Descriptive statistics, independent samples *t* test, one-way ANOVA and Pearson correlation were employed to analyze data in quantitative study. The findings showed that the level of principal's participatory management in Myanaung Township was high. There were significant differences grouped by years of service as a principal and marital status. The level of teachers' organizational commitment in Myanaung Township was moderate. There was a significant difference grouped by years of service in current school. There was a positively low relationship between principal's participatory management and teachers' organizational commitment.

Keywords: participatory management, organizational commitment

Introduction

In the modern world, the human resource is one of the most critical and difficult resource to plan for more than one reason (Y.K. Singh & H.S. Rawat, 2014). Although it is really difficult to manage human resource, the time one can manage human resource effectively is the most successful time for his organization. Therefore, the manager in any organization needs to manage people to become the right man at the right place. From other perspective, the manager needs people to participate at the right place of an organization.

Participatory management or participative management was one of the first that focused primarily on the needs of the individual (Garth D. Reese Jr.). Participatory management, in a supportive climate, is to empower employees to take more control of the work environment (Kreitner, 2007). The reality is that respect the character and judgment of staffs, especially educational institutions, whereas that most of the staff in academic-experience at the same level or higher than his head, also the nature of the educational and professional these of organizations seeking participatory management (Emami, 2007). Therefore, the principal needs to use participatory management for the success of the school.

Due to the participatory management, the employees feel that they have the ability to influence organizational decisions and so this makes them more responsible and committed in performing their duties (Shanmukha Rao Padala, 2011). Nowadays, organizations need

¹ Senior Teacher, Basic Education High School (Branch) Ngapiseik, Myanaung Township, Ayeyarwady Region

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

employees who are working to achieve goals beyond their normal duties. Therefore, participatory management become essential.

Purpose of the study

The purposes of this study are as follows:

- (1) To investigate the levels of principal's participatory management in Basic Education High Schools
- (2) To investigate the variations of principal's participatory management grouped by personal factors such as gender, years of service as a principal and marital status
- (3) To investigate the levels of teachers' organizational commitment in Basic Education High Schools
- (4) To investigate the variations of teachers' organizational commitment grouped by personal factors such as gender, age, position, qualification and years of service in current school
- (5) To study the relationship between principal's participatory management and teachers' organizational commitment

Research Questions

This study is focused on the following questions;

- (1) What are the levels of principal's participatory management in Basic Education High Schools?
- (2) What are the variations of principal's participatory management grouped by personal factors such as gender, years of service as a principal and marital status?
- (3) What are the levels of teachers' organizational commitment in Basic Education High Schools?
- (4) What are the variations of teachers' organizational commitment grouped by personal factors such as gender, age, position, qualification and years of service as in current school?
- (5) Is there any relationship between principal's participatory management and teachers' organizational commitment?

Theoretical Framework of the study

In the competitive world, synergy is necessity. So, participatory management become important. Participatory management provides exposure and skills to be effective in participatively managed organization. In schools, principals are leaders of leaders. They are expected to bring out the leadership potential of every teacher and employee in the building and to work collaboratively with them, so that the school as a whole end up making better decisions and is committed to continuous improvement (Lambert, 2003). According to Likert's 'profile of organizational characteristics', the participatory management of an organization can be determined by the following dimensions;

(1) Leadership processes

A participatory manager influences subordinates voluntarily and honestly. He makes leading with full respect and trust in subordinates. He will lead from the center rather than from the top. The major focus of leadership will be in supporting teacher success in the classroom. He will encourage teamwork. Employees also increase the morale, job satisfaction and

organizational commitment through the manager's participation approach. Subordinates feel free to discuss job problems with their superiors, who in turn solicit their ideas and opinions.

(2) Motivational process

A participatory manager does well to encourage formal and informal group participation. He makes clear expectations of what he expected from his subordinates. He recognizes subordinates for good work. He tells his subordinates they are important both to the business and to him. He gives employees lots of feedback about the way they are performing. He creates several prizes to go to the top performers. He gives rewards when subordinates reach the desired goals. He gives praise in front of people and criticizes only in private. He gives unsolicited compliments and positive reinforcement to workers for jobs which he is satisfied.

(3) Communication process

A participatory manager provides information freely throughout the organization upward, downward and laterally. He always gives accurate, undistorted information to his subordinates. He keeps subordinates informed of the true situation, good or bad, under all circumstances. He communicates with each subordinates and group. He generally pays higher attention in listen of other comparatively what he is speaking in his routing works.

(4) Interaction-influence process

A participatory manager supervises friendly behavior with employees. Subordinates feel safe to interact with manager because interaction process is open and extensive. Manager and his subordinates have full confidence and trust each other. The manager builds teams and carries out teamwork because teams develop the skills of self-renewal.

(5) Decision-making process

A participatory manager takes decisions based on the consultation and participation of his subordinates. He shares a problem with others as a group. He provides accurate input information for decision making process. The manager and his subordinates together generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. The manager does not try to influence the group to adapt his preferred solution and he accepts and implements any solution that has the support of the entire group.

(6) Goal-setting process

Suggestions and ideas given by subordinates, manager can achieve the objectives of the individuals and organization. A participatory manager must accept that goal setting is related to all members of the organization. Participative organization structure that is flexible and adaptive are needed, as is system that both requires and allows greater commitment and use of the creative talents of all employees within the system. For goal setting to succeed, the manager and subordinates must understand and be fully committed to it.

(7) Controlling process

In participatory management system, concern for performance of control functions is spread throughout the organization, review and control functions are carried out at all level, and the formal and informal organization share the same goals. In this management, group 'norms' is one of the most powerful forms of control. The effectiveness of control is more dependent upon individual involvement and commitment to the aims of the organization. Subordinates are more likely to direct themselves and to exercise self-control over their level of performance.

The implementation of participatory management through above seven dimensions aimed to create an organizational climate that are assumed to have positive consequences upon the subordinates' work attitudes and organizational commitment. The organizational commitment of teachers can be determined by the following dimensions;

(1) Affective commitment

According to Meyer and Allen (1984), affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees have acceptance of organizational values, willingness to exert effort and desire to maintain membership in the organization. Employees with a strong affective commitment continue employment with the organization because they **want** to do so. Mowday et al. (1982) noted that affective commitment falls generally into four categories: *personal characteristics, structural characteristics, job-related characteristics* and *work experiences*.

(2) Continuance commitment

Meyer and Allen (1984) stated that continuance commitment is the employees' feeling to be committed to the organization due to the cost they have to pay for leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they **need** to do so. Becker (1960) suggested that commitment to a course of action develops as one makes side bets that would be lost if the action were discontinued. These side bets can take many forms and may be work-related or nonwork-related. For example, the threat of giving up seniority-based privileges, of having to uproot family and disrupt personal relationships can be perceived as potential cost of leaving the organization.

(3) Normative commitment

According to Allen and Meyer (1990), normative commitment is the employees' sense of obligation to continue employment and stay in the organization. Employees with a high level of normative commitment feel that they **ought** to remain with the organization. Recognition of the investments on the part of the organization may create an imbalance in the employee/organization relationship and cause employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid (Scholl 1981).

The researcher believes that the research is good and reliable when the theoretical framework is strong. Therefore, this theoretical framework will lead the research.

Definition of key terms

- **Participatory management:** A system of administration which requires an administrator to involve subordinates in organizational decision making (Muriuki Patrick Muruga, 2013).
- **Commitment:** A force that binds an individual to a course of action of relevance to one or more targets (Cohen, 2003).
- **Organizational commitment:** A psychological state that reflects an attitude and a desire, a need, a necessity to continue the activities in the organization. From another perspective, organizational commitment, is a sense of belonging and attachment to the organization (Khoshnud, 2012).

Operational definitions

Participatory Management

In this study, participatory management refers to a management system of a principal that involves trust and confidence in subordinates, participation, a high degree of teamwork and communication, and responsibility for achieving the goals of the school.

Principal's participatory management was examined by mean responses of teachers on principal's participatory management questionnaire which contained thirty-five questionnaire items rating on four point Likert scale in seven components: leadership process, motivational process, communication process, interaction influence process, decision making process, goal setting process and controlling process. Rating scale 1.00 to 2.00 was considered as 'low level', 2.01 to 3.00 as 'moderate level' and 3.01 to 4.00 as 'high level'.

Organizational Commitment

In this study, organizational commitment refers to teachers' state of being loyalty to assist in the achievement of the goals of the school and having a sense of belonging and attachment to the school and profession.

Teachers' organizational commitment was examined by mean responses of teachers on teachers' organizational commitment questionnaire which contained twenty-four questionnaire items rating on four point Likert scale in three components: affective commitment, continuance commitment and normative commitment. Rating scale 1.00 to 2.00 was considered as 'low level', 2.01 to 3.00 as 'moderate level' and 3.01 to 4.00 as 'high level'.

Limitations of the study

This study is limited to the selection of the following sample as the scope of the study. Due to time constraints, this study is geographically limited to Myanaung Township in Ayeyarwady Region. This study is not enough to cover the role of other factors on teachers' organizational commitment such as leadership styles, school climate, organizational citizenship behavior and empowerment according to time constraints.

Methodology

Research design

Both quantitative and qualitative methods were used to collect the information about principal's participatory management and teachers' organizational commitment in Basic Education High Schools. Data were collected through questionnaire survey in quantitative study and open-ended questions were used in qualitative study.

Sample

In this study, purposive sampling method was used. Seven Basic Education High Schools were selected because the schools with all three levels (i.e. primary level, lower secondary level and upper secondary level) were targeted as samples. The target population was senior teachers, junior teachers and primary teachers from Basic Education High Schools. 70 senior teachers, 78 junior teachers and 32 primary teachers participated as respondents.

Research Instrumentation

The questionnaire was developed based on Mr. Burhanuddin's questionnaire (2013), a three-component organizational commitment questionnaire by Natalie Allen and John Meyer (1991) and review of related literature. All the items included in this questionnaire were rated in a four point Likert scale ranging from (1) strongly disagree to (4) strongly agree. The internal consistency (Cronbach's alpha) of the whole scale of the questionnaire was 0.89.

Procedure

First of all, relevant literature was explored. Then, the instrument was constructed in order to collect the required data under the guidance of the supervisor. The instruments were distributed to twelve experienced educators (Ph.D. degree holders) from the Department of Educational Theory, Yangon University of Education to obtain the content validation. After that, necessary changes were made under the guidance of the supervisor. Next, the pilot test was conducted on the first week of September, 2018. After that, the items were modified under the guidance of the supervisor. In the first week of November, 2018, 180 questionnaires were distributed to the selected schools. Then, these questionnaires were collected again and the respondent rate was 100%.

Analysis of Data

After the questionnaires were returned, the data were processed and analyzed using the Statistical Package for the Social Science (SPSS) software version 25. Descriptive analysis, independent samples *t* test, One-Way ANOVA and Pearson product-moment correlation were conducted to analyze the data.

Findings

Quantitative Research Findings

Findings for Research Question (1)

Table 1 The Levels of Principal's Participatory Management in Basic Education High Schools (N=180)

No.	School	Mean	SD	Level
1.	A	3.01	.40	High
2.	B	3.48	.35	High
3.	C	3.12	.21	High
4.	D	2.71	.62	Moderate
5.	E	3.20	.23	High
6.	F	3.10	.29	High
7.	G	2.87	.44	Moderate
	Overall	3.06	.46	High

Scoring Direction-

1.00-2.00 = low

2.01-3.00 = moderate

3.01-4.00 = high

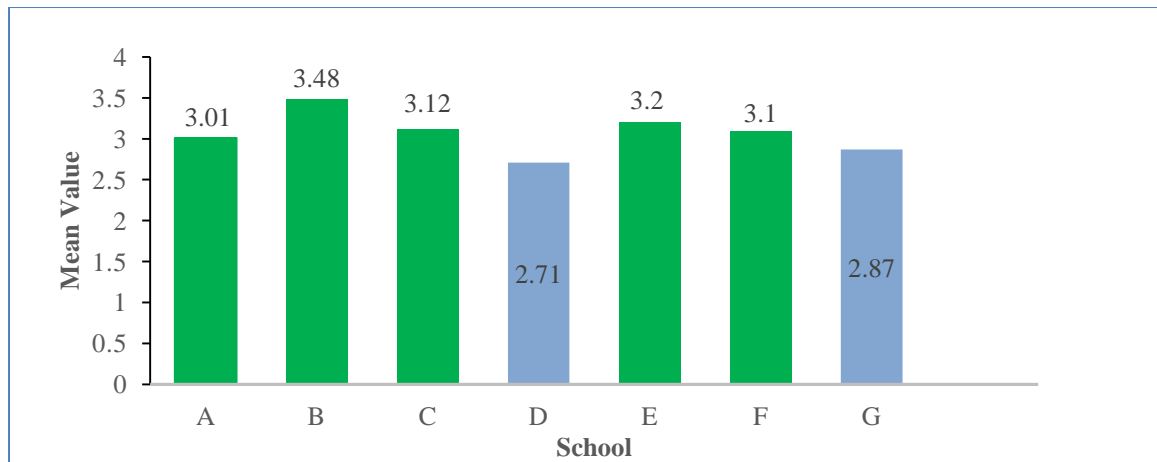


Figure 1 Comparisons of Mean Values of the Level of Principal's Participatory Management in Basic Education High Schools, Myanaung Township

Findings for Research Question (2)

There was no significant difference between the group of male principals and the group of female principals in participatory management.

Table 2 Mean Values, Standard Deviations and Levels of Principal's Participatory Management Grouped by Years of Service as a Principal (N=180)

Variable	Years of Service as a Principal	n	Mean (SD)	Level
Principal's Participatory Management	1 – 5	4	2.90 (.49)	Moderate
	6 – 10	3	3.21 (.35)	High

Scoring Direction-

1.00-2.00 = low

2.01-3.00 = moderate

3.01-4.00 = high

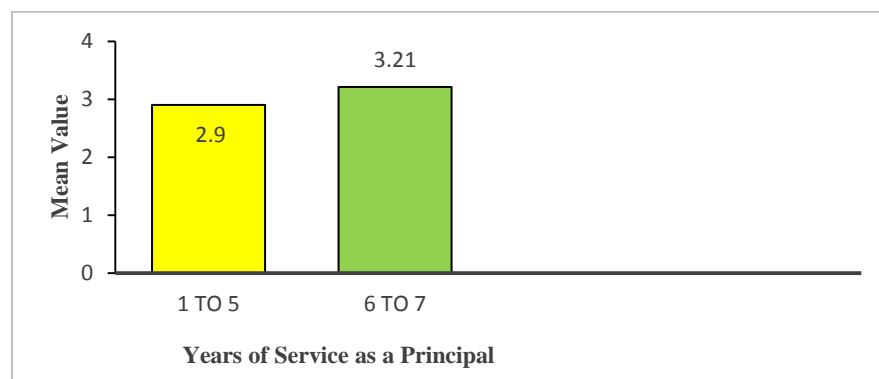


Figure 2 Comparisons of Mean Values of the Level of Principal's Participatory Management Grouped by Years of Service as a Principal

Table 3 Results of Independent Samples *t* Test for the Level of Principal's Participatory Management Grouped by Years of Service as a Principal (N=180)

Variable	Years of Service as a Principal	n	Mean (SD)	<i>t</i>	<i>df</i>	<i>p</i>
Principal's Participatory Management	1 – 5	4	2.90 (.49)	-4.726	149.20	.000***
	6 - 10	3	3.21 (.35)			

****p*<.001**Table 4 Mean Values, Standard Deviations and Levels of Principal's Participatory Management Grouped by Marital Status (N=180)**

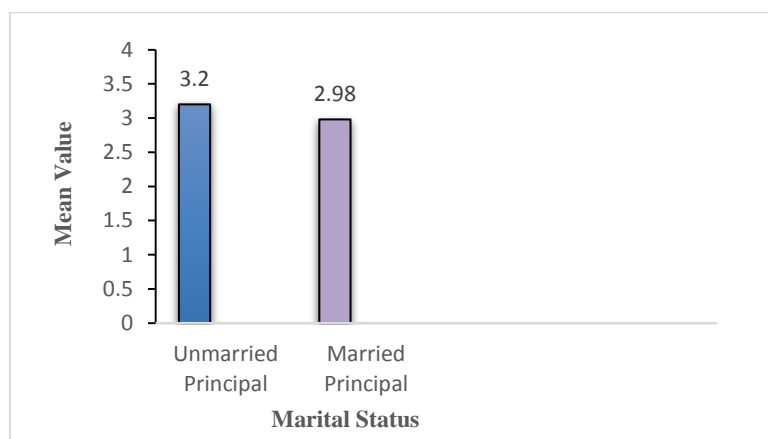
Variable	Marital Status	n	Mean (SD)	Level
Principal's Participatory Management	Unmarried Principal	3	3.20 (.44)	High
	Married Principal	4	2.98 (.44)	Moderate

Scoring Direction-

1.00-2.00 = low

2.01-3.00 = moderate

3.01-4.00 = high

**Figure 3 Comparisons of Mean Values of the Level of Principal's Participatory Management Grouped by Marital Status****Table 5 Results of Independent Samples *t* Test for the Level of Principal's Participatory Management Grouped by Marital Status (N=180)**

Variable	Marital Status	n	Mean (SD)	<i>t</i>	<i>df</i>	<i>p</i>
Principal's Participatory Management	Unmarried Principal	3	3.20 (.44)	3.010	166	0.003**
	Married Principal	4	2.98 (.44)			

***p*<.01

Findings for Research Question (3)**Table 6 The Levels of Teachers' Organizational Commitment in Basic Education High Schools (N=180)**

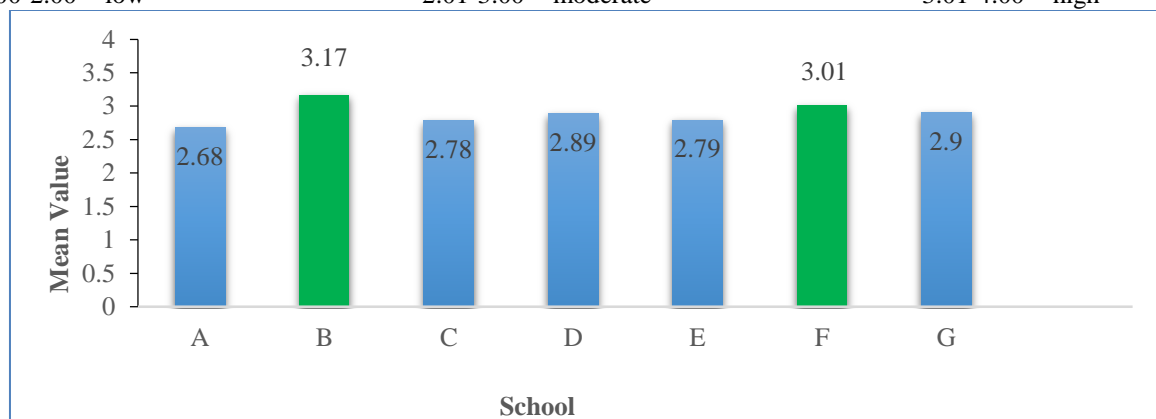
No.	School	Mean	SD	Level
1.	A	2.68	.19	Moderate
2.	B	3.17	.36	High
3.	C	2.78	.29	Moderate
4.	D	2.89	.39	Moderate
5.	E	2.79	.47	Moderate
6.	F	3.01	.33	High
7.	G	2.90	.28	Moderate
	Overall	2.91	.37	Moderate

Scoring Direction-

1.00-2.00 = low

2.01-3.00 = moderate

3.01-4.00 = high

**Figure 4** Comparisons of Mean Values of the Level of Teachers' Organizational Commitment in Basic Education High Schools, Myanaung Township**Findings for Research Question (4)**

There were no significant differences between groups in teachers' organizational commitment according to personal factors such as gender, age, position and qualification.

Table 7 Mean Values, Standard Deviations and Levels of Teachers' Organizational Commitment Grouped by Years of Service in Current School (N=180)

Variable	Years of Service in Current School	n	Mean (SD)	Level
Teachers' Organizational Commitment	1 – 3	67	2.86 (.33)	Moderate
	4 – 6	37	2.81 (.38)	Moderate
	7 and above	70	2.99 (.37)	Moderate

Scoring Direction-

1.00-2.00 = low

2.01-3.00 = moderate

3.01-4.00 = high

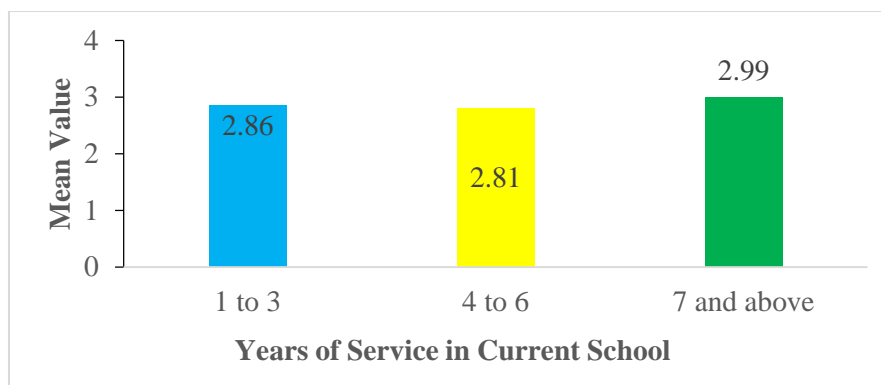


Figure 5 Comparisons of Mean Values of the Level of Teachers' Organizational Commitment Grouped by Years of Service in Current School

Table 8 One-Way ANOVA Results for the Level of Teachers' Organizational Commitment Grouped by Years of Service in Current School (N=180)

Variable		Sums of Square	df	Mean Square	F	p
Teachers' Organizational Commitment	Between Groups	1.110	2	.555	4.309	.015*
	Within Groups	22.015	171	.129		
	Total	23.125	173			

* $p < .05$

Next, by using one-way analysis variance, further detailed analysis and computation were undertaken. To find what teachers' organizational commitment had great difference, Tukey HSD test was conducted.

Table 9 Results of Tukey HSD Multiple Comparisons for Teachers' Organizational Commitment Grouped by Years of Service in Current School (N=180)

Variable	(I) Group	(J) Group	Mean Difference	Sig.
Teachers' Organizational Commitment	7 and above	1 to 3	.136	.070
		4 to 6	.194*	.023*

* The mean difference is significant at the 0.05 level.

Findings for Research Question (5)

Table 10 Correlation between Principal's Participatory Management and Teachers' Organizational Commitment (N=180)

Variable		Principal's Participatory Management	Teachers' Organizational Commitment
Principal's Participatory Management	Pearson Correlation	1	.304**
	Sig (2-tailed)		.000
	N	168	162
Teachers' Organizational Commitment	Pearson Correlation	.304**	1
	Sig (2-tailed)	.000	
	N	162	174

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

Table 10 shows that there was positively low relationship between principal's participatory management and teachers' organizational commitment ($r=.304$).

Qualitative Research Findings

Six open-ended questions were used in this study. Various responses for open-ended questions are described as follows.

For the question **"Describe the managements which the principal lets you participate."**, 54% of teachers ($n=98$) answered that they had only a chance to manage their classroom. For the question **"How does the principal interact with the teachers?"**, 50% of teachers ($n=90$) described that the principal interacted friendly with them like a family. For the question **"How does the principal make decisions related to school activities and tasks?"**, 57% of teachers ($n=102$) answered that the principal and teachers together evaluated alternatives and attempted to reach agreement on a solution.

For the question **"How do you feel for being a teacher in this school?"**, 74% of teachers ($n=133$) answered that they were happy and proud for being a teacher in this school. For the question **"How do you care about the fate of this school?"**, 88% of teachers ($n=158$) stated that they wanted their school to become modern and developed school to produce clever students and good citizens for the country. For the question **"Do you have desire to continue in this job if you are complete your basic needs? Why?"**, 45% of teachers ($n=81$) described that they had desire to continue as a teacher because of their hobby.

Conclusion and Discussion

The first objective of this research was to study the levels of principal's participatory management in Basic Education High Schools. The findings showed that 71.4% of principals reached at high level in participatory management and 28.6% of principals reached at moderate level in participatory management. Sana Safari and Amir Akbari Sarcheghaie (2016) found that the barriers to the development of participatory management were the challenges such as the weakness of the managers (self-centered), lack of sufficient justification, lack of mutual trust between individuals, lack of staff confidence in their opinions, lack of motivation to participate in the administration, lack of interaction, lack of experience, bureaucratic and long hierarchical structure. It was found that 28.6% of principals reached moderate level in participatory management because they had insufficient justification and weak mutual trust between principal and teachers, low motivation to participate in administration, unfriendly interaction and the weakness of the principal (self-centered). Moreover, they stayed a long time under bureaucratic hierarchical structure. Therefore, it was consistent with the findings of Sana Safari and Amir Akbari Sarcheghaie (2016).

Then, it was also found that there was no significant difference between the group of male principal and the group of female principals. In 2015, Monika Rolkova and Viera Farkasova found that there was no statistical significant difference between gender of managers in relation to participatory management. So, the result of this study was consistent with the findings of Monika Rolkova and Viera Farkasova. No one can deny that experience is the best teacher. So, experience is valuable for everyone. The findings showed that there was absolutely significant difference between the group of principals who had 1 – 5 years of service as a principal and the group of principals who had 6 – 10 years of service as a principal. It may be concluded that the

more experience they had, the more they used participatory management. In 2016, Sana Safari and Amir Akbari Sarcheghaie found that lack of experience is one of the barriers to the development of participatory management. It was consistent with the finding of Sana Safari and Amir Akbari Sarcheghaie. Therefore, years of service as a principal of principal contributed to the development of participatory management.

The findings showed that there was significant difference between the group of unmarried principals and the group of married principals. According to the culture of the country, Myanmar, there were many duties and responsibilities of a married person. A married man tried to serve a husband's duties and responsibilities as a married woman tried so. Therefore, they may not have enough time to do management although unmarried persons had enough time to do management in their job. Moreover, it may be that the unmarried persons kept complete attention and concentration in their job.

The second objective of this study was to investigate the levels of teachers' organizational commitment in Basic Education High Schools. According to findings, 35% of teachers in Basic Education High Schools reached at high level in organizational commitment and 65% of teachers in Basic Education High Schools reached at moderate level in organizational commitment. Need for achievement, affiliation and autonomy (Morris & Snyder 1979; Steers & Braunstein 1976; Steers & Spencer 1977), personal work ethic (Buchanan 1974; Kidron 1978), locus of control (Pierce & Cunhum 1987), central life interest in work (Dubin, Champoux, & Porter 1975), decentralization of decision making (Moris & Steers 1990), employee/supervisor relations, role clarity, feelings of personal importance (Podsakoff et al. 1986) and participation in decision making (Decotiis & Summers 1987) had been found to correlate, albeit modestly, with commitment. 65% of teachers in Basic Education High Schools reached at moderate level in organizational commitment because most of them felt that they were not important in their schools. For 65% of teachers, principal's centralization of decision making, unfriendly interaction between the principal and teachers, personal work ethic may be the causes of reaching at moderate level in organizational commitment. The findings showed that there was no significant difference in teachers' organizational commitment grouped by gender, age, position and qualification. It was also found that there was significant difference between the group of teachers who had 4 to 6 years of service in current school and the group of teachers who had 7 years of service and above in current school. The findings showed that the teachers who had 7 years of service and above in current school had the chances such as participation in decision making, opportunity for self-expression, personal importance to the organization, role clarity and self-control than the teachers who had 4 to 6 years of service in current school. It was consistent with the findings of DeCotiis & Summers (1987), Meyer & Allen (1987, 1988), Podsakoff et al. (1986), and Pierce & Cunham (1987).

Shaghali (2010) found that teachers reached high level in organizational commitment when the principal used participatory management. Mohammad Hadi Asgeri and Somayyeh Hooshdar Mahjoob (2013) showed that the relationship between participatory management and teacher's organizational commitment was significant and 83% of the variation in organizational commitment could be explained by the variable participatory management. Coyle-Shapiro (1990) did not find any significant relationship between participative management and organizational commitment. The third objective of this study is to study the relationship between principal's participatory management and teachers' organizational commitment. The findings revealed that

there was positively low relationship between principal's participatory management and teachers' organizational commitment. It was consistent with the findings of Shagoli (2010) and Mohammad Hadi Asgeri and Somayyeh Hooshdar Mahjoob (2013) although it was not consistent with the findings of Coyle-Shapiro (1990). The relationship was low. The causes may be the effects of other factors such as students, colleagues, cultural believes and policies on teachers' organizational commitment.

Recommendation

Based on the analysis of the survey, the following recommendations were drawn.

To increase the development of principal's participatory management; The principal should (1) try to influence teachers more democratically, (2) try to be free from prejudice and bias more than he/she did, (3) try to create a collegiate, professional work environment by giving respect and trust in teachers, (4) let teachers to play a role in making decisions and solving problems and (5) delegate authority and responsibility to the relevant persons in the general area of managerial function.

To promote the level of teachers' organizational commitment; The teachers (1) should have autonomy, role clarity, opportunity for self-expression and participation in decision making, (2) need to feel comfortable in the school, both physically and psychologically, (3) should get recognitions, rewards, warmth from the principal and colleagues, (4) should love the teaching profession and (5) the government should concentrate on providing adequate salaries.

Need for Further Research

Further study should be conducted to explore the barriers to the development of participatory management and organizational commitment and to find out the relationship between principal's participatory management and other factors such as teamwork, job satisfaction, teachers' performance behavior, professional development and empowerment.

Acknowledgements

First and foremost, we would like to express our gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to do this thesis successfully.

We would like to offer our note of respectful appreciation to Dr. Daw Htay Khin (Professor and Head of Department of Educational Theory, Yangon University of Education) and Dr. Aye Aye Cho (Retired Professor and Head of Department of Educational Theory, Yangon University of Education) for their great help, invaluable advice and guidance.

Moreover, we would like to offer our thanks to the people who in one way or another gave physical and moral support throughout our research journey.

References

- Asgari, M. H., & Mahjoob, S. H. (2013). Relationship between participatory management and teacher's organizational commitment. *International Research Journal of Applied and Basic Sciences*, 4(2), 471-476. Retrieved on June 20, 2018 from https://www.irjab.com/files-site/paperlist/r-700_130304202843.pdf.
- Chandramohan, A. (2007). *Human Resource Management*, New Delhi: Nangia S.B.
- Essays, UK. (2013). Participative Management Concept – The History, Theory and Practices, retrieved on June 20, 2018 from <https://www.ukessays.com>management>.
- Lunenburg, F.C., & Irby, B.J. (2006). *The Principalship: Vision to Action*, United States of America: Vicki Knight.
- Meyer, J. P., & Allen, N. J. (1991). A Three-Component Conceptualization of Organizational Commitment. *Human Resource Management Review*, 1(10), 61-89. Retrieved on August 25, 2018 from <http://www.m5zn.com/newuploads/2015/10/04/pdf>.
- Mullins, L.J. (2010). *Management and Organizational Behavior* (ninth edition), Italy: Rotolito Lombarda.
- Padala, S.R. (2014). *Human Resource Management*, New Delhi: Nangia S.B.
- Rolková, M., & Farkasová, V. (2015). The Features of Participative Management Style. *Procedia Economics and Finance*, 23, 1383-1387. Retrieved on June 20, 2018 from <https://www.researchgate.net/publication/282555971>.
- Safari, S. & Sarcheghale, A. A. (2016). The Study of Barriers of Participative Management from the Perspective of School Administrators. *Mediterranean Journal of Social Sciences*, 7(4), 89-94.
- Shodhganga. (2000). Participative Management – The Conceptual Framework – Shodhganga, retrieved on July 15, 2018 from <http://shodhganga.inflibnet.ac.in/bitstream/10603/22443/13/13chapter3.pdf>.

RELATIONSHIP BETWEEN SELF-EFFICACY OF TEACHERS AND WORKING CONDITIONS

Su Su Aung¹ and Phyu Phyu Yin²

Abstract

The objectives of this research are to study the levels of self-efficacy of teachers, to study the levels of teachers' perceptions on their working conditions and to investigate the relationship between self-efficacy of teachers and working conditions in Basic Education High Schools, Sittwe Township, Rakhine State. A total of 210 teachers from Basic Education High Schools, Sittwe Township, Rakhine State were selected as participants by using the simple random sampling method. Quantitative and qualitative methods were employed in this study. Self-efficacy of teachers was based on the Teachers' Sense of Efficacy Scale (TSES) and working conditions was based on the Teaching, Empowering, Leading and Learning (TELL) Survey. The reliability coefficients (Cronbach's alpha) were 0.90 for self-efficacy of teachers and 0.92 for working conditions. For qualitative study, open-ended questions were conducted. Descriptive statistics and Pearson product-moment correlation were used to analyze the data in this study. As a result of descriptive statistics, the levels of self-efficacy of teachers in Basic Education High Schools were found as high level ($M=3.73$, $SD=0.41$). The levels of teachers' perceptions on their working conditions were high level ($M=3.74$, $SD=0.39$). Positively moderate correlation was found between the two major constructs of self-efficacy of teachers and working conditions ($r=0.457$, $p=0.01$). The qualitative results also revealed that teachers' working conditions could orient towards improving self-efficacy of teachers.

Keywords: self-efficacy of teacher, working conditions

Introduction

Education is an essential tool for getting bright future as well as plays the most important role in the development and progress of the country. It is to be a quality education. To implement the quality education, qualified teachers are needed in our country. Qualified teachers make the difference not only in students' academic performance but also in their lifetime's success. To become a qualified teacher, self-efficacy of teacher is one of the most important areas. Self-efficacy is the belief in one's capabilities to organize and execute course of action required to attain designated types of performance. Self-efficacy of teacher is concerned with judgments of how well one execute courses of action required to deal with prospective situations (Bandura, 1982). If the teachers believe that they can produce desired effects by their actions, they have more incentive to act in the face of most difficult students. So, self-efficacy of teachers is very important in our education. Every teacher needs a workplace that promote his teaching and learning in a variety of ways. Self-efficacy of teachers is not just about teachers' experiences, knowledge and skills but also about the working conditions of teachers. Teachers' working condition also play an important role to provide quality education. So, quality of education depends on the self-efficacy of teachers and working conditions.

Significance of the Study

There has been little research into the relationship between self-efficacy of teachers and working conditions. Some studies have correlated self-efficacy of teachers within a specific

¹ MEd Second Year Student, EAS 9, Department of Educational Theory, Yangon University of Education

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

realm of working conditions, such as professional development. But there is much to learn which factors of working conditions correlate with levels of self-efficacy of teachers. Therefore, there is a need to get a deeper understanding of teachers' working conditions and fill the gap in understanding how they differ in affecting self-efficacy of teachers. For these reasons, it is significantly important to study the relationship between self-efficacy of teachers and working conditions. This study may provide the teachers and give advices the educators to attempt to make their respective schools better working conditions for improving self-efficacy of teachers.

Research Objectives

The general objective is to study the relationship between self-efficacy of teachers and working conditions

The specific objectives are:

- ❖ To study the levels of self-efficacy of teachers in Basic Education High Schools
- ❖ To study the levels of working conditions perceived by teachers
- ❖ To investigate the relationship between self-efficacy of teachers and working conditions

Research Questions

The research questions are:

- ❖ What are the levels of self-efficacy of teachers in Basic Education High Schools?
- ❖ What are the levels of working conditions perceived by teachers?
- ❖ Is there any significant relationship between self-efficacy of teachers and working conditions?

Theoretical Framework

The levels of self-efficacy of teachers were investigated with three dimensions of Tschannen-Moran, Hoy and Hoy (2001) and the levels of teachers' perceptions on their working conditions were investigated with eight categories of Hirsch et al., (2014).

Self-Efficacy of Teachers

In this study, self-efficacy of teachers was based on Tschannen-Moran, Hoy and Hoy's (2001) three dimensions: self-efficacy of teacher in student engagement, self-efficacy of teacher in instructional strategies and self-efficacy of teacher in classroom management.

Self-Efficacy of Teachers in Student Engagement

Self-efficacy of teachers in student engagement is viewed as teachers' confidence in their ability to promote student motivation, understanding and the valuing of learning (Tschannen-Moran & Hoy, 2001). Student engagement is a term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behaviours. Student engagement involve behaviour engagement, emotional engagement and cognitive engagement (Fredericks, Blumenfeld & Paris, 2004). Teachers with higher level of efficacy in student engagement are also more likely to employ emerging instructional approaches and strategies.

Self-Efficacy of Teachers in Instructional Strategies

Self-efficacy of teachers in instructional strategies is viewed as teachers' confidence in their ability to use effective strategies for teaching (Tschannen-Moran & Hoy, 2001). According

to Mcleod et al., (2003) teachers have a sole responsibility to decide how to utilize their resources and choose strategies that will advance their students to the appropriate depth. The most appropriate instructional strategies that aid in teaching and learning process are direct instructional model and indirect instructional model.

Self-Efficacy of Teachers in Classroom Management

Self-efficacy of teachers in classroom management defined as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order (Tschannen Moran, Hoy and Hoy, 2001). Teachers employ different strategies to control as a way to enhance learning is viewed as a priority in the education community. Charles et al., (1985) developed classroom management strategy based on three types of control: preventive, supportive and corrective control. Teachers with higher efficacy seemed to cope well, remain friendly, and build trusts their students and consequently undesirable behaviour was not common and was dealt with in satisfying ways.

Working Conditions

In this study, teachers' working conditions were based on eight categories of Hirsch et al., (2014): time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practices and support .

Time

Time refers to teaching workload for teachers to plan, provide instruction and eliminate barriers to maximize instructional time during the school day (Hirsch et al., 2014). Reasonable workloads enhance teachers' ability to prepare and adequately monitor student performance. Teachers need time for planning for quality teaching. Teachers appreciate conditions that maximize the time needed to do their job.

Facilities and Resources

Facilities and resources refer to the availability of instructional materials, technology, office, communication and other instruction related resources to teachers (Hirsch et al., 2014). Schools should have the resources needed to implement the curriculum and to support good teaching. Clean, quiet, safe, comfortable and healthy environment are an important component of successful teaching and learning (Schneider, 2002).

Community Support and Involvement

Community involvement is defined as volunteerism in the school by community members who devote their time to a variety of school needs. The parent organization is actively involved in a wide range of classroom and school wide activities that support effective teaching and quality in learning (Epstein, 1997).

Managing Student Conduct

Managing student conduct is one of the school policies and practices designed to address student conduct issues that ensure a safe classroom environment for teachers (Hirsch et al., 2014). School cannot do the work of learning without clearly defined rules, discipline and codes

of conduct. In order to manage student conduct, the teachers need a solid understanding of how conduct is learned and how it can be changed.

Teacher Leadership

Teacher leadership refers to teacher involvement in decisions that impact classroom and school practices (Hirsch et al., 2014). Wasley (1991) defined teacher leadership as the ability to encourage colleagues to changes, to do things they wouldn't ordinarily consider without the influence of the leader. Teachers maintain current knowledge of sound educational practices in order to be educational expert.

School Leadership

School leadership refers to the ability of school leadership to create trusting, supportive environments and address teacher concerns (Hirsch et al., 2014). School leadership can foster teachers' capacity development and personal commitment to organizational goals (Leithwood & Jantzi, 2005). Effective schools almost emphasize key elements of instructional leadership such as promoting high and consistent academic standards, providing objective, consistent, and useful assessment of the quality of teachers and teaching, using evidence and data to make decisions about the instructional program and providing support for and recognition of teachers (Ingersoll et al., 2003).

Professional Development

Professional development refers to the availability and quality of learning opportunities for educators to enhance their teaching (Hirsch et al., 2014). It is intentional, ongoing and systemic process. These activities include but are not limited to courses, workshops, involvement in the production of curricula, and the discussion of assessment data or sharing of strategies. Professional development uses collegial observation to provide educators with feedback on their performance (Guskey, 2000).

Instructional Practices and Support

Instructional practices and support include assessment data, instructional coaching and professional supports that available to teachers to improve instruction and student learning (Hirsch et al., 2014). Differentiated instruction assists students having a wide range of ability level. Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of their students.

Definition of Key Terms

Self-efficacy

Self-efficacy refers to the belief in one's capabilities to organize and execute the course of actions required to produce given attainments (Bandura, 1997).

Self-efficacy of Teacher

Self-efficacy of teacher is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those who may be difficult or unmotivated students (Tschannen-Moran, Hoy & Hoy, 2001).

Working Conditions

Working conditions refer to the organizational structure of schools and the occupational conditions and characteristics of teaching (Ingersoll, 1999).

Operational Definitions

Self-Efficacy of Teacher

Self-efficacy of teacher is the teacher's confidence that he or she has the ability to craft all students' accomplishment if he or she believes that all students can achieve. It comprises three components of self-efficacy of teachers namely self-efficacy of teachers in student engagement, self-efficacy of teachers in instructional strategies and self-efficacy of teachers in classroom management. The level of self-efficacy of teachers was determined by mean values in this study.

Working Conditions

Working conditions refer to teaching and learning conditions that support to provide students' success and to improve self-efficacy of teachers. It comprises eight categories of working conditions namely: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practices and support. The level of working conditions perceived by teachers was determined by mean values in this study.

Methodology

Research Design

In this study, both qualitative and quantitative methods were used to study the relationship between self-efficacy of teachers and working conditions in Basic Education High Schools, Sittwe Township, Rakhine State.

Population and Sample

The target population of this study involved 237 teachers from Basic Education High Schools in Sittwe Township, Rakhine State. Among them, 210 (89 % of total teachers in these schools) in Sittwe Township were considered as desirable samples size by using simple random sampling method.

Instrumentation

In this study, questionnaire was used to collect the quantitative data for self-efficacy of teachers and working conditions in Basic Education High Schools. Self-efficacy of teachers was based on the Teachers' Sense of Efficacy Scale (TSES). It involves three dimensions: self-efficacy of teacher in student engagement, self-efficacy of teachers in instructional strategies and self-efficacy of teacher in classroom management. It included 30 items by using five-point likert scales ranging from 1=nothing, 2=very little, 3=somewhat, 4=quite a bit to 5=a great deal. Working conditions was based on the Teaching, Empowering, Leading and Learning (TELL) Survey. It involves eight categories: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development and instructional practice and support. It consists of 40 items by using five-point likert scales ranging from 1=strongly disagree, 2=disagree, 3=do not know, 4=agree to 5=strongly agree. There were six open-ended questions in this study.

Procedure

Firstly, the relevant literature concerning the research was explored. Next, the questionnaire was developed to find the required data. After developing the questionnaire, it was reviewed by a panel of experts. This panel included a professor, an associate professor who was well versed in educational administration and supervision, lecturers and assistant lecturers who have sound knowledge and close relationship with this area from the Department of Educational Theory, Yangon University of Education. After getting the validation, pilot study was conducted with 40 teachers from No. (3) Basic Education High School, South Oakkalapa Township, Yangon Region in September 21, 2018. The reliability coefficient for self-efficacy of teachers was 0.90 and that of working conditions was 0.92. After receiving the permission, the questionnaires (a total of 210) were distributed to the selected schools in Sittwe Township, Rakhine State on the 2nd week of November, 2018. After one week later, these questionnaires were returned and the respondent rate was 100%.

Data Analysis

The data obtained from questionnaires were analyzed by using SPSS (Statistical Package Social Science) software version 25. The descriptive statistics was used to calculate means and standard deviations for group of items. Pearson product-moment correlation was used to determine whether there was significant relationship between self-efficacy of teachers and working conditions. Answers of open-ended questions were read and described to indicate self-efficacy of teachers and working conditions.

Findings

Findings for Quantitative Study

Question (1) What are the levels of self-efficacy of teachers in Basic Education High Schools?

Table 1 Means and Standard Deviation of the Self-Efficacy of Teachers in Basic Education High Schools (N=210)

No.	Self-Efficacy of Teachers	Mean	SD	Level of Self-Efficacy
1	Student Engagement	3.66	0.46	Moderate
2	Instructional Strategies	3.77	0.44	High
3	Classroom Management	3.76	0.45	High
	Overall	3.73	0.41	High

Scoring Direction: 1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 1, the levels of self-efficacy of teachers in Basic Education High Schools were high level ($M=3.73$) with the mean value between 3.67 and 5.00. Among them, self-efficacy of teachers in student engagement had the lowest mean value ($M=3.66$) and self-efficacy of teachers in instructional strategies had the highest mean value ($M=3.77$).

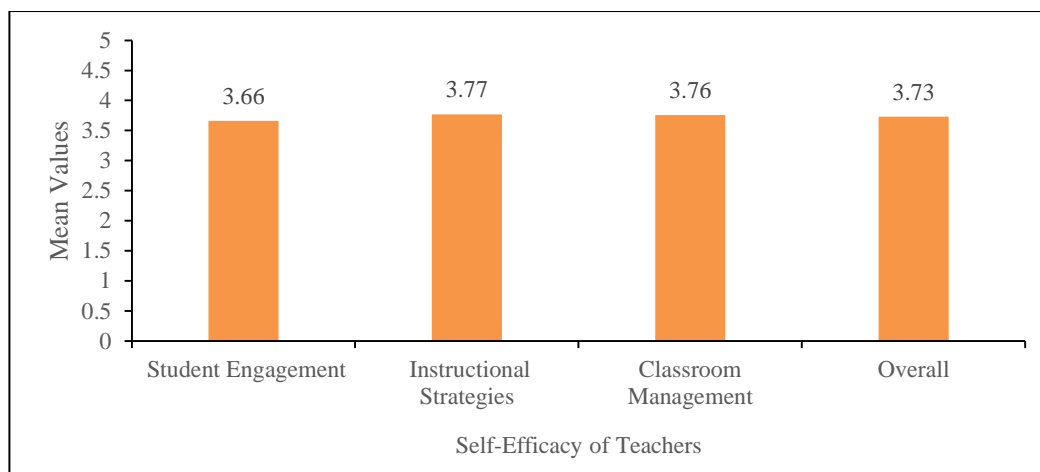


Figure 1 Mean Values of Self-Efficacy of Teachers in Basic Education High Schools

Table 2 Means and Standard Deviations of Overall Self-Efficacy of Teachers Grouped by School

No.	Schools	N	Mean (SD)	Level of Self-Efficacy
1	School A	43	3.55 (0.34)	Moderate
2	School B	52	3.76 (0.44)	High
3	School C	52	3.78 (0.38)	High
4	School D	31	3.72 (0.33)	High
5	School E	32	3.82 (0.50)	High
	Overall	210	3.73 (0.41)	High

Scoring Direction:

1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 2, only School A had moderate level and other four School had high level for self-efficacy of teachers.

Question (2) What are the levels of working conditions perceived by teachers?

Table 3 Means and Standard Deviations of Teachers' Perceptions on their Working Conditions in Basic Education High Schools (N=210)

No.	Dimensions	Mean	SD	Level of Teachers' Perceptions
1	Time	3.63	0.53	Moderate
2	Facilities and Resources	3.60	0.62	Moderate
3	Community support and involvement	3.51	0.71	Moderate
4	Managing Student Conduct	3.83	0.40	High
5	Teacher Leadership	3.87	0.36	High
6	School Leadership	3.81	0.50	High
7	Professional Development	3.79	0.50	High
8	Instructional Practices and Support	3.80	0.45	High
	Overall	3.74	0.39	High

Scoring Direction:

For the Level of Teachers' Perceptions on Working Conditions

1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 3, the level of teachers' perceptions on their working conditions were high level ($M=3.74$) with the mean value between 3.67 and 5.00. Among them, community

support and involvement had the lowest mean value ($M=3.51$) and teacher leadership had the highest mean value ($M=3.87$).

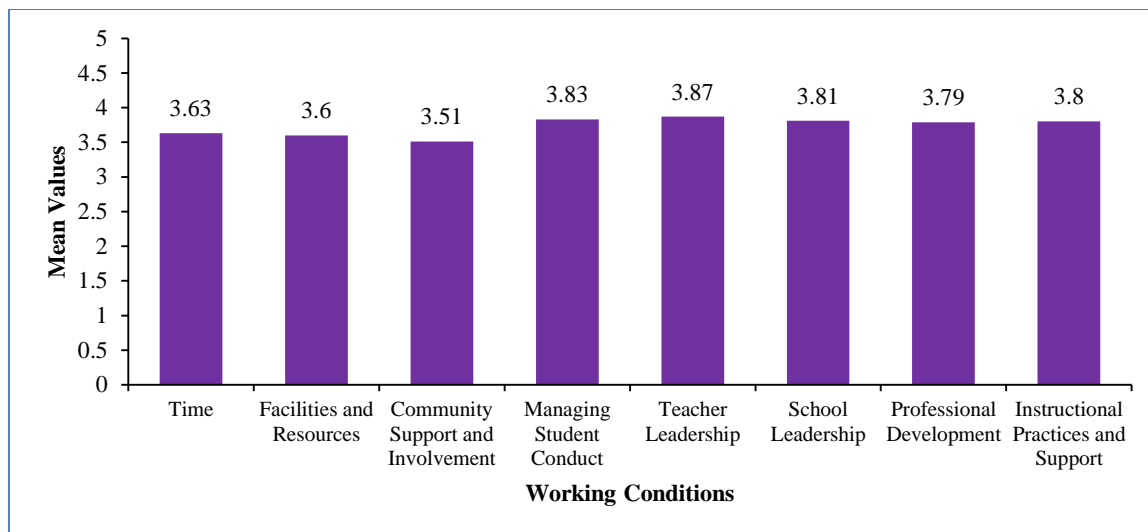


Figure 2 Mean Values of Teachers' Perceptions on their Working Conditions in Basic Education High Schools

Table 4 Means and Standard Deviations of Teachers' Perceptions on their Overall Working Conditions Grouped by School

No.	Schools	N	Mean (SD)	Level of Teachers' Perception
1	School A	43	3.62 (0.44)	Moderate
2	School B	52	3.73 (0.27)	High
3	School C	52	3.82 (0.36)	High
4	School D	31	3.65 (0.45)	Moderate
5	School E	32	3.89 (0.43)	High
	Overall	210	3.74 (0.39)	High

Scoring Direction:

For the Level of Teachers' Perceptions on Working Conditions

1.00-2.33=Low

2.34-3.66=Moderate

3.67-5.00=High

According to Table 4, School A and School D had moderate level and other Schools had high level for teachers' perceptions on their working conditions.

Question (3) Is there any significant relationship between self-efficacy of teachers and working conditions?

Pearson correlation was conducted to obtain more detail concerned with the correlation between specific dimensions of self-efficacy of teachers and specific dimensions of working conditions.

Table 5 Correlation between Specific Dimensions of Self-Efficacy of Teachers and Specific Dimensions of Working Conditions

Self-Efficacy of Teachers	Working Conditions								
	Variables	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Development	Instructional Practices and Support
	Student Engagement	0.191**	0.310**	0.228**	0.485**	0.340**	0.327*	0.440**	0.257**
	Instructional Strategies	0.168**	0.268**	0.157*	0.498**	0.360**	0.274*	0.390**	0.243**
	Classroom Management	0.279**	0.390**	0.208**	0.521**	0.363**	0.354*	0.404**	0.333**

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

Table 6 Correlation between Self-Efficacy of Teachers and Working Conditions

Variables		Self-Efficacy of Teachers	Working Conditions
Self-Efficacy of Teachers	Pearson Correlation	1	0.457**
	Significant (2-tailed)		0.000
Working Conditions	Pearson Correlation	0.457**	1
	Significant (2-tailed)	0.000	

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

According to table 6, the result showed that there was positively moderate correlation between self-efficacy of teachers and working conditions ($r=0.457^{**}$, $p<0.001$).

Findings from Open-ended Questions

Six open-ended questions were used in this study to investigate the level of self-efficacy of teachers and working conditions. Various responses for open-ended questions were described as follows.

Question (1) How do you make your students to engage in class discussion?

The 113 teachers (53.81%) responded that they made their students to engage in class discussions by using various teaching aids. The 55 teachers (26.19%) responded that they encouraged all students to discuss with peers about the subject matters. The 42 teachers (20%) responded that they were able to get through students to believe they can do well in school works. They motivated the students to regulate class attendance. They made the students to think critically.

Question (2) What kinds of instructional strategies do you use to achieve teaching-learning processes?

The 100 teachers (47.62%) responded that they used various instructional strategies to achieve teaching and learning processes. The 47 teachers (22.38%) responded that they made the students to discuss the lessons by grouping with students. The 39 teachers (18.57%) responded that they used child-centered approaches. They gave specific feedbacks about students'

performance. They explained the lessons by using good questions. They used alternative assessment strategies. The 24 teachers (11.43%) responded that they explained the lessons by linking real life situation. They used alternative explanations or examples when students are confused.

Question (3) How do you manage your classroom?

The 119 teachers (56.67%) responded that they made clearly setting daily schedules, classroom rules and procedures. They guided all students to follow classroom rules. They motivated the students to regulate class attendance. The 37 teachers (15.61%) responded that they arranged the classrooms that are safe and clean. The 24 teachers (10.13%) responded they made the classroom rules to cooperate with students. The 30 teachers (12.66%) responded that they controlled students' misbehaviors with discipline.

Question (4) How does your principal support to be effective in your teaching-learning processes?

The 105 teachers (50%) responded that the principals supported the needs of teachers to be effective in teaching-learning processes. The 43 teachers (20.48%) responded that the principals assigned suitable classes and subjects with experts. The 37 teachers (17.61%) responded that the principals encouraged the teachers to solve the problems with collaborately. The 25 teachers (11.9%) responded that there was a little support to be effective in their teaching-learning processes.

Question (5) How does community support to be effective in your teaching?

The 89 teachers (42.38%) responded that community supported school buildings. They renovated the classrooms, desks and school buildings. The 81 teachers (38.57%) responded that there was a little support from community in their schools. The 40 teachers (19.05%) did not give any response in concerning community support and involvement.

Question (6) Which opportunities are provided to improve your professional qualities in your school?

The 96 teachers (45.71%) responded that professional trainings and workshops were provided to improve their professional qualities in their schools. The 47 teachers (22.38%) responded that the principals gave the books related with academic subjects. The 29 teachers (13.81%) responded that they were encouraged to reflect on their own practices. The principals appreciated for teachers' success. The 38 teachers (18.09%) responded that strengths and weaknesses of teachers were discussed and solved with colleagues.

Conclusion and Discussion

In this study, the level of self-efficacy of teachers was determined by the mean values of teachers' responses to the questionnaire. The higher mean values, the higher level of self-efficacy of teachers. Similarly, the level of teachers' perceptions of their working conditions was determined by the mean values of teachers' responses to the questionnaire. The higher mean values, the higher level of teachers' perceptions on their working conditions. In order to know whether there was significant relationship between self-efficacy of teachers and working condition, Pearson product-moment correlation was used.

As a result of descriptive statistics, the levels of self-efficacy of teachers in Basic Education High Schools Sittwe Township Rakhine State were high level ($M=3.73$) with the mean value between 3.67 and 5.00. Specifically, the mean values of self-efficacy of teachers in student engagement, instructional strategies and classroom management were 3.66, 3.77 and 3.76 respectively. It shows that the level of self-efficacy of teachers in student engagement were moderate level. And the level of self-efficacy of teachers in instructional strategies and classroom management were high level. The similar finding was found in the study of Guenther (2014). They found that self-efficacy of teachers was scored in the high level for the dimensions of classroom management and instructional strategies and at the moderate level for the dimension of student engagement. Although the levels of self-efficacy of teachers were high levels, student engagement continues to be an area needing improvement for teachers.

In comparing the mean values of the level of self-efficacy of teachers grouped by school, School A had moderate level with the mean value between 2.33 and 3.66 and School B, School C, School D and School E had high level with the mean value between 3.67 and 5.00. The teachers' belief from School A was low level in helping students to foster creativity and getting through students to believe they can do well in school work because of their class sizes and school facilities and resources.

The levels of teachers' perceptions on their working conditions were found as high level ($M=3.74$) with the mean value between 3.67 and 5.00. Specifically, the mean values were 3.63 for time, 3.60 for facilities and resources, 3.51 for community support and involvement, 3.83 for managing student conduct, 3.87 for teacher leadership, 3.81 for school leadership, 3.79 for professional development and 3.80 for instructional practices and support. It showed that teachers' perceptions on time, facilities and resources and community support and involvement in Basic Education High School Sittwe Township were moderate level. And teachers' perceptions on other dimensions of their working conditions in Basic Education High School, Sittwe Township were high level. Among them, community support and involvement was the lowest mean value and teacher leadership was the highest mean value.

In comparing the total mean values of teachers' perceptions on their working conditions grouped by school, school A and School D had moderate level with the mean value 2.33 and 3.66 and School B, School C and School E had high Level with the mean value between 3.67 and 5.00. According to teachers' open-ended responses, the teachers from School A and School D described that their schools situate in rural area (far from inner city) and transportation is not easy. School facilities and resources are not sufficient and class sizes in their schools are large. Although schools maintained clear-two-way communication with parents and the community, teachers were not enough supported by community members to achieve their students' education. And then community members were not interested in their students' education and school activities because of their economics.

In studying the relationship between overall self-efficacy of teachers and working conditions, it was found that there was positively moderate correlation between self-efficacy of teachers and working conditions. This result indicated that self-efficacy of teachers may fairly depend on teachers' working conditions. Self-efficacy of teachers can be improved if the governors concentrate on providing better working conditions.

Suggestions

This following suggestions have been drawn directly from the findings of questionnaires and open-ended questions in this study. For improving self-efficacy of teachers, principals should arrange reasonable class size to be effective teaching and learning processes. Principals should encourage community members to involve in school affairs. Teachers should be provided continuous workshops or trainings for their professional development. Principals should create follow-up activities for teachers to share their knowledge and skills. Principals should allocate subjects and classes to teachers based on their academic qualifications and expert to be more effective in teaching and learning processes.

Need for Further Research

This research will provide the foundation for future research concerning self-efficacy of teachers and working conditions. The research on the relationship between self-efficacy of teachers and working conditions should be conducted in other Basic Education Schools, Townships, States, and Regions in Myanmar. Moreover, future research should be investigated the difference between rural and urban areas. Furthermore, the effect of working conditions on self-efficacy of teachers should be investigated.

Acknowledgements

First and foremost, we would like to express our respectful thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing me to conduct this study.

We would like to appreciate our external examiner Dr. Daw Mya Kywe (Retired Professor, Head of Department, Department of Educational Theory, Yangon University of Education) for her excellent guidance and invaluable academic suggestions.

We would like to offer our respectful gratitude to Dr. Daw Htay Khin (Professor, Head of Department, Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for their invaluable guidance, support, encouragement, and kindly editing throughout the study. Further, we would acknowledge to the responsible persons from Basic education High Schools who participated in this study.

References

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. Stanford University. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. Stanford University. *American Psychological Association*, 37(2), 122-147.
- Charles, C.M. (1985). *Building classroom discipline*. New York: Longman.
- Fredricks, J., Blumenfeld, P., and Paris, A. (2004). Student engagement: Potential of the concept, state of evidence. *Review of Educational Research*, 74, 59-109.
- Guenther, B.J. (2014). *Teacher Self-efficacy and its relationship to teachers' perceptions of their working conditions* (Master's thesis). Retrieved June 20, 2018 from <https://www.commonsworld.ca/handle/GU...>
- Guskey, T. R. (2000). *Evaluating professional development*. CORWIN PRESS, INC. A Sage Publications Company Thousand Oaks, California, USA.
- Hirsch, E., and Ferguson, R. (2014). "Using teacher and student surveys to link school context, classroom learning conditions and achievement", in Kane, T.J., Kerr, K.A., & Pianta, R.C. *New Guidance from the Measures of Effective Teaching Project*. San Francisco: Jossey-Bass.

- Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. *Educational Researcher*, 28(2), 26-37.
- Ingersoll, R.M., (2003). Who controls teachers' work? Power and Accountability in America's schools. Cambridge, MA Harvard University Paper.
- Ladd, H.F. (2011). Teachers' perception of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and Policy Analysis*, 33(2), 235-261.
- McLeod, R. P. (2003). *The key elements of classroom management: Managing time and space, student behaviour, and instructional strategies*. Alexandria Virginia USA. Association for Supervision and Curriculum development (ASCD).
- Schneider, M. (2002). Do school facilities affect academic outcomes? Retrieved August 4, 2018 from www.ncef.org>pubs>outcomes.
- Tschannen-Moran, M., Hoy, A.W., and Hoy, W.K. (2001). Teacher Efficacy: Capturing an elusive concept. *Teacher and Teacher Education* 17, 783-805.
- Wasley, P. A. (1991). *Teachers who lead: The rhetoric of reform and the realities of practice*. New York: Teacher College Press.

RELATIONSHIP BETWEEN PRINCIPALS' DECISION-MAKING STYLES AND TEACHERS' JOB SATISFACTION

Khin Htet Htet Htun¹, Su Su Thwin² and Nwe Thazin Hlaing³

Abstract

The main aim of this research is to study the relationship between principals' decision-making styles and teachers' job satisfaction. The specific aims of this research are to find out the decision-making style that the principals mostly use as perceived by principals and teachers, to investigate the levels of teachers' job satisfaction perceived by themselves, to investigate the variations of the levels of teachers' job satisfaction in terms of their personal factors, and to investigate the relationship between principals' decision-making styles and teachers' job satisfaction. Quantitative and qualitative methods were used in this study. In total, eight principals and 217 teachers from eight Basic Education High Schools in Bago Township, Bago Region were selected as subjects by using the purposive sampling method. The General Decision-making Style (GDMS) Questionnaire and Job Satisfaction Survey (JSS) Questionnaire were used. The Cronbach's alpha (α) of the whole scales of decision-making styles was 0.74 and that of the whole scales of teachers' job satisfaction was 0.82. Descriptive statistics, One-Way ANOVA and Pearson correlation, using SPSS version 25 were used. Interviews were conducted with three principals and nine teachers. The results show that the principals mostly used rational decision-making style and the level of teachers' job satisfaction was moderately high. There was no significant difference in the perceived level of overall job satisfaction among the teachers grouped by age, rank, academic qualification, total years of service and years of service in current school. There were significant differences in the perceived level of overall job satisfaction among the teachers grouped by years with current principal. There were significant positive relationships between principals' decision-making styles (rational and dependent) and teachers' job satisfaction. But, there was a significant negative relationship between principals' spontaneous decision-making style and teachers' job satisfaction.

Keywords: principals' decision-making styles, teachers' job satisfaction

Introduction

The school is the basic production centre of educated manpower necessary for the development of the country. Since the school plays an important role in the building of a nation, the principal and teachers who are active participants in the running of the school are also important persons. The center of employee behavior and practice is job satisfaction. It is important for administrators to consider as many factors as possible that affect employee job satisfaction and efficiency. The decisions of principals can have positive or negative impacts on all components of a school. So, the decision-making styles (DMS) of principals are important. Principals can make decisions rationally or intuitively, or they can try to avoid them, however, their decisions ultimately affect teacher motivation and job satisfaction. This study is aimed at determining the relationship between principals' decision-making styles and teachers' job satisfaction.

¹ Senior Teacher, Basic Education High School, Thanatpin Township, Bago Region

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

³ Dr, Assistant Lecturer, Department of Educational Theory, Yangon University of Education

Significance of the Study

Education is essential for Myanmar to improve its human resources and to help increase economic growth. In order to enhance an education system, the quality of teachers and their job satisfaction need to be emphasized. Therefore, understanding the important factors affecting teacher job satisfaction is vital to attain the required information to support an education system in its objectives (Perie et al., 2006). However, education standards primarily depend on effective school principals. Teachers who work with principals who share information with them and involve them more in management decisions are more satisfied (Bogler, 2001). Satisfied teachers are more enthusiastic and interested in devoting more energy and time to their job (Nguni et al., 2006). This study makes a contribution in developing a deeper understanding of decision-making styles of principals leading to teacher job satisfaction.

Purposes of the Study

1. To find out the decision-making style that the principals mostly use as perceived by principals and teachers
2. To investigate the levels of teachers' job satisfaction perceived by themselves
3. To investigate the variations of the levels of teachers' job satisfaction in terms of their personal factors
4. To investigate the relationship between principals' decision-making styles and teachers' job satisfaction

Research Questions

1. What decision-making style do the principals mostly use as perceived by principals and teachers?
2. What are the levels of teachers' job satisfaction perceived by themselves?
3. What are the variations of the levels of teachers' job satisfaction in terms of their personal factors?
4. Is there any significant relationship between principals' decision-making styles and teachers' job satisfaction?

Theoretical Framework

In this study, principals' decision-making style includes five dimensions according to Scott and Bruce approach (1995). They are as follows:

- (i) **Rational decision-making style:** Rational decision makers use logical methods when gathering information, determining alternatives and evaluations, and acting on the chosen decision (Yildiz, 2012).
- (ii) **Intuitive decision-making style:** Intuitive decision makers take ideas and events together with their relations and interactions. On this situation, their productivity may be lost and trouble dealing with the system involved in the decision-making process may be found. (Yaslioglu, 2007).
- (iii) **Dependent decision-making style:** Dependent decision makers avoid taking responsibility and need a lot of social support (Girgin & Kocabiyik, 2003). The ideas of others are often required and trusted in place of their own.

- (iv) **Avoidant decision-making-style**: When a decision maker is at the point of deciding, he/she may postpone the task, or delegate the responsibility of making a choice to someone else. The individuals may display high stress levels if the risks are very high, and they need to make decisions under time pressure, (Colakkadioglu, 2013).
- (v) **Spontaneous decision-making style**: Impatient and indecisive people can avoid exploring alternatives, and they might settle on the most immediately pleasing choice rather than taking time to think through the process of decision-making in a logical way (Sardogan, Karahan, & Kaygusuz, 2006).

In this study, teachers' job satisfaction includes nine facets according to Job Satisfaction Survey (JSS) by Spector, 1994. They are as follows:

- (i) **Pay** refers to the employees' remuneration and salary (Spector, 2007).
- (ii) **Promotion** refers to the advancement opportunities that exist within a profession (Spector, 2007).
- (iii) **Supervision** refers to the supervisor's ability to provide emotional and technical support and guidance with work-related tasks (Robbins et al., 2003).
- (iv) **Fringe Benefits** refer to the monetary and the non-monetary benefits existing within the employee's position (Spector, 2007).
- (v) **Contingent Rewards** refer to the recognition and the appreciation for the individual's well-done job (Spector, 2007).
- (vi) **Operational Conditions** refer to the governing rules, policies, procedures, and workload including the paperwork that affects employees' job satisfaction (Spector, 2007).
- (vii) **Coworkers** are people and colleagues an employee is working with (Spector, 2007).
- (viii) **Nature of Work** was defined by Spector as the related job tasks and to which degree of enthusiasm the employee enjoys performing these tasks (Spector, 2007).
- (ix) **Communication** is the sharing of information between two or more individuals or groups to reach a common understanding (Reily & Pondy, 1979).

Definition of Key Terms

- (1) **Decision** is a result of a complex social process generally extending over a considerable period of time (Simon, 1965).
- (2) **Decision-making** is a process of selecting the most suitable choice from among a set of rational alternatives to solve a problem (Aydin, 2010).
- (3) **Decision-making style** is a situation which includes the approach, reaction, and action of the individual who is about to make a decision (Phillips, Pazienza, & Ferrin, 1984).
- (4) **Job satisfaction** is a satisfactory or positive emotional state arising from a person's evaluation of their work, or work experience (Locke, 1976).

Operational Definitions

- (1) **Principal's decision-making style** is a principal's response pattern when he or she faces a decision-making situation. It is determined by the mean values of the principals' and teachers' responses to the items of decision-making styles (rational, intuitive, dependent, avoidant and spontaneous) in the questionnaire. The decision-making style with the highest mean value is determined as the most prominent decision-making style.

- (2) **Teacher's job satisfaction** is a teacher's positive feeling with regard to his or her job. It is measured by nine dimensions such as pay, promotion, supervision, fringe benefits, contingent rewards, operational conditions, coworkers, nature of work and communication. It is determined by the mean values of teachers' responses to job satisfaction items in the questionnaire. The higher the mean values of the responses, the higher the levels of teachers' job satisfaction.

Methodology

- (i) **Sample:** According to the purposive sampling method, eight principals and 217 teachers from eight Basic Education High Schools were selected as the sample because the target population in this study was high school principals and teachers with at least one year of experience in existing schools.
- (ii) **Instrumentation:** To enable data collection, the General Decision-making Style Questionnaire (GDMSQ) and the Job Satisfaction Survey Questionnaire (JSSQ) were used. The GDMSQ was developed by Scott and Bruce in 1995 and the JSSQ was developed by Spector in 1994. The GDMSQ was comprised of 25 items with five decision-making styles: rational, intuitive, dependent, avoidant, and spontaneous. Each style had five items. Each item was rated on five-point Likert scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree). The JSSQ was comprised of 36 items in nine facets: pay, promotion, supervision, fringe benefits, contingent rewards, operational conditions, coworkers, nature of work, and communication. Each facet had four items. Each item was rated on four-point Likert scale (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree). To test the reliability of these questionnaires, the Cronbach's alpha was used. The internal consistency (α) of the GDMSQ was 0.74 and that of the JSSQ was 0.82.

Findings

For Research Question (1),

Table 1 Mean Values and Standard Deviations Showing Principals' Decision-making Styles Perceived by Principals and Teachers in Basic Education High Schools (N=225)

No.	Decision-making Style (DMS)	N	Mean	SD
1.	Rational	225	4.20	.40
2.	Intuitive	225	3.08	.84
3.	Dependent	225	3.77	.43
4.	Avoidant	225	2.24	.70
5.	Spontaneous	225	2.79	.60

As shown in Table 1, the mean value of rational decision-making style as perceived by principals and teachers was the highest (\bar{X} =4.20), followed by the mean value of dependent decision-making style (\bar{X} =3.77), intuitive decision-making style (\bar{X} =3.08), spontaneous decision-making style (\bar{X} =2.79), and avoidant decision-making style (\bar{X} =2.24). These values indicated that according to the perceptions of principals and teachers, the principals mostly used rational decision-making style.

For Research Question (2),

Table 2 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction in Basic Education High Schools (N=217)

No.	Variables	N	Mean	SD	Remark
1.	Pay	217	2.30	.41	Moderately Low
2.	Promotion	217	2.38	.46	Moderately Low
3.	Supervision	217	3.27	.46	High
4.	Fringe Benefits	217	2.40	.45	Moderately Low
5.	Contingent Rewards	217	2.64	.46	Moderately High
6.	Operational Conditions	217	2.41	.41	Moderately Low
7.	Coworkers	217	3.10	.41	Moderately High
8.	Nature of Work	217	3.15	.43	Moderately High
9.	Communication	217	2.92	.41	Moderately High
	Overall Job Satisfaction	217	2.73	.23	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High
3.26-4.00=High

As shown in Table 2, the overall mean value of teachers' job satisfaction was 2.73 that showed the level of teachers' job satisfaction was moderately high.

For Research Question (3),

Table 3 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction Grouped by Age (N=217)

Variables	Age	Mean	SD	Remark
Overall JS	20-29 years	2.73	.40	Moderately High
	30-39 years	2.78	.20	Moderately High
	40-49 years	2.73	.23	Moderately High
	50-59 years	2.71	.22	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High
3.26-4.00=High

As shown in Table 3, all four groups of teachers perceived as having moderately high level of satisfaction grouped by age.

Table 4 One-Way ANOVA Results Showing the Level of Teachers' Job Satisfaction Grouped by Age

Variable		Sum of Squares	df	Mean Square	F	p
Overall Job Satisfaction	Between Groups	.211	3	.070	1.337	ns
	Within Groups	11.179	213	.052		
	Total	11.390	216			

ns=not significant

As shown in Table 4, there was no significant difference in the perceived level of overall job satisfaction among the teachers grouped by age.

Table 5 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction Grouped by Rank (N=217)

Variable	Rank	n	Mean	SD	Remark
Overall Job Satisfaction	PT	46	2.74	.22	Moderately High
	JT	101	2.73	.24	Moderately High
	ST	70	2.72	.23	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

As shown in Table 5, all three groups of teachers perceived as having moderately high level of satisfaction grouped by rank.

Table 6 One-Way ANOVA Results Showing the Level of Teachers' Job Satisfaction Grouped by Rank

Variables		Sum of Squares	df	Mean Square	F	p
Promotion	Between Groups	1.599	2	.800	3.893	.022*
	Within Groups	43.957	214	.205		
	Total	45.556	216			
Supervision	Between Groups	2.818	2	1.409	7.002	.001**
	Within Groups	43.055	214	.201		
	Total	45.873	216			

* $p < .05$, ** $p < .01$

As shown in Table 6, there were significant differences in the perceived level of job satisfaction regarding promotion ($df=2$, $F=3.893$, $p < .05$) and supervision ($df=2$, $F=7.002$, $p < .01$) among the teachers grouped by rank.

Table 7 Tukey HSD Results Showing the Level of Teachers' Job Satisfaction Grouped by Rank

Dependent Variable	(I) rank	(J) rank	Mean Difference (I-J)	p
Promotion	PT	JT	.158	ns
		ST	-.022	ns
	JT	ST	-.180*	.030*
Supervision	PT	JT	-.073	ns
		ST	.186	ns
	JT	ST	.259*	.001**

* $p < .05$, ** $p < .01$, ns=not significant

As shown in Table 7, junior teachers group differed significantly from senior teachers group at $p < .05$ in the perceived level of job satisfaction regarding promotion and at $p < .01$ in the perceived level of job satisfaction regarding supervision among the teachers grouped by rank.

Table 8 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction Grouped by Academic Qualification (N=217)

Variable	Academic Qualification	n	Mean	SD	Remark
Overall Job Satisfaction	BA or BSc or others	144	2.74	.22	Moderately High
	BEd	63	2.73	.26	Moderately High
	MA or MSc	4	2.59	.13	Moderately High
	MEd	6	2.70	.17	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High
 3.26-4.00=High

As shown in Table 8, all four groups of teachers perceived as having moderately high level of satisfaction grouped by academic qualification.

Table 9 One-Way ANOVA Results Showing the Level of Teachers' Job Satisfaction Grouped by Academic Qualification

Variables		Sum of Squares	df	Mean Square	F	p
Pay	Between Groups	1.299	3	.433	2.673	.048*
	Within Groups	34.502	213	.162		
	Total	35.801	216			
Supervision	Between Groups	2.884	3	.961	4.762	.003**
	Within Groups	42.989	213	.202		
	Total	45.873	216			

* $p < .05$, ** $p < .01$

As shown in Table 9, there were significant differences in the perceived level of job satisfaction regarding pay ($df=3$, $F=2.673$, $p < .05$) and supervision ($df=3$, $F=4.762$, $p < .01$) among the teachers grouped by academic qualification.

Table 10 Tukey HSD Results Showing the Level of Teachers' Job Satisfaction Grouped by Academic Qualification

Dependent Variable	(I) Academic Qualification	(J) Academic Qualification	Mean Difference (I-J)	p
Pay	BA or BSc or others	BEd	-.024	ns
		MA or MSc	.556*	.035*
		MEd	-.069	ns
	BEd	MA or MSc	.579*	.029*
		MEd	-.046	ns
	MA or MSc	MEd	-.625	ns
Supervision	BA or BSc or others	BEd	.238*	.003**
		MA or MSc	.224	ns
		MEd	.307	ns
	BEd	MA or MSc	-.014	ns
		MEd	.069	ns
	MA or Sc	MEd	.083	ns

* $p < .05$, ** $p < .01$, ns=not significant

As shown in Table 10, "MA or MSc" degree holders group differed significantly at $p < .05$ from "BA or BSc or others" degree holders group and "BEd" degree holders group in the perceived level of job satisfaction regarding pay. And, "BA or BSc or others" degree holders group differed significantly at $p < .01$ from "BEd" degree holders group in the perceived level of job satisfaction regarding supervision among the teachers grouped by qualification.

Table 11 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction Grouped by Total Years of Service (N=217)

Variables	Total Years of Service	n	Mean	SD	Remark
Overall Job Satisfaction	1-10 years	21	2.75	.35	Moderately High
	11-20 years	79	2.74	.20	Moderately High
	21-30 years	44	2.73	.24	Moderately High
	31-40 years	73	2.71	.21	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High
3.26-4.00=High

As shown in Table 11, all four groups of teachers perceived as having moderately high level of satisfaction grouped by total years of service.

Table 12 One-Way ANOVA Results Showing the Level of Teachers' Job Satisfaction Grouped by Total Years of Service

Variable		Sum of Squares	df	Mean Square	F	p
Overall Job Satisfaction	Between Groups	.050	3	.017	.310	ns
	Within Groups	11.340	213	.053		
	Total	11.390	216			

ns = not significant

As shown in Table 12, there was no significant difference in the perceived level of overall job satisfaction grouped by total years of service.

Table 13 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction Grouped by Years of Service in Current School (N=217)

Variables	Years of Service in Current School	Mean	SD	Remark
Overall Job Satisfaction	below 10 years	2.73	.23	Moderately High
	10-19 years	2.71	.21	Moderately High
	20-29 years	2.78	.23	Moderately High
	above 29 years	2.69	.25	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High
3.26-4.00=High

As shown in Table 13, all four groups of teachers perceived as having moderately high level of satisfaction grouped by years of service in current school.

Table 14 One-Way ANOVA Results Showing the Level of Teachers' Job Satisfaction Grouped by Years of Service in Current School

Variables		Sum of Squares	df	Mean Square	F	p
Overall Job Satisfaction	Between Groups	.105	3	.035	.659	ns
	Within Groups	11.285	213	.053		
	Total	11.390	216			

ns=not significant

As shown in Table 14, there was no significant difference in the perceived level of overall job satisfaction among the teachers grouped by years of service in current school.

Table 15 Mean Values and Standard Deviations Showing the Level of Teachers' Job Satisfaction Grouped by Years with Current Principal (N=217)

Variable	Years with Current Principal	n	Mean	SD	Remark
Overall Job Satisfaction	1-2 years	145	2.75	.23	Moderately High
	3-4 years	45	2.74	.21	Moderately High
	5-6 years	27	2.62	.25	Moderately High

Scoring Direction: 1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High
3.26-4.00=High

As shown in Table 15, all three groups of teachers perceived as having moderately high level of satisfaction grouped by years with current principal.

Table 16 One-Way ANOVA Results Showing the Level of Teachers' Job Satisfaction Grouped by Years with Current Principal

Variables		Sum of Squares	df	Mean Square	F	p
Supervision	Between Groups	1.597	2	.798	3.859	.023*
	Within Groups	44.276	214	.207		
	Total	45.873	216			
Contingent Rewards	Between Groups	1.769	2	.885	4.238	.016*
	Within Groups	44.677	214	.209		
	Total	46.446	216			
Operational Conditions	Between Groups	1.710	2	.855	5.336	.005**
	Within Groups	34.288	214	.160		
	Total	35.998	216			
Overall Job Satisfaction	Between Groups	.384	2	.192	3.737	.025*
	Within Groups	11.005	214	.051		
	Total	11.390	216			

* $p < .05$, ** $p < .01$

As shown in Table 16, the analysis was found to be statistically significant ($df=2$, $F=3.737$, $p<.05$) in the perceived level of overall job satisfaction. Specifically, there were significant differences in the perceived level of job satisfaction regarding supervision ($df=2$,

$F=3.859$, $p<.05$), contingent rewards ($df=2$, $F=4.238$, $p<.05$) and operational conditions ($df=2$, $F=5.336$, $p<.01$) among the teachers grouped by years with current principal.

Table 17 Tukey HSD Results Showing the Level of Job Satisfaction of Teachers Grouped by Years with Current Principal

Dependent Variable	(I) Years with Current Principal	(J) Years with Current Principal	Mean Difference (I-J)	<i>p</i>
Contingent Rewards	1-2 years	3-4 years	.042	ns
		5-6 years	.279*	.011*
	3-4 years	5-6 years	.237	ns
Operational Conditions	1-2 years	3-4 years	-.023	ns
		5-6 years	.262*	.006**
	3-4 years	5-6 years	.285*	.011*
Overall Job Satisfaction	1-2 years	3-4 years	.00978	ns
		5-6 years	.12928*	.019*
	3-4 years	5-6 years	.11950	ns

* $p<.05$, ** $p<.01$, ns=not significant

As shown in Table 17, there was significant difference among the group of teachers who had 1-2 years with current principal and the group of teachers who had 5-6 years with current principal at $p<.05$ in overall job satisfaction. Specifically, group of teachers who had 1-2 years with current principal differed significantly from group of teachers who had 5-6 years with current principal at $p<.05$ in the perceived level of job satisfaction regarding contingent rewards and at $p<.01$ in the perceived level of job satisfaction regarding operational conditions. Moreover, group of teachers who had 3-4 years with current principal differed significantly at $p<.05$ from group of teachers who had 5-6 years with current principal in the perceived level of job satisfaction regarding operational conditions among the teachers grouped by years with current principal.

For Research Question (4),

Table 18 Pearson Correlation Matrix between Principals' Decision-making Styles and Teachers' Job Satisfaction

		Rational	Intuitive	Dependent	Avoidant	Spontaneous
Overall Job Satisfaction	Pearson Correlation	.264**	.066	.146*	-.085	-.144*
	Sig. (2-tailed)	.000	.330	.032	.210	.034

* $p<.05$, ** $p<.01$

As shown in Table 18, there was a significant positive relationship between principals' rational decision-making style and teachers' job satisfaction ($r=.264$, $p<.01$). There was also a significant positive relationship between principals' dependent decision-making style and teachers' job satisfaction ($r=.146$, $p<.05$). But, there was a significant negative relationship between principals' spontaneous decision-making style and teachers' job satisfaction ($r=-.144$, $p<.05$).

Responses to Open-ended Questions

There are three open-ended questions for principals and six open-ended questions for teachers. Principals' and teachers' responses to open-ended questions are summarized and briefly described.

The question (1) for principals and teachers is **"Whom does the principal allow to participate in making the school-related decisions?"** 100% of principals (n=8) responded that they allowed to participate teacher leaders in each grade, School Board of Trustees and School Disciplinary Committee in making the school-related decisions. 83% of teachers (n=181) answered that their principals allowed to participate teacher leaders in each grade, experienced teachers and the respective teachers in making the school-related decisions. The question (2) for principals and teachers is **"How does the principal make important decisions?"** 50% of principals (n=4) responded that they collected the right facts, observed the source of problem, and decided carefully to have very little mistakes, and then discussed with others. 86% of teachers (n=186) stated that their principals consulted with teacher leaders in each grade, School Board of Trustees and School Disciplinary Committee when they make important decisions. The question (3) for principals and teachers is **"How does the principal solve the school-related problems?"** 75% of principals (n=6) answered that they consulted with members of School Disciplinary Committee and then solved the problem. 73% of teachers (n=158) stated that their principals consulted with teacher leaders in each grade and School Disciplinary Committee and then solved the problem.

The question (4) for teachers is **"Which factors make you satisfied in your job?"** 52% of teachers (n=113) answered that they felt satisfied when they did the instructional tasks. 25% of teachers (n=56) stated that they felt satisfied when their students had unity, attended the school regularly, followed the disciplines, respected to the teachers, were hard-working and had willingness to learn. The question (5) for teachers is **"Which factors make you dissatisfied in your job?"** 81% of teachers (n=175) stated that they felt dissatisfied when their students were absent frequently, disobeyed the disciplines, paid no attention to the lessons, paid no respect to teachers, and fought with each other. 28% of teachers (n=61) answered that the non-instructional tasks like paperwork and the insufficient teaching period made them dissatisfied. The question (6) for teachers is **"How do you feel for working in this school?"** 83% of teachers (n=180) responded that they were happy and proud of being a teacher in this school and 8% of teachers (n=17) stated that they were unhappy.

Conclusion and Discussion

First of all, this study was conducted to find out what decision-making style the principals mostly use as perceived by principals and teachers. According to the perceptions of principals and teachers, the principals mostly used rational decision-making style. According to the principals' and teachers' interview responses, it can be concluded that 100% of principals (n=3) mostly used rational decision-making style and they rarely used avoidant decision-making style. This finding was in line with the finding of Dincer Olcum and Osman Titrek (2015) which revealed that administrators mostly use rational decision-making style and they rarely use avoidant decision-making style.

Secondly, the result of the levels of teachers' job satisfaction would be discussed. It was found that the level of overall job satisfaction of teachers was moderately high. According to teachers' interview results, it can be concluded that 78% of teachers (n=7) were not satisfied with their salary but 22% of teachers (n=2) were satisfied with their salary. Moreover, 100% of teachers (n=9) were satisfied with their principals' supervision because they treated equally, friendly and warmly to all staff. Additionally, 78% of teachers (n=7) had too much workload because of non-instructional tasks but 22% of teachers (n=2) did not feel sense of workload because they were familiar with their tasks. This study confirmed the finding of Hariri (2011) which revealed that the teachers reported the greatest satisfaction in coworkers, nature of work, supervision, and communication; while, they were least satisfied with pay, promotion, fringe benefits and operational conditions. It seemed that teachers were likely to demand higher pay, better promotion, much better welfare and operational conditions.

Thirdly, the variations of teachers' job satisfaction in terms of their personal factors would be discussed. It was found that there were significant differences in the perceived level of job satisfaction regarding promotion and supervision among the teachers grouped by rank. Based on Tukey HSD test, junior teachers group differed significantly from senior teachers group in the perceived level of job satisfaction regarding promotion and supervision. Therefore, it can be noticeable that a group of senior teachers was higher than that of junior teachers in the perceived level of job satisfaction regarding promotion. It seemed that senior teachers were likely to have higher advancement. It can also be regarded that a group of junior teachers was higher than that of senior teachers in the perceived level of job satisfaction regarding supervision. It seemed that academic qualifications of senior teachers were likely to be the same as those of their principals.

There were significant differences in the perceived level of job satisfaction regarding pay and supervision among the teachers grouped by academic qualification. Based on Tukey HSD test, it can be regarded that "MA or MSc" degree holders group was lower than "BA or BSc or others" degree holders group and "BEd" degree holders group in the perceived level of job satisfaction regarding pay. It seemed that teachers with higher academic qualifications were likely to have higher demands for improvement but they might not get what they expected. Moreover, it can be noted that "BA or BSc or others" degree holders group was higher than "BEd" degree holders group in the perceived level of job satisfaction regarding supervision. It seemed that academic qualifications of "BEd" degree holders were likely to be the same as those of their principals and they were likely to criticize their principals' guidance. This finding was supported by Hariri (2011) finding which revealed that teachers with lower degrees appear to be more satisfied with their job than those with higher degrees.

All three groups of teachers had moderately high level of job satisfaction. The analysis was found to be statistically significant in overall job satisfaction. Specifically, there were significant differences in the perceived level of job satisfaction regarding supervision, contingent rewards and operational conditions among the teachers grouped by years with current principal. Based on Tukey HSD test, it can be regarded that the group of teachers who had 1-2 years with current principal was higher than the group of teachers who had 5-6 years with current principal in the perceived level of overall job satisfaction. More specifically, the group of teachers who had 1-2 years with current principal was higher than the group of teachers who had 5-6 years with current principal in the perceived level of job satisfaction regarding contingent rewards and operational conditions. And, the group of teachers who had 3-4 years with current principal was

also higher than the group of teachers who had 5-6 years with current principal in the perceived level of job satisfaction regarding operational conditions. It seemed that teachers with less years with their principal were likely to be given more recognition, appreciation and rewards by their principal for their well-done job. And, it seemed that teachers with more years with their principal were likely to be more familiar with their principal and be given more workload by their principal. This finding was not consistent with Hariri (2011) finding which revealed that teachers with more years with their principal tend to be more satisfied.

Finally, according to Pearson correlation, it was found that there were significant positive relationships between principals' decision-making styles (rational and dependent) and teachers' job satisfaction. There was a significant negative relationship between principals' spontaneous decision-making style and teachers' job satisfaction. This finding was supported by Dincer Olcum and Osman Titrek (2015) finding which revealed that job satisfaction was positively affected by rational decision-making style, intuitive decision-making style and dependent decision-making style while it was negatively affected by avoidant decision-making style and spontaneous decision-making style.

Recommendations

Based on the analyses of research findings, the following facts are recommended for enhancing teachers' job satisfaction and making right decisions.

- Principals should use much more rational decision-making style and dependent decision-making style and much less spontaneous decision-making style in order to enhance teachers' job satisfaction.
- Principals should use different decision-making styles that respond better to each situation in order to make right decisions.
- Principals should provide a safe and pleasant working condition and help teachers develop professionally in order to enhance teachers' job satisfaction.
- The government should concentrate on providing adequate salaries and better benefits for teachers in order to enhance teachers' job satisfaction.
- The government and principals should develop the governing rules, policies and procedures to be more flexible in order to enhance teachers' job satisfaction.
- The government and principals should concentrate on reducing teachers' workload and stress that are faced in their workplace in order to enhance teachers' job satisfaction.
- In principalship training programs, principals' problem-solving skills should be more emphasized for enhancing their capacity to solve the problems and to lead the school effectively.

Need for Further Research

This study was geographically limited to Bago Township, Bago Region. Thus, this research should be done in other townships, states, and regions. The principals and teachers were selected as participants from eight Basic Education High Schools. Thus, further studies should also be made in primary schools, middle schools, private schools, universities and other organizations. Moreover, further studies should be made by including variables such as gender, school position (rural, urban) and socio-economic status of teachers. Finally, further researchers are recommended to conduct field observation.

Acknowledgements

First and foremost, we would like to express our respectful thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education)

We would like to express our sincere gratitude to Dr. Daw Htay Khin (Professor, Head of Department of Educational Theory, Yangon University of Education) for her invaluable support and continuous encouragement for the completion of this study.

Further, we would acknowledge to the responsible persons from Basic Education High Schools who participated in this study.

References

- Aydin, M. (2010). *Education Management* (9th ed.). Ankara: Hatiboglu Printing.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational administration quarterly*, 37(5), 662-683.
- Colakkadioglu, O. (2013). The reliability and validity study of adolescent decision making questionnaire for the high school students. *Mustafa Kemal University Journal of Social Sciences Institute*, 9(19), 387-403.
- Hariri, H. (2011). *Leadership styles, decision-making styles, and teacher job satisfaction: an Indonesian school context* (Doctoral dissertation, James Cook University). Retrieved July 12, 2018, from <http://eprints.jcu.edu.au/22095>
- Herzberg, F. (1966). *Work and the nature of man*. New York: Thomas Y. Crowell, Publishers.
- Locke, E.A. (1976). *The nature and causes of job satisfaction* (M. D. Dunette, Ed.). Chicago: Rand McNally.
- Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Row.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177.
- Olcum, D., & Titrek, O. (2015). The effect of school administrators' decision-making styles on teacher job satisfaction. *Procedia-Social and Behavioral Sciences*, 197, 1936-1946.
- Perie, M., & Baker, D. P. (1997). *Job Satisfaction among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation*. Statistical Analysis Report.
- Phillips, S. D., Pazienza, N. J., & Ferrin, H. H. (1984). Decision-making styles and problem-solving appraisal. *Journal of Counseling Psychology*, 31(4), 497-502.
- Scott, S. G., & Bruce, R. A. (1995). Decision-making style: The development and assessment of a new measure. *Educational and Psychological Measurement*, 55(5), 818-831.
- Simon, H. A. (1965). Administrative decision making. *Public Administration Review*, 31-37.
- Spector, P. E. (1994a, 8 October 2001). Job satisfaction survey, JSS. Retrieved July 14, 2018, from <http://shell.cas.usf.edu/~pspector/scales/jssovr.html>
- Spector, P. E. (1994b, 9 December 1999). Instructions for scoring the job satisfaction survey, JSS. Retrieved July 13, 2018, from <http://shell.cas.usf.edu/~pspector/scales/jssscore.html>
- Spector, P. E. (1994c, 27 December 2007). Interpreting satisfaction scores with the job satisfaction survey. Retrieved July 12, 2018, from <http://shell.cas.usf.edu/~pspector/scales/jssinterpretation.html>
- Spector, P. E., Allen, T. D., Poelmans, S. A., Lapierre, L. M., Cooper, C. L., MICHAEL, O. D., ... & Brough, P. (2007). Cross-national differences in relationships of work demands, job satisfaction, and turnover intentions with work-family conflict. *Personnel Psychology*, 60(4), 805-835.

RELATIONSHIP BETWEEN FOLLOWERSHIP STYLES AND JOB PERFORMANCE OF SENIOR TEACHERS IN SHWE PYI THAR TOWNSHIP

Lwin Lwin Mar¹ and Thet Naing Oo²

Abstract

The purpose of this study was to examine what followership style was mostly conducted by senior teachers in Shwe Pyi Thar Township. The study intended to study job performance of these teachers in terms of schools and their personal factors such as specialized subjects and total years of service in education. The main purpose of the study was to investigate relationship between followership styles and job performance. Descriptive survey research design was employed in this study. Both quantitative and qualitative methods were used in this study. As focused on census method, all senior teachers in Shwe Pyi Thar Township were selected as samples. Data were collected from 159 senior teachers. The instrument consisted of demographic data, 20 items for Followership Style Questionnaire and 20 items for Teachers' Job Performance Questionnaire. The internal consistency (Cronbach's alpha) of the whole scales of Followership Styles was 0.83 and that of Teachers' Job Performance was 0.88. Follow up interview questions were also asked to six interviewees for the confirmations of quantitative study statistics. Descriptive statistics revealed that exemplary followership style was the most common followership style and the level of job performance was moderate. One-Way ANOVA analyses revealed that there were significant differences in some dimensions of teachers' job performance grouped by schools ($df=7$, $F=3.531$, $p<.01$) but not by total years of service in education. Independent Samples t Test analyses showed that job performance of senior teachers who specialized in Arts subjects were slightly lower than that of senior teachers who specialized in Science subjects ($p=0.048$). Pearson correlation analyses expressed that there were significant and moderate positive relationships between followership style and job performance of senior teachers ($r=.452$, $p<.01$). The interview results were generally complementary to the quantitative findings.

Keywords: followership, followership styles, job performance.

Introduction

"Education is the passport to future for tomorrow belongs to those who prepare for it today" (Malcolm X, n.d.). From the educational perspective, the future of a nation greatly depends on implementations of the teachers. Today's teachers need not only to be independent and critical in thinking but also to be active, productive, effective and efficient in their works. "This is the mark of an educated mind to be able to entertain a thought without accepting it" (Aristotle, n.d.). The Lord Buddha also advocated the 'rejection' often means of knowledge in Kalama Sutta that was famous as the Buddha's charter of free inquiry.

In organizational life, there are toxic leaders and the followers play an essentially vital role in the presence of toxic leaders. Too often, followers are expected to be agreeable and acquiescent and are rewarded for being so, when in fact followers who practice knee-jerk obedience are of little value and are often dangerous (Warren Bennis, 2008). Teachers as followers are very important not only to be able to think independently and critically but also to be courageous as the heroic followers only can save the toxic leaders from their worst follies, especially leaders so isolated what the only voice they hear is their own.

¹ Senior Assistant Teacher, Akegyi Basic Education High School (Branch), Dedaye Township

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

“He who cannot be a good follower cannot be a good leader” (Aristotle, n.d.). Nowadays, even though the leadership is the primary focus among people, everyone already knows that most people take the follower roles rather than the leader roles. There are no people who always take the leader roles. Teachers also are not the exceptions. Therefore, teachers need to think about and reflect themselves as the followers whether they adore or not. What kind of follower am I? Self-reflection is the key to success in life.

“Of all the hard jobs around, one of the hardest is being a good teacher” (Maggie Gallagher, n.d.). Teachers’ job performance may include from the activities within the classroom to the activities within the society. According to the Motowildo, Borman & Schmit (1997), performance are the behaviors or activities that are associated with the goals of an organization. Teachers are actually the backbone of educational activities. Teachers who think critically and engage in their jobs actively are the valuable resources for the brighter future of the country.

Importance of the Study

This study is important for two reasons: importance of followers’ roles and importance of teachers’ high job performance in the organizational success and effectiveness.

For the first reason, success or failure of organizations, including educational institutions, is a result of both the leaders’ and followers’ roles (Avolio & Reichard, 2008). Research shows that followers’ role though not recognized as much as leaders’, account for eighty per cent of an organization’s success (Kelley, 1992). No matter who is memorialized as founder, no nation or organization is built without the collective effort of a group of able, energetic, unsung followers (Warren Bennis, 2008).

For the second reason, job performance has become the most important focus of administrators and academicians as one of the ways of improving effectiveness in the organization and schools respectively (Fauzilasalley, 2011).

Aims of the Study

The aims of the study are as follows:

1. To examine the most common followership style among senior teachers in Shwe Pyi Thar Township.
2. To find out the levels of job performance of senior teachers in ShwePyiThar Township.
3. To study the significant differences in job performance of senior teachers grouped by schools.
4. To study the significant differences in job performance of senior teachers depending on personal factors.
5. To examine significant relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township.

Research Questions

The research questions are as follows:

1. What is the most common followership style among senior teachers in Shwe Pyi Thar Township?

2. What are the levels of job performance of senior teachers in Shwe Pyi Thar Township?
3. Are there any significant differences in job performance of senior teachers grouped by schools?
4. Are there any significant differences in job performance of senior teachers depending on teachers' personal factors?
5. Is there any significant relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township?

Theoretical Framework

This research tends to examine relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township. To accomplish this aim, the research was based on two followership dimensions developed by Robert E. Kelley (1992) and the five teachers' performance areas developed by Dave (1998 cited in Marmar Mukhopadhyay, 2001). Therefore, the research was guided by the following theoretical framework.

Robert E. Kelley identifies two underlying behavioral dimensions that distinguish styles of followers. The first behavioral dimension is defined by the degree to which the individual is an independent, critical thinker. The second one is defined by the degree to which the individual is active or passive in engaging at work.

According to Kelley(1992), independent and critical thinkers possess the following characteristics: reflection on goals of the organization, exemplifying core values, decision making, organizational understanding, courage, being a maverick who thinks for himself, having a healthy skepticism, seeing things for what they really are, playing devil's advocate for the group and possessing problem solving skills. On the other hand, the characteristics of active engagement at work are ability to work with others, not hesitant to bring concerns to leader, good communication skills, commitment, flexibility, competence and enthusiasm. The different five followership styles of Robert E. Kelley (1992) based on these two dimensions are: exemplary followership style, conformist followership style, passive followership style, alienated followership style and pragmatist followership style.

Job performance can be referred to as the duties and responsibilities that are performed as part of an individual's job assignments (Vigoda, 2000). It has become one of the significant indicators of organizational performance (Wall et al., 2004). In schools, teachers perform a whole of the duties and are the most responsible person. They directly deal with students' achievement and school improvement. Therefore, educational organization needs to evaluate teachers' job performance as a means of school's overall improvement.

In 1998, **Dave** (cited in Marmar Mukhopadhyay, 2001) mentioned the five teachers' performance areas. These five performance areas are: performance in classroom, school-level performance, performance in out-of-school activities, performance related to parental contact, and performance related to community contact and cooperation.

Performance in classroom includes teaching and learning process, evaluation techniques and classroom management. **School-level performance** includes organization of morning assembly, celebration of national, social and cultural events, participating in professional development programs and participation in school-level management. **Performance in out-of-school activities** includes such educational programs of summer programs and afterschool

programs which are sometimes called the out-of-school time (OST). **Performance related to parental contact** includes such matters as enrolment and retention, regularity in attendance, discussing progress reports, improving quality of achievement, etc.,. **Performance related to community contact and cooperation** includes joint celebration of certain events by the community, eliciting community support in the development of the school, etc.,.

The researcher believes that the research is good and reliable when the theoretical framework is strong. Therefore, this theoretical framework will lead the research.

Definition of Key Terms

Followership

Followership is the act or condition of following a leader, largely by people in subordinate positions to those in senior ones. It is a social relationship between the leader, followers and the group. It is a process whereby followers engage in constructively critical thinking, and interact with and support the leader to help achieve a task (Andrew Gibbons & Danielle Bryant, 2012).

Followership Styles

Kelley (1992) posited five followership styles such as exemplary, conformist, passive, alienated and pragmatist styles. These followership styles are based on a combination of two different followership dimensions: active engagement and critical thinking (Kelley, 1992).

Exemplary followers think for themselves, are very active, and have very positive energy. They do not accept the leader's decision without their own independent evaluation of its soundness and appropriateness. **Conformist followers** are positive and always on the leader's side, but still looking to the leader for the thinking, the direction, and they'll go forward with this energy. **Passive followers** look to the leader to do the thinking for them and motivate them. **Alienated followers** think for themselves though they have a lot of negative energy. Whenever the leader or organization tries to move forward, these are the ones who have ten reasons why the leader or the organization shouldn't. They are not coming up with the next solution, but are skeptical, cynical about the current plan of action. **Pragmatist followers** sit on the fence and see which way the wind will blow. They see themselves as protectors of the status quo. They stay in the middle of the road and perform the required tasks, but seldom do more than is asked or expected.

Job performance

Job performance can be referred to as the duties and responsibilities that are performed as part of an individual's job assignments (Vigoda, 2000).

Operational Definitions

Followership styles

In this study, followership styles are defined by mean values of senior teachers' responses towards the items of followership styles (a combination of critical thinking and active engagement). Levels of critical thinking and active engagement are identified as low level (mean values from 1.00 to 2.67), moderate level (mean values from 2.68 to 4.34) and high level (mean values from 4.35 to 6.00). For the conditions in which mean values of both dimensions are high or one of the two dimensions is high and the other one is moderate, it is defined as **exemplary**

followership style. For the conditions in which mean values of both dimensions are low or one of them is low and the other one is moderate, it is defined as **passive followership style**. If mean values of critical thinking are high and those of active engagement are low, it is defined as to be **alienated followership style**. **Conformist followership style** is one which has low mean values of critical thinking and high mean values of active engagement. **Pragmatist followership style** is one which has moderate mean values in two followership style dimensions of critical thinking and active engagement.

Job performance

In this study, job performance refers to duties and responsibilities that are assigned to an individual teacher by the teaching profession rather than the principal. Levels of job performance are determined by mean values of senior teachers' responses to the items of performance in classroom, school-level performance, performance in out-of-school activities, performance related to parental contact and performance related to community contact and cooperation. Levels of job performance are identified as low level (mean values from 1.00 to 2.67), moderate level (mean values from 2.68 to 4.34) and high level (mean values from 4.35 to 6.00).

Methodology

Quantitative Method

A quantitative method was used to study the followership styles and job performance of senior teachers. Required data were obtained through questionnaires.

Population and Sample

The total number of 159 senior teachers in Shwe Pyi Thar Township participated in this study. Census method was used. According to the census method, each and every participant of the population was selected as the sample.

Table 1 Names of Schools and Numbers of Participants in this Study

No.	Names of Schools	Numbers of Participants
1.	School A	38
2.	School B	31
3.	School C	31
4.	School D	18
5.	School E	8
6.	School F	16
7.	School G	9
8.	School H	8
Total Number of Participants		159

To maintain confidentiality, the names of the schools were used as School A, School B, School C, School D, School E, School F, School G and School H in this study.

Instrumentation

There were three parts in the instrument. The first part was to collect the demographic information concerning gender, specialized subjects, teachers' total years of service in education and teaching subjects.

The second part was the questionnaire of senior teachers' followership styles. It was based on Robert E. Kelley's Followership Style Questionnaire and slightly modified in some parts. Followership questionnaire consisted of 10 items for critical thinking and 10 items for active engagement.

The third part was the questionnaire for teachers' job performance. This part of the questionnaire was self-developed although the five dimensions were based on teachers' performance areas developed by Dave in 1998. The questionnaire consisted of 4 items for each dimension. Therefore, there were total numbers of 20 items for teachers' job performance.

Six-point Likert scale of: 1. never, 2. once a month, 3. twice to thrice a month, 4. twice to thrice a week, 5. once a day and 6. twice and above a day was used to measure followership styles and job performance.

Instrument Validity: In order to obtain the content and construct validity for Followership Styles Questionnaire and Teachers' Job Performance Questionnaire, expert review was conducted to twelve experienced educators. All of the educators were from Department of Educational Theory, Yangon University of Education.

Instrument Reliability: According to the test of pilot study, the internal consistency (Cronbach's alpha) of the whole scales of Followership Styles was 0.83. The internal consistency (Cronbach's alpha) of the whole scales of Teachers' Job Performance was 0.88.

Procedure

First and foremost, the related literature was reviewed to study followership styles and job performance of senior teachers. And then, theoretical framework was developed based on the related literature. It consists of two dimensions for followership styles: critical thinking and active engagement and five dimensions for teachers' job performance: performance in classroom, school-level performance, performance in out-of-school activities, performance related to parental contact and performance related to community contact and cooperation.

After that, the instruments were developed under the guidance of the supervisor. For the content and construct validity, the experienced educators from the Department of Educational Theory examined the instruments. For item clarity, wordings and contents of items were also revised in accordance with the suggestions of experts' review. Next, as a pilot study, questionnaires were distributed to 40 senior teachers who were not in the main survey area.

After obtaining the permission of DBE to do the research in Basic Education High Schools and Basic Education High Schools (Branches) in Shwe Pyi Thar Township, Yangon Region, the questionnaires were distributed to the 159 senior teachers in these schools on 6th November, 2018. Distributed questionnaires were collected again on 9th November, 2018. The respondent rate was 100%.

Data Analysis

The Statistical Package for Social Science (SPSS) software of version 24 was used to analyze the collected data. The descriptive statistics were used to calculate means and standard deviations of individual items and groups of items in the questionnaire. One-Way ANOVA was used to describe the levels of job performance of senior teachers by schools in which they work in and their total years of service in education. Post Hoc Tukey HSD was also used to examine the differences in job performance of senior teachers in different schools. Independent Samples *t* Test was used to find out the significant differences in job performance of senior teachers who specialized in Arts and that of senior teachers who specialized in Science. Pearson correlation was used to investigate the relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township, Yangon Region.

Qualitative Method

Interviewing was used as the qualitative research methodology. It was used to confirm the quantitative results and to obtain important data that cannot be obtained from the quantitative study with regard to the followership styles and job performance of senior teachers.

Instrumentation

As an instrument, six interview questions were used to obtain the required data. The questions include two items for followership styles and four items for job performance of senior teachers.

Procedure

According to the related literature review, six interview questions were administered in order to obtain in-depth information about followership styles and job performance of senior teachers. The questions were developed under the guidance of the supervisor.

Findings

Research findings were presented by using descriptive statistics: means and standard deviation, One-Way ANOVA, Post Hoc Tukey HSD, Independent Samples *t* Test and Pearson correlation. Responses to interview questions were also presented.

Quantitative Findings

Table 2 Means and Standard Deviations of Dimensions of Followership Style of Senior Teachers in Shwe Pyi Thar Township (N = 159)

Dimensions of Followership Style	N	Mean	SD	Remarks
Critical Thinking	159	4.43	0.51	High
Active Engagement	159	4.53	0.59	High
Followership Style	159	4.48	0.48	Exemplary Followership Style

Scoring Direction: 1.00-2.67 = Low 2.68-4.34 = Moderate 4.35-6.00 = High

According to Table 2, levels of critical thinking and active engagement were found to be high because mean values were 4.43 and 4.53 respectively. This indicates that senior teachers in Shwe Pyi Thar Township tend to be exemplary followers. It can be obviously shown in Figure 2.

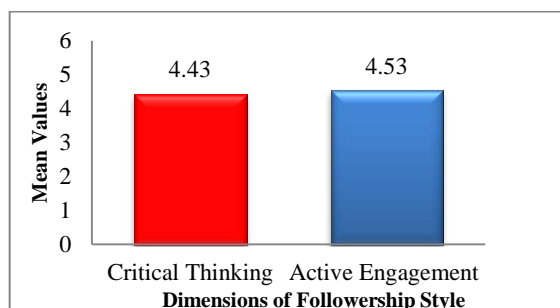


Figure 2 Mean Values of Critical Thinking and Active Engagement of Senior Teachers in Shwe Pyi Thar Township

Table 3 Means and Standard Deviations of Job Performance of Senior Teachers in Shwe Pyi Thar Township (N = 159)

Dimensions of Job Performance	N	Mean	SD	Remarks
Performance in Classroom	159	4.89	0.77	High
School-level Performance	159	4.14	0.92	Moderate
Performance in Out-of-School Activities	159	2.75	1.06	Moderate
Parental Contact	159	4.07	1.04	Moderate
Community Contact and Cooperation	159	3.74	1.07	Moderate
Job Performance	159	3.92	0.71	Moderate

Scoring Direction: 1.00-2.67 = Low 2.68-4.34 = Moderate 4.35-6.00 = High

According to Table 3, job performance of senior teachers in Shwe Pyi Thar Township was moderate with mean values of 3.92. Job performance of senior teachers was described in the Figure 3.

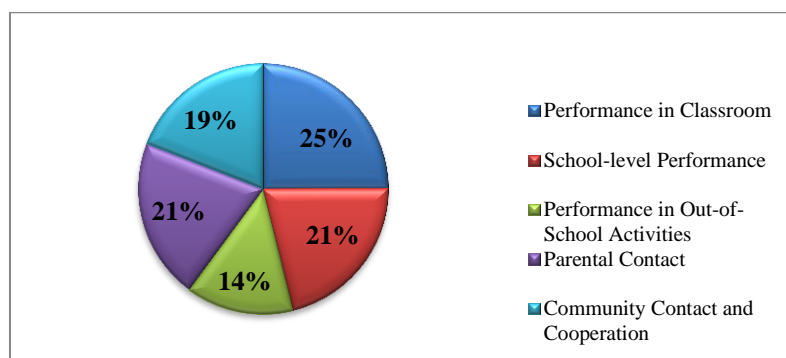


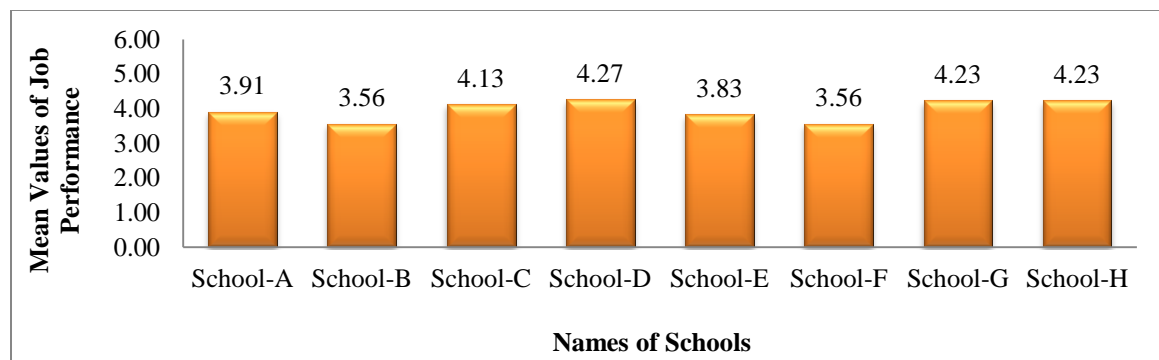
Figure 3 Job Performance of Senior Teachers in Shwe Pyi Thar Township

Table 4 The ANOVA Results for the Level of Job Performance of Senior Teachers Grouped by Schools (N = 159)

Job Performance	Sum of Squares	df	Mean Square	F	p
Between Groups	11.336	7	1.619	3.531	.002**
Within Groups	69.256	151	.459		
Total	80.592	158			

** $p < .01$ at the significant level (2-tailed)

According to Table 4, there was a significant difference in job performance, ($df=7$, $F=3.531$, $p < .01$) of senior teachers grouped by Schools. It was obviously described in Figure 4.

**Figure 4** Comparison of the levels of Job Performance of Senior Teachers Grouped by Schools**Table 5 The Tukey HSD Multiple Comparison Results for the Level of Job Performance of Senior Teachers in School B, School C and School D**

No.	Dimensions of Job Performance	(I) Schools	(J) Schools	Mean Difference (I – J)	p
1.	Performance in Classroom	School C	School B	0.44	ns
		School D	School B	0.69	0.05*
2.	School-level Performance	School C	School B	0.81	0.01**
		School D	School B	1.00	0.004**
3.	Performance in Out-of-School Activities	School C	School B	0.53	ns
		School D	School B	0.59	ns
4.	Parental Contact	School C	School B	0.08	ns
		School D	School B	0.31	ns
5.	Community Contact and Cooperation	School C	School B	.98387*	0.01**
		School D	School B	.94489*	0.05*

* $p < .05$, at significant level (2-tailed), ** $p < .01$, at significant level (2-tailed) and ns = not significant

According to Table 5, senior teachers in School B differed significantly from senior teachers in School D on classroom performance, ($p=0.05$). Then, school-level performance of senior teachers in School B were significantly different from that of senior teachers in both School C and School D, ($p=0.01$ and $p < .01$ respectively). Moreover, job performance of senior teachers in School B was significantly different from that of senior teachers in both School C and School D on the dimension of community contact and cooperation, ($p=0.01$ and $p=0.05$ respectively). There were no significant differences on the two remaining job performance dimensions of 'performance in out-of-school activities' and 'parental contact' among these three schools.

Table 6 The ANOVA Results for the Level of Job Performance of Senior Teachers Grouped by the Total Years of Service in Education (N=159)

Job Performance	Sum of Squares	df	Mean Square	F	p
Between Groups	1.104	3	.368	.717	ns
Within Groups	79.488	155	.513		
Total	80.592	158			

ns = not significant

According to Table 6, a statistically significant difference was not found among senior teachers who are grouped by their total years of service in education on job performance.

Table 7 Comparison of Senior Teachers who Specialized in Arts and Senior Teachers who Specialized in Science on Job Performance (N = 143)

	Variable	Mean	SD	t	df	P
Job Performance	Senior Teachers who specialized in Arts	3.76	0.70	-1.99	141.00	0.048*
	Senior Teachers who specialized in Science	4.01	0.74			

* $p < .05$, at the significant level (2-tailed)

Table 7 shows that senior teachers who specialized in Arts subjects were significantly different from senior teachers who specialized in Science subjects on job performance, ($p = .048$). Inspection of the two group means indicates that the average job performance for senior teachers who specialized in Arts (3.76) is significantly lower than the scores (4.01) for senior teachers who specialized in Science.

Table 8 Pearson Correlation of Followership Style and Job Performance of Senior Teachers in Shwe Pyi Thar Township (N = 159)

Variables		Followership Style	Job Performance
Followership Style	Pearson Correlation	1	.452**
	Sig. (2-tailed)		.000
Job Performance	Pearson Correlation	.452**	1
	Sig. (2-tailed)	.000	

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

To investigate if there was a statistically significant correlation between followership style and job performance of senior teachers in Shwe Pyi Thar Township, a correlation was computed as shown in Table 8. The Pearson Correlation statistic was calculated, ($r = .452$, $p < .01$). The direction of the correlation was positive, which means that the senior teachers in Shwe Pyi Thar Township who have the exemplary followership style tend to perform their jobs moderately and vice versa.

Table 9 Intercorrelations for Seven Variables

Variables		Critical Thinking	Active Engagement
Performance in Classroom	Pearson Correlation	.397**	.348**
	Sig. (2-tailed)	0.000	0.000
School-level Performance	Pearson Correlation	.358**	.388**
	Sig. (2-tailed)	0.000	0.000
Performance in Out-of-School Activities	Pearson Correlation	.244**	.165*
	Sig. (2-tailed)	0.002	0.037
Parental Contact	Pearson Correlation	.295**	.192*
	Sig. (2-tailed)	0.000	0.015
Community Contact and Cooperation	Pearson Correlation	.210**	.355**
	Sig. (2-tailed)	0.008	0.000

* $p < .05$, at significant level (2-tailed), ** $p < .01$, at significant level (2-tailed)

Table 9 shows that the ten pairs of variables were significantly correlated. According to Pearson correlation, it was obvious that there were significant positive intercorrelations between the two dimensions of followership style (i.e., critical thinking and active engagement) and the five dimensions of job performance (i.e., performance in classroom, school level performance, performance in out-of-school activities, parental contact and community contact and cooperation).

The findings also revealed that one of the two dimensions of followership style, critical thinking might support more in three dimensions of job performance such as performance in classroom, performance in out-of-school activities and parental contact, ($r = .397$, $p < .01$; $r = .244$, $p < .01$ and $r = .295$, $p < .01$) when compared to active engagement.

The opposite was also true that the positive correlations of the two remaining job performance dimensions such as school level performance and community contact and cooperation with active engagement were found to be more significant when compared to the positive correlations with critical thinking, ($r = .388$, $p < .01$ and $r = .355$, $p < .01$).

Qualitative Findings

Through the interview with regard to senior teachers' critical thinking, all interviewees might be supposed to think critically first and then had a habit of asking the counter-questions rather than just accepting and doing what they were told by the principal. This can be obviously described by the following partial responses of each interviewee.

Interviewee-1 "Although I personally respect my principal, I always provide some suggestions to her when needed."

Interviewee-2 "I think she is the kind of principal who falls in the impoverished grid of managerial grid. All the decisions of the principal are not easily accepted by the teachers."

Interviewee-3 "We all discuss about the matter what the principal wants to implement at the meetings."

Interviewee-4 "Some experienced teachers and I always ask the questions about the principal's decisions."

Interviewee-5 “I provide some suggestions to the decision of principal. If her decision is reasonable and proper, I agree with and support it.”

Interviewee-6 “I sometimes discuss with other colleagues about her decision before accepting it.”

With respect to active engagement, all interviewees had to perform more works than their ordinary roles. Sadly, some of their works can be seen as the paper work. This was proved by the following responses of interviewees in general.

Interviewee-1 “I take part in the school teams. Actually, most of the school activities are conducted by the junior teachers rather than the senior teachers in this school.”

Interviewee-2 “I take part in the school teams. I sometimes have to lead the competitions of the Myanmar composition.”

Interviewee-3 “I perform as the secretary of this school and so I have to participate in most of the school activities. There are no else school teams in reality except the School Council in this school.”

Interviewee-4 “Moreover, I always take part in celebrating the competitions for the Myanmar composition in the leading role. I am also the librarian of the school. I sometimes have to attend the meeting as a vice-principal instead of the principal.”

Interviewee-5 “I help them do some activities such as the competitions, librarian activities and athletic activities. I am also the incharge of the History subject in this school.”

Interviewee-6 “I’m interested in agricultures and so I planted the orchids in the school garden with the aid of my students.”

Through interviewing about the instructional aspect of classroom performance, all interviewees might be generally supposed to be good in preparing their lessons although some interviewees were poor in using teaching aids. Question and answering method, lecture method and discussion method were mostly used by the interviewees. It was obvious in their responses presented as below.

Interviewee-1 “I make well preparation of the lessons before teaching. I mostly use the lecture method but rarely use the discussion method.”

Interviewee-2 “I prepare the lesson before instruction. I flexibly use the different methods of teaching when I think that one teaching method doesn’t work anymore. There is also one memorable lesson for me because I used the role-play method in teaching it.”

Interviewee-3 “I prepare the lesson daily to be able to teach my students well. I rarely use the teaching aids. I mostly use the lecture method in my instruction.”

Interviewee-4 “I use some real objects and teaching aids. I mostly use the lecture method.”

Interviewee-5 “I prepare my lessons before my instruction. But I don’t use the historical movies in my instruction. I draw the maps when I need to point out the locations of the battles.”

Interviewee-6 “I printed out all kinds of pictures that are available from internet and made a book to use as the teaching aid.”

With regard to their own opinions over the instructions of other senior teachers, they responded as the followings. According to their responses, classroom performance of senior teachers may be generally assumed to be good moderately. The responses of each interviewee were:

Interviewee-1 “I think they are moderately good at teaching.”

Interviewee-2 “I think that most of senior teachers in this school are conservative.”

Interviewee-3 “Most senior teachers don’t use the teaching aids in their instructions. Some are not concerned about other school activities except their instructional matter.”

Interviewee-4 “To be honest, I am not much satisfied with other teachers’ instruction.”

Interviewee-5 “Most teachers attend the school regularly. They are competent and dutiful in teaching their respective subjects.”

Interviewee-6 “I say they are very good because they are very patient to their students. They really invest their times for their students.”

With respect to the interview question of performance related to the parental contact, all responses of interviewee generally showed that the students’ parents were poorly involved in school activities. This can be seen through the following responses of each interviewee.

Interviewee-1 “The parents of most students are poor and so they are rarely interested in school activities.”

Interviewee-2 “Some parents discuss with me about their children’s education through telephone. Some parents are invited to school in order to discuss personally. Some parents do not come and discuss though they are invited.”

Interviewee-3 “Fifty percent of students’ parents are interested in school activities when their children are in primary level. The parental interest and involvement at school become decrease as their children continue their schooling years after years. 60 to 70 percent of the parents are blue-collar workers and poor.”

Interviewee-4 “Parents are rarely interested in school when compared to other schools.”

Interviewee-5 “There are some parents who entrust their children to the teachers in order to discipline and admonish. They also participate in the School Family Day Celebrations.”

Interviewee-6 “Yes, they are rarely interested in school because most of students’ parents are mobile workers and poor.”

With regard to the performance related to community contact and cooperation, almost all senior teachers might be assumed to be poorly participated in community-related activities. Only a few of them participated in community-related activities. However, there were some donors who supported some infrastructures to schools. This was obvious in the responses of six interviewees.

Interviewee-1 “Most of the senior teachers rarely take part in community-related activities except the one and only male senior teacher.”

Interviewee-2 “The Dagon Beer donated some infrastructures which the school needed such as desks, white-boards and concrete path.”

Interviewee-3 “The alumni of the school also provide the school like the Dagon Beer. I participate as a member in philanthropy named the Paramishin. The teachers in this school also donate some money to the Paramishin.”

Interviewee-4 “The military helps in cleaning the school environment. During this year, the health organization also came and checked the health of students once.”

Interviewee-5 “The MOGE kerosene organization donated the desks that the school needed. The mobile library also provides the students the books which are not available in the school library.”

Interviewee-6 “I rarely participate in community-related activities. But there is a senior teacher who serves as a volunteer at a Shwe Pyi Thar Monastic School.”

Qualitative findings were generally consistent and supportive to quantitative findings.

Discussion

In this study, the most common followership style of senior teachers was exemplary followership style. The research findings of Kelley (1992) and Christianah O. Oyetunji (2012) revealed that the most common followership style was pragmatist followership style. Therefore, the results of this study were not consistent with the findings of Kelley (1992) and Christianah (2012). However, the result of this study was consistent with the findings of AnubbaWaila (2014).

With the support of interview results, the findings of the study might be supposed to be consistent theoretically to some extent. According to interview results, followership style of senior teachers in School D with the highest job performance among schools might be truly regarded as the exemplary followership style while that of senior teachers in School B with the lowest job performance among schools was more likely to be alienated followership style.

Theoretically, exemplary followership style can bring about desired improved in the organization performance. Kelley (1992) said that, “My own experience is that organizations with more star followers perform better because the star followers need not depend on the leader for direction or motivation. This reduces the transition costs that hinder organizational success.” According to Kelley (1992), every time the leader or organization tries to move forward, the alienated followers are the ones who have ten reasons why the leader or organization shouldn't. But they are not moving in a positive direction.

Job performance level of senior teachers in Shwe Pyi Thar Township was moderate with the mean value of 3.92. The results of the correlation suggested that senior teachers who were exemplary followers were moderate performers in this study, ($r=.452$, $p<.01$). Classroom performance of senior teachers in School B was lower than that of senior teachers in School D, ($p=0.05$). This might be because of mismanagement of the principal. In School B, right men were not in the right places. According to interview results, all interviewees in School D had to teach their specialized subjects while all interviewees in School B were not. Accordingly, it was

obvious that one of the root causes of lower classroom performance in School B was ‘subject mastery’.

In this study, for school-level performance, senior teachers in School B were significantly lower than that of senior teachers in School D, ($p < .01$). Interviewee-1 responded, “Most school team activities are conducted by junior teachers rather than senior teachers.” In some school, only Grade 11 and the matriculation examination were tended to regard as the most important matters of all. Therefore, some senior teachers were left behind in assigning duties related to school-level activities. They were just the person who had to take account the responsibilities of instruction for better results of examination. Actually, each and every step of educational ladder is important. The desire to conduct school activities rather than the instruction may be different according to self-belief and passion of individual teacher.

The final destination of the study was to examine relationship between followership style and job performance. There was a significant positive relationship between followership style and job performance, ($r = .452$, $p < .01$). Therefore, senior teachers in Shwe Pyi Thar Township might be able to perform their jobs at higher level than the current situation if they became more involving in out-of-school activities and community related activities.

Recommendation

Based on the results of this study, the following facts are recommended for followership styles and job performance of senior teachers.

- All education colleges and universities should consider including followership courses in the curriculum especially for student teachers.
- Education colleges and universities should also emphasize social dealing strategies in providing leadership courses and programs more than ever before.
- Principals should encourage teachers to participate more in out-of-school activities and community related activities.
- For the entire improvement of job performance in education, respective policy makers should consider the recruitment system.
- In every educational organization, a board of “checks and balances” should be organized. Moreover, this board of “checks and balances” should be monitored by an executive board composed of impartial authority men in organization.

Need for Further Research

It is only admitted that this study was to investigate relationship between followership styles and job performance of senior teachers in Shwe Pyi Thar Township, Yangon Region. Therefore, the need for further studies is obviously necessary. Further studies should be made not only for senior teachers but also for junior teachers and primary teachers in the same township. Further studies should also made for the teachers in other townships, states or regions. Moreover, further researchers are highly recommended to conduct followership studies in universities and other organizations as followership is also important as the leadership.

Acknowledgements

First and foremost, we are deeply grateful to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to carry out this research.

Our heartfelt gratitude goes to our external examiner, Dr. Aye Aye Cho (Retired Professor and Head, Department of Educational Theory, Yangon University of Education) for her expert guidance, judgments and insightful suggestions.

We would like to express our respectful gratitude to Dr. Daw Htay Khin (Professor and Head, Department of Educational Theory, Yangon University of Education) for her administrative support, invaluable comments and precious academic guidance throughout our research study.

References

- Aristotle Quotes. (n.d.). BrainyQuote.com. Retrieved on September 24, 2018, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/aristotle_100584
- Avolio, B.J., & Reichard, R.J. (2008). The rise of authentic followership. In R. E. Riggio, I. Chaleff & J. R. Lipman-Blumen (Eds.), *The art of followership: how great followers create great leaders and organizations*. San Francisco: Jossey-Bass.
- Bennis, W. (2008). *The Art of Followership: How great followers create great leaders and organizations*. (I. C.-B.R. E. Riggio, I. Chaleff & J. R. Lipman-Blumen (Eds). San Francisco, USA: Jossey-Bass.
- Campbell et al., (1993). *Personal initiative: An active performance concept for work in the 21st century* (pp. 399-429). San Francisco: Jossey-Bass.
- Fauzilah, S., Noryati, Y., & Zaharah, D. (2011). The influence of skill levels on job performance of public service employees in Malaysia. *Business and Management Review*, 1(1), 31-40.
- Gibbons, A. & Bryant, D. (2012). Followership: the forgotten part of doctors' leadership. Retrieved on March 5, 2019, from <https://doi.org/10.1136/bmj.e6715>.
- Kelley, R.E. (1992). *The Power of Followership*. New York, NY. Doubleday. Retrieved from <https://kwidsurveys.com/s.asp?sid=jvatolxrylq22ie460043>.
- Maggie Gallagher Quotes. (n.d.). BrainyQuote.com. Retrieved on September 24, 2018, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/maggie_gallagher_278889
- Malcolm X Quotes. (n.d.). BrainyQuote.com. Retrieved on September 24, 2018, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/malcolm_x_386475
- Marmar Mukhopadhyay. (2001). *Total Quality Management in Education*. New Delhi, India: National Institute of Education Planning and Administration.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71-83.
- Wall et al., (2004). On the validity of subjective measures of company performance. *Personnel Psychology*, 57(1), 95-118.

CHALLENGES OF GRADE 1 TEACHERS IN IMPLEMENTING NEW CURRICULUM

Khine Sandar Win¹, Su Su Thwin²

Abstract

The main aim is to study of the challenges of grade 1 teachers in implementing new curriculum. Quantitative and qualitative methods were used to collected data for this study. The participants of this study were 103 grade 1 teachers from South Dagon Township, Yangon Region. The valid response rate was 100%. Descriptive statistics, One-way ANOVA and independent samples *t* test were used to analyze the data. According to findings, 62% of participant teachers had above satisfactory level and 38% of teachers had satisfactory level of knowledge about grade 1 children development. The participant grade 1 teachers had challenges slightly in implementing new curriculum. There were significant differences in implementing new curriculum between the groups of grade 1 teachers classified by number of students in class who directly joined grade 1. The findings from open-ended responses and interview revealed that there were some challenges for teachers in implementing new curriculum.

Keyword: new curriculum

Introduction

Education is a very important tool to change something better. To be a good education, curriculum plays as one of the main concerns in the education system. As a part of the basic education reform program of the Ministry of Education, a new basic education structure of KG+12 system was introduced since 2016-17 Academic Year. Not only the curriculum but also curriculum implementation plays an important role in education reform process. Curriculum implementation is the process of putting the curriculum into work for the achievement the goals for which the curriculum is designed (Garba, 2004). Adaptation of the curriculum to meet the learning needs of students and to achieve the aim of education is the responsibility of teachers and not of the curriculum itself. In addition, knowledge about early childhood development is also essential for teachers in implementing process. Teachers have to take up the roles of facilitators, motivators and supporters to help children learn and grow. Besides, teachers are the ones who bring theory into practice in real class settings. They have many issues to deal with in their practice. So, they may have challenges in implementing new curriculum. To be successful curriculum implementation, it is a necessity to provide the supportive network to teachers. The better the teachers implement the curriculum, the better for our society.

Significance of the Study

In Myanmar, as a developing country, education reform is crucial to develop human resources. In this process, curriculum is also a necessity to accomplish the desired goals of education. So, the Ministry of Education has started to transformed to a new KG +12 system since 2016-17 Academic Year. Curriculum implementation is also the interactive stage of the curriculum process which takes place in the class room through the combined effort of teachers, learners, school administrators and parents. Teachers are the most important person in the program of curriculum implementation. If the teachers have challenges in curriculum implementation, they may have great impact on the accomplishment of the objectives of new

¹ Senior Teacher, B.E.H.S (Branch) Nyaung Pin, Dagon Seikkan Township, Yangon Region.

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

curriculum. Therefore, it is a must to study the challenges of teachers in implementing new curriculum since it can provide stakeholders feedback for better plan and preparation for curriculum implementation. Thus, the study was designed to investigate the challenges of grade 1 teachers in implementing new curriculum. It will provide the relevant information about challenges of grade 1 teachers. It can help them minimize their challenges for successful curriculum implementation.

Aims of the Study

Main Aim

- To study the challenges of grade1 teachers in implementing new curriculum

Specific Aims

- To identify the levels of the teachers' knowledge concerning with grade 1 children development
- To investigate the challenges faced by teachers in preparing, teaching and assessing new curriculum
- To investigate the differences in the challenges for teachers grouped by age, teaching service, qualification, class size and number of students in class who directly joined grade 1

Research Questions

1. What are the levels of the teachers' knowledge concerning with grade 1 children development?
2. What are the challenges faced by teachers in preparing, teaching and assessing new curriculum?
3. Are there any significant differences in the challenges for teachers grouped by age, teaching service, qualification, class size and number of students in class who directly joined grade 1?

Limitation of the Study

This study investigated the challenges of grade 1 teachers in implementing new curriculum in thirty-six schools of South Dagon Township, Yangon Region.

Theoretical Framework

The theoretical framework was established based on the review of related literature. To be a successful curriculum implementation, teachers should know early childhood development. So, the following theories were used as the basic for this research.

According to Jean Piaget's cognitive theory, grade 1 students are at preoperational (ages 2–6 years) stages of cognitive development. In the preoperational stage, language becomes the hallmark of development. Children begin to engage in pretend play and will take on roles. Children construct knowledge and develop their reasoning abilities through interactions with people and the environment as they seek to understand the world and how it works. However, they are still *egocentric*, or unable to take the view of another person. Piaget believed that from birth, children are driven to explore and master their own environment, take pleasure in mastery, and develop self-confidence through doing.

According to sociocultural theory of cognitive development, zone of proximal development means the ideal level of adult/older child support or assistance that a child needs to learn a new skill. Scaffolding refers to the adjustment that one must make with supports, in order to enhance the child's independence and confidence in learning new skills. Play becomes the vehicle through which children learn and internalize social rules, which develops self-regulation, and relationships with others.

According to Erik Erikson's psychosocial theories, grade 1 students are at the stage four, industry vs inferiority. Children encounter the challenges of school, functioning as a member of a family and relating to peers. A child who experiences failure at tasks, or is denied the opportunity to discover and develop their own capabilities and potential, might possibly develop an inferiority complex in comparison with his peers. On the other hand, children who are encouraged and commended by parents and teachers develop a feeling of competence. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful and develop an inferiority complex.

In implementing new grade 1 curriculum, grade 1 teachers should know the new curriculum well. The grade 1 curriculum consists of 10 learning areas. They are Myanmar, English, Mathematics, Science, Social Studies, Physical Education, Life Skills, Art, Moral and Civics and Local Curriculum.

Lesson preparing

To be able to plan effective lesson preparing, teachers should follow the followings.

- Review a lesson thoroughly and make sure to fully understand the learning plan and learning activities for each lesson.
- Identify objectives after knowing exactly what are intended to gain students from the lesson.
- Identify the learning activities in detail and prepare required teaching aids
- Plan the lesson introduction and conclusion to be able to assess students' learning
- Study carefully how to use time for learning activities (Grade 1 Teachers Training Manual, 2017)

Teaching Learning Approaches

In utilizing effective teaching learning methods, including child centered approach; children will become competent as long as the following methods can be implemented.

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into the teaching-learning relationship (Grade 1 Teachers Training Manual, 2017)

Assessment

Assessment involves informal assessment and formative assessment. In assessing process, teachers have to supervise learning development and reflect the learning procedures, types of learning and exercises of each student.

Definition of Key Term

Curriculum - systematically written programs for all fields in formal and non-formal education, which are designed to achieve educational objectives and which include learning, outcomes, instructional methods and evaluation. (National Education Law, 2014)

Operational Definition

New Grade 1 Curriculum: in this study, the word 'new grade 1 curriculum' refers to the systematically written programs developed by the Ministry of Education (MOE) with support of Japan International Cooperation Agency (JICA) and introduced in Basic Education Schools, on June 1, 2017.

Methodology

This chapter provided information concerning with the overall design of the study, research method, population and sample, instrumentation, procedures and data analysis. Quantitative and qualitative methods were used in this study.

Quantitative Methodology

Descriptive research method was used to collect the required data for the study.

(i) Sample

There are one hundred and three grade-1 teachers in thirty-six Basic Education Schools in South Dagon Township, Yangon Region. By using census survey method, all grade-1 teachers were chosen as the participants in this study.

(ii) Instrumentation

In the study, the questionnaire was used to collect the data for challenges of grade 1 teachers in implementing new curriculum. It was divided into three parts, demographic data and school related factors, ten true or false items for teacher's knowledge about grade 1 children development and 59 items for lesson preparing, teaching and assessing which were rated on four-point Likert scales (1= not at all challenging, 2= slightly challenging, 3= moderately challenging, 4= very challenging).

(iii) Procedure

Expert validity of the questionnaire was obtained from nine experienced educators from Department of Educational Theory, Yangon University of Education. The samples for pilot testing are 30 grade 1 teachers from Dagon Seikkan Township, Yangon Region on the third week of September. The internal consistency (Cronbach's Alpha) of grade 1 teachers' challenges was 0.95. Next, after taking the permission from the South Dagon Township Education Officer, the questionnaires were distributed to Basic Education Schools on the first week of November, 2018. Distributed questionnaires were recollected by the researcher after one week later. The respondent rate was 100%.

(iv) Data Analysis

Descriptive statistic, One-way ANOVA, independent samples *t* test and Post Hoc Tukey HSD were used to analyze the data. Item percentage correct (IPC) was used in order to describe the teacher's knowledge about grade 1 children development.

3.2 Qualitative Methodology

Qualitative Methodology was used to investigate the challenges of grade 1 teachers in implementing new curriculum qualitatively. Open-ended questions and interview were used as the qualitative research methodology to collect more information about grade 1 teachers' challenges.

(i) Sample

One hundred and three grade 1 teachers were responded in answering open-ended questions. Among them, nine grade 1 teachers from three schools were randomly selected for interviews.

(ii) Instrumentation

As the instruments, open-ended questions and interview form were used to obtain in-depth information. Fifteen open-ended questions and eight interview questions were included in qualitative study. Interview was conducted with structured questions.

(iii) Procedure

Interview was conducted with nine grade 1 teachers from three schools on the second week of December.

Findings

The analysis of data collected from grade 1 teachers in implementing new curriculum in South Dagon Township, Yangon Region, is presented as research findings in this chapter.

Quantitative Findings

For the quantitative study, the levels of teacher's knowledge concerning with grade 1 children development were evaluated.

Grade 1 Children Development Knowledge of Grade 1 Teachers

In scoring those true-false item, '1' mark was given for one correct answer and '0' mark for one incorrect answer. The percentage was calculated based on how many marks a teacher could obtain out of total marks. If a teacher could give correct answer for 5 items out of 10 items, the score would be 5 marks and the average score percentage would be 50%.

Table 1 Numbers and Percentages of Grade1 Teachers Showing the Levels of Knowledge on Grade 1 Children Development (N=103)

Variable	No. of Teachers (%)	Remark
Grade 1 Children Development Knowledge	-	Below Satisfactory Level
	39 (38%)	Satisfactory Level
	64 (62%)	Above Satisfactory Level

According to the Table 1, it was found that 64 (62%) was above satisfactory level on the early childhood development knowledge and that of 39 (38%) was satisfactory level.

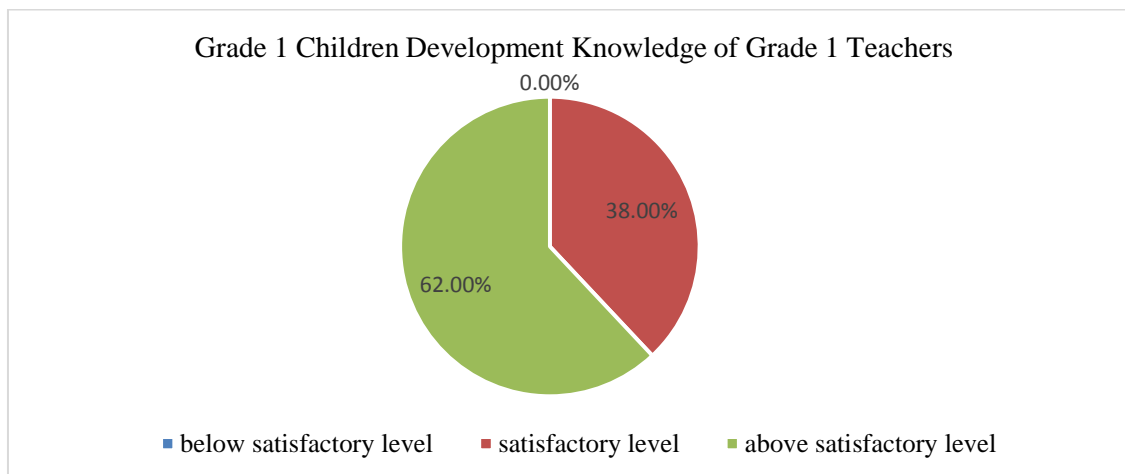


Figure 1 Average Percentage of Teacher's Knowledge of Grade 1 Children Development

Challenges of Grade 1 Teachers in Implementing New Curriculum

Table 2 shows mean values and standard deviations for challenges of grade 1 teachers in preparing, teaching and assessing new curriculum.

Table 2 Mean Values and Standard Deviations for Challenges of Grade 1 Teachers in Implementing New Curriculum (N=103)

No.	Variables	Mean	SD
1.	Preparing new curriculum	1.70	.52
2.	Teaching new curriculum	1.70	.46
3.	Assessing new curriculum	1.50	.48
	Implementing new curriculum	1.68	.44

Scoring Direction:

1.00-1.49 =Not at all challenging

1.49-2.49 =Slightly challenging

2.50-3.49 =Moderately challenging

3.50-4.00 =Very challenging

In Table 2, Mean values for challenges of teachers in preparing and teaching new curriculum were 1.7 and that of assessing new curriculum was 1.5. The mean value for challenges of teachers in implementing new curriculum was 1.68.

Again, the description of mean values of challenges of grade 1 teachers in preparing, teaching and assessing new curriculum was presented in the figure 2 below.

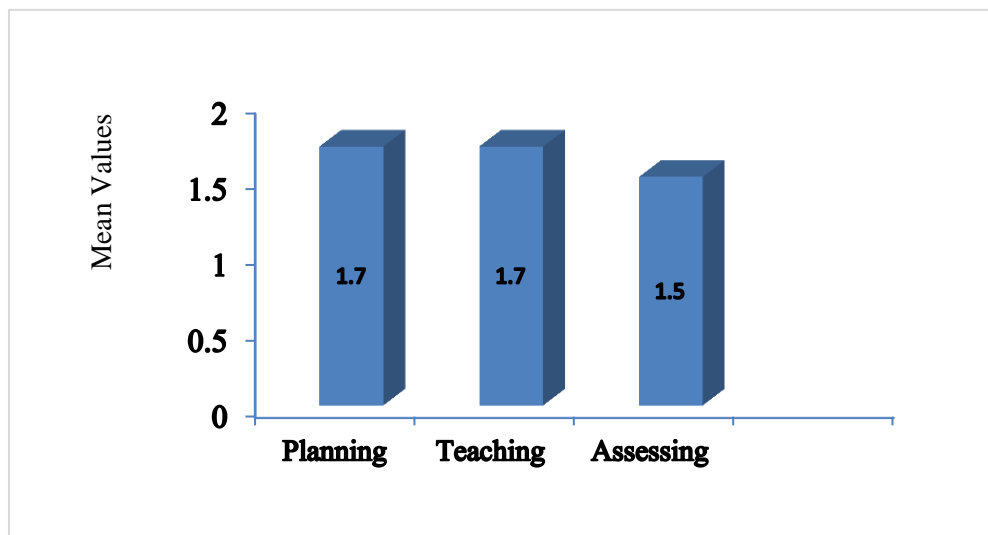


Figure 2 Comparison of Mean values for Challenges of Grade 1 Teachers in Planning, Teaching and Assessing New Curriculum

Differences in Teachers' Challenges Grouped by Age, Teaching Service, Qualification, Class Size and Number of Students in Class who Directly Joined Grade 1

Mean values and standard deviations of teachers grouped by age are shown in Table 3.

Table 3 Mean Values and Standard Deviations of Challenges of Grade 1 Teachers Grouped by Age (N=103)

Variable	N	Age	Mean	SD
Implementing new curriculum	34	20-29	1.66	.42
	32	30-39	1.70	.50
	15	40-49	1.62	.41
	22	50-59	1.74	.43

Scoring Direction:

1.00-1.49 =Not at all challenging

1.49-2.49 =Slightly challenging

2.50-3.49 =Moderately challenging

3.50-4.00 =Very challenging

One-way (ANOVA) was conducted to analyze whether there were significant differences in challenges of teachers in implementing new curriculum among four groups of teachers classified by their age. The results are presented in Table 4.

Table 4 One-Way ANOVA Result Showing Challenges of Grade 1 Teachers Grouped by Age (N=103)

		Sum of Square	df	Mean Square	F	p
Implementing new curriculum	Between Group	.15	3	.05	.24	ns
	Within Group	19.61	99	.19		
	Total	19.75	102			

ns = no significance

Table 4 shows that no significance was found between groups.

Then, mean values and standard deviations of teachers grouped by teaching service are shown in Table 5.

Table 5 Mean Values and Standard Deviations of Challenges of Grade 1 Teachers Grouped by Teaching Service (N=103)

Variable	N	Teaching Service	Mean	SD
Implementing new curriculum	22	<5 years	1.58	.34
	29	5yrs-10yrs	1.69	.44
	25	11yrs-15yrs	1.64	.52
	27	>15yrs	1.79	.43

Scoring Direction:

1.00-1.49 =Not at all challenging

1.49-2.49 =Slightly challenging

2.50-3.49 =Moderately challenging

3.50-4.00 =Very challenging

More, One-way (ANOVA) was conducted to analyze whether there were significant differences in challenges of teachers in implementing new curriculum among four groups of teachers classified by their teaching service. The results are presented in Table 6.

Table 6 One-Way ANOVA Result Showing Challenges of Grade 1 Teachers Grouped by Teaching Service (N=103)

		Sum of Square	df	Mean Square	F	p
Implementing new curriculum	Between Group	.41	4	.10	.52	ns
	Within Group	19.34	98	.19		
	Total	19.75	102			

ns = no significance

Table 6 shows that there was no significant difference between groups.

Mean values and standard deviations of teachers grouped by qualification are shown in Table 7.

Table 7 Mean Values and Standard Deviations of Challenges of Grade 1 Teachers Grouped by Qualification (N=103)

Variable	N	Qualification	Mean	SD
Implementing new curriculum	27	DTEd	1.61	.382
	76	B.A., B.Sc.	1.71	.459

Scoring Direction:

1.00-1.49 =Not at all challenging

1.49-2.49 =Slightly challenging

2.50-3.49 =Moderately challenging

3.50-4.00 =Very challenging

More, independent sample *t* test was conducted to analyze whether there were significant differences in challenges of teachers in implementing new curriculum among two groups of teachers classified by their qualification. The results are presented in Table 8.

Table 8 The Independent Sample *t* Test Result Showing Challenges of Grade 1 Teachers Grouped by Qualification (N=103)

Variable	Qualification	<i>t</i>	<i>df</i>	<i>p</i>
Implementing new curriculum	DTEd	-1.022	54.499	ns
	B.A., B.Sc.			

* $p < .05$, ns = no significance

Table 8 shows that there was a significant difference between two groups of teachers grouped by their qualification.

Then, mean values and standard deviations of teachers grouped by class size are shown in Table 9.

Table 9 Mean Values and Standard Deviations of Challenges of Grade 1 Teachers Grouped by Class Size (N=103)

Variable	N	Class Size	Mean	SD
Implementing new curriculum	38	30-45	1.65	.458
	52	46-60	1.70	.444
	10	61-75	1.77	.415
	3	>75	1.78	.093

Scoring Direction:

1.00-1.49 =Not at all challenging

1.49-2.49 =Slightly challenging

2.50-3.49 =Moderately challenging

3.50-4.00 =Very challenging

More, One-way (ANOVA) was conducted to analyze whether there were significant differences in challenges of teachers in implementing new curriculum among two groups of teachers classified by Class Size. The results are presented in Table 10.

Table 10 One-Way ANOVA Result Showing Challenges of Grade 1 Teachers Grouped by Class Size (N=103)

Variables		Sum of Square	<i>df</i>	Mean Square	F	<i>p</i>
Implementing new curriculum	Between Group	.38	3	.13	.65	ns
	Within Group	19.37	99	.19		
	Total	19.75	102			

* $p < .05$, ns = no significance

Table 10 shows that there was no significant difference in challenges of teachers in implementing new curriculum.

Then, mean values and standard deviations of teachers grouped by presence of students in class who directly joined grade 1 are shown in Table 11.

Table 11 Mean Values and Standard Deviations of Challenges of Grade 1 Teachers Grouped by Number of Students in Class who Directly Joined Grade 1 (N=103)

Variable	N	Students who directly joined grade 1	Mean	SD
Implementing new curriculum	65	Absence	1.64	.388
	38	Presence	1.76	.512

Scoring Direction:

1.00-1.49 =Not at all challenging

1.49-2.49 =Slightly challenging

2.50-3.49 =Moderately challenging

3.50-4.00 =Very challenging

More, independent sample t test was conducted to analyze whether there were significant differences in challenges of teachers in implementing new curriculum among two groups of teachers classified by number of students who directly joined grade 1. The results are presented in Table 12.

Table 12 The Independent Sample t Test Result Showing Challenges of Grade 1 Teachers Grouped by Number of Students in Class who Directly Joined Grade 1 (N=103)

Variable	Students who directly joined grade 1	t	df	p
Implementing new curriculum	Absence	-1.323	62.001	.012*
	Presence			

* $p < .05$, ns= no significance

Table 12 shows that there were significant differences between teachers whose classes had students who directly joined grade 1 and teachers whose classes did not have those students.

Qualitative Findings

To gather the qualitative data, open-ended questions and interview questions were used.

Responses to Open-ended Questions

Teachers were asked fifteen open-ended questions to present their challenges in planning, teaching and assessing ten learning areas, teachers' perception on grade 1 curriculum and needs to be able to implement new curriculum more effectively. They were presented in descending order.

Challenges of Grade 1 Teachers in Preparing New Curriculum

- There are difficulties in managing time for learning activities depending on the different rates of learning of children. (n=8, 7.7%)
- There are difficulties in preparing teaching aids. (n=7, 6.7%)

Challenges of grade 1 Teachers in teaching ten subjects

- There are difficulties for students in reading Myanmar stories. (n=9, 8.7%)
- There are difficulties for students in reading, writing and memorizing Myanmar consonants, vowels and medials. (n=7, 6.8%)
- There are difficulties for teachers in teaching pronunciation in English. (n=9, 8.7%)
- Children are not able to use structures what they have learned in class to communicate feelings, thoughts and information. (n=7, 6.7%)
- There are difficulties in teaching hundred numbers in mathematics. (n=10, 9.7%)
- Students usually use the old methods in mathematics as they are taught by their parents or others. (n=7, 6.7%)
- There are no difficulties in teaching moral and civics but students cannot use their knowledge in real life. (n=3, 2.9%)
- Life skills text books are not sufficient for students. (n=5, 4.8%)
- It is necessary to have playground or enough space for students. (n=14, 13.6%)
- There are difficulties for teachers to play the flute well. (n=19, 18.4%)

Challenges of Grade 1 Teachers in Assessing New Curriculum

- Time is insufficient for teachers to assess the children individually. (n=20, 19.4%)
- Class size are large to assess the achievement of the children individually. (n=15, 14.6%)

Teachers' perception on Grade1 Curriculum

- New curriculum can develop knowledge, intelligence, good manners, language skills, critical thinking and creative skills of students. (n=21, 20.4%)
- It is a good curriculum for students. (n=20, 19.4%)

Needs for Teachers

- Teaching aids are needed for teachers. (n=19, 18.4%)
- Teachers want to learn more about effective teaching methods, music, drawing, English speaking, English poems in rhyme and racial language. (n=12, 11.7%)
- It is needed to appropriate student-teacher ratio. (n=8, 7.8%)

Findings from Teachers' Interview

In order to find out deeply the challenges of grade 1 teachers in implementing new curriculum, nine teachers from three selected schools participated in interview and observation. Three teachers from each school were interviewed and their teaching practices are observed. Findings from each school are presented.

Challenges found in preparing new curriculum: Researcher investigated about challenges of teachers in planning new curriculum. All nine teachers said there was no difficulties in lesson planning. Lesson plans were already presented in teacher's guide. So, they responded that they did not need to prepare lesson plans. Among them, a teacher said lesson plans in teacher's guide were sometimes not convenient for her because there were too many students in class.

Challenges found in teaching new curriculum: Researcher investigated challenges of teachers in teaching ten subjects. In teaching Myanmar, teachers had to correct the writing styles of students who are already taught in wrong way. Students absenteeism is also a difficulty for teachers. There was no definite instruction for Myanmar alphabet writing exercise book. In teaching English, students had difficulties in pronunciation. They could not memorize the vocabularies well. They also did not know the meanings of words. In teaching Mathematics, there are too many students in class. More time was needed to be effective teaching. Teachers had to use teaching aids and teach students by repetition. In teaching life skills, teachers had difficulties because text books were not sufficient for students. To do exercises, teachers could only provide one per a group. If not, they copied exercises from text book to be able to deliver each student. In moral and civics, students paid little interest to this subject. They knew how to behave but they did not behave in their daily life. In physical education, they needed enough spaces. In art, teachers also could not play flute well so that they had difficulties in teaching playing flute. Moreover, flutes were not provided to each student. In class, all students might not play flute because of large class size and time limit. There were also difficulties for teachers in teaching Myanmar traditional dance. Local curriculum was not taught in these schools.

Challenges found in assessing new curriculum: Researcher investigated challenges of teachers in assessing new curriculum. All teachers identified the grades of students according to the

teacher's guide. A teacher said that there were difficulties in assessing students who did not attend the class regularly. Parents could not collaborate with the school to improve the achievement of students. Moreover, a teacher reported that time was not enough to assess the students individually.

Challenges in creating teaching aids: Researcher investigated about challenges of teachers in creating teaching aids. All nine teachers had created teaching aids for themselves. They said that they created teaching aids as much as they can but could not provide enough teaching aids for each student or group. They have financial difficulties.

Teacher training for new curriculum: Researcher investigated the teachers about the teacher training for new curriculum. They said that they learnt teaching methods from training but they needed more time to use some methods in real class. Other three teachers responded that training was not effective for them. They wanted to learn new teaching methods in training but it gave them general points and only explained guidelines from teacher's guide. Among them, a teacher said that training was too short.

Other challenges besides preparing, teaching and assessing ten subjects: Researcher investigated other challenges faced by teachers besides planning, teaching and assessing ten subjects. Teachers said that they had difficulties because of large number of students in class, low parent collaboration and students who did not attend the class regularly.

Needs of teachers to perform more effectively: Researcher investigated the needs of teachers to implement the new curriculum more effectively. They said that all primary teachers should attend the teaching trainings. They also wanted seminars and workshops for grade 1 new curriculum experience sharing, assessment criteria and teaching aids. They also wanted to teach grade 1 continuously.

Teacher's perception on grade 1 curriculum: Researcher investigated teacher's perception on grade 1 curriculum. Teachers said that this new curriculum was suitable for students. Four teachers mentioned that there were too many students in class to be effective curriculum implementation.

Conclusion

Discussion

Education can be considered as the foundation to catch a rapidly changing society. The standard of living changes and develops through education. So, curriculum implementation also an important part of education reform process, especially in Myanmar.

In this study, concerning the level of the teacher's knowledge about grade 1 children development, the participant teachers had different levels of knowledge. Sixty-four teachers were above satisfactory level, thirty-nine teachers at satisfactory level and no teacher below satisfactory level. They had challenges in understanding that six-year-old children cannot control all of their physical movement, that six-year-old children can think rationally and from different perspectives, that children can improve their learning by comparing and criticizing with others and that knowledge and rational thinking of children can develop naturally without any aids. Most teachers had knowledge of child development to some extent and so there was no teachers below satisfactory level. Besides, in qualitative findings, most of the participant teachers did not

read books related to children development and learning. Only a few teachers (n=13, 12.6%) had read books like 'Pyin-nyar-dazaung', 'Cultivating learning and development of children', 'Teaching Primary Education' by Daw Thazin Khine, 'Playing with Mathematics' by Daw Nwe Ni Win and '500 Tips for TESOL' by Sue Wharton and Pill Race. As six-year old children, they are learning so much more than number and letters and social and emotional skills are also important for them. So, it is essential for first grade teachers to understand early childhood development. Thus, teachers at satisfactory level of knowledge should keep trying to improve their knowledge. Moreover, teachers above satisfactory level also need to sustain their level of knowledge.

In implementing new curriculum, grade 1 teachers had challenges slightly in planning new curriculum. They had more challenges in preparing plan B, teaching methods and teaching aids based on different rates of learning of students. They also had challenges in managing time because there were large number of students in class. In creating teaching aids, they had financial difficulties. On the other hand, even though lesson plans were already presented in teacher's guide, teachers needed necessary preparation, such as choosing appropriate class activities and managing time for each activities.

In teaching new curriculum, teachers had challenges slightly in teaching Myanmar. The reasons were that there were too many students in class, that teachers had to correct the students as they were taught in wrong ways by their parents or others and that there were students in class who directly joined first grade. To be effective teaching-learning situation, there should be appropriate student-teacher ratio in class. Moreover, parents need to collaborate with teachers to be effective curriculum implementation.

In teaching English, there were challenges slightly for teachers, especially in pronunciation, speaking lessons, teaching children to use structures (e.g. I like) learned in class to communicate feelings, thoughts and information and teaching children to understand and use stories, short talks, classroom English and vocabularies. According to quantitative and qualitative findings, students could not use what they have learnt in class. This is because students have little opportunities to apply them in real life situation. In addition, English curriculum of first grade intended students to improve Basic Interpersonal Communicative Skill (BISC) through listening and speaking. So, teachers need to create class environment in which students can apply their knowledge.

There were challenges slightly for teachers in teaching Mathematics. They had difficulties in teaching hundred numbers, adding and subtracting, interpreting time and measuring and comparing the lengths of objects. This was because of large class size and different pace of learning of students. Therefore, time was insufficient for them to teach each student. Teaching aids are also essential to be effective mathematics teaching. Besides, as students were taught in old methods by their parents or tuition, it became difficulties for teachers. Therefore, parents should understand the vision, mission and value of new curriculum.

Grade 1 teachers had no challenges in teaching science. According to the open-ended responses and interview results, it was difficult for teachers to get clay. Grade 1 science curriculum aims to practice students the habits of investigation. So, teachers need to motivate the inquisitiveness of students.

There are challenges slightly for teachers in teaching social studies. Teaching children to observe the relationship between the environment and their life styles was difficult for teachers. In the open-ended responses, teachers said that students were not interested in it. This was because students could not relate the lessons with their daily life. This curriculum purposes to change rote learning and to achieve diverse thinking, creation, rational thinking, systematic thinking, problem solving and collaboration with others. So, teachers need to relate the lessons with everyday life.

Teachers had challenges slightly in teaching moral and civics, especially in teaching children to know the rights and responsibilities of oneself. According to the open-ended responses and interview, students knew how to behave but they did not apply what they know in their daily life. The four values of moral and civics are ethics, right and responsibilities, discipline and living in peace and harmony. To achieve learning objectives, teachers should practice students to know their rights and responsibilities. They should also create a supportive environment in which students could develop right behaviours and habits.

In teaching life skills, grade 1 teachers had challenges slightly. In teaching life skills, students' knowledge, skills and attitudes were improved by the process of inquisition, learning and practicing. Parents involvement was also important to achieve the learning objectives. Besides, in open-ended responses, teachers said they needed text books for students to be more convenient in doing exercises.

In physical education, there were challenges slightly for teachers. The reason was that there was not enough playground or space for students. By learning physical education, students will not only become physically and mentally strong but also gain self-esteem, mutual respect and team spirit. So, teachers need to put more emphasis on achieving learning objectives rather than identifying winner and loser.

In art, there were challenges slightly for teachers. They had difficulties in playing flute and dancing. This was because teachers themselves could not play flutes well and could not dance systematically. Besides, flutes are not enough for students.

In local curriculum, teachers had challenges moderately. The schools that the research was conducted did not teach local curriculum because there was no ethnic group in class. However, it is better if teachers tell about the history, culture and habits of ethnics groups of Myanmar in the period of local curriculum. By this way, students can recognize the diversity of ethnics groups.

In assessing ten learning areas, teachers had challenges slightly. Teachers had difficulties in assessing the achievement of children in each lesson. The reason was because there were too many students in class. Therefore, teachers need more time to assess each student.

Apart from preparing, teaching and assessing new curriculum, creating teaching aids became a difficulty for teachers. This was because they could create teaching aids for themselves but they had financial difficulties. They had also challenges in class room control because of large class size. Thus, time and class management became challenges for them. According to the qualitative research finding, in this case, teachers who had experience of teaching grade 1 had less challenges than the ones who had no experience. This was because experienced teachers were more familiar with new curriculum and can overcome the challenges more easily than before. Teaching and assessing students who directly joined grade 1 was also challenges for

teachers. They had difficulties especially in teaching Myanmar and mathematics. Moreover, teachers pointed low parent collaboration with school. The reason was that parents did not understand the objectives and benefit of new curriculum well. So, they taught their children in wrong ways and sent them to tuition.

Concerning to the needs of teachers to perform more effectively, most teachers wanted to be supplied with enough teaching aids. They also needed to have appropriate teacher-student ratio. Some teachers wanted to learn more about music, dancing, effective teaching methods, English speaking skills, drawing, racial languages and English poems in rhymes. They mentioned to hold seminars and workshop for grade 1 new curriculum experiences sharing and to provide enough spaces, multimedia and life skill text books. Some teachers suggested that six-year-old students should attend kindergarten first instead of directly joining grade 1. Related to grade 1 teachers training, they also mentioned that all teachers should attend teacher training and teacher training was too short.

Related to the teachers' perception on grade 1 curriculum, most teachers accepted that grade 1 curriculum was suitable for 21st century students. However, there are large number of students in most class. So, teachers had some unexpected difficulties in implementing new curriculum.

In implementing new curriculum, there was no significant difference in overall challenges of grade 1 teachers grouped by age, teaching service and qualification. However, there are significant difference in assessing new curriculum between two groups of teachers classified by their qualification. This was because DTED certificate holders had more educational training rather than B.A. or B.Sc. degree holders. According to the quantitative finding, there was no significant difference in overall challenges of teachers in terms of their class size. However, in open-ended responses and interview, most teachers said that they had challenges in preparing, teaching and assessing new curriculum because of large class size. Large class size is one of the obstacles for effective curriculum implementation. Therefore, the student-teacher ratio is an important indicator for teachers. How teachers use time and give attention to their students depends on the class size. Moreover, there was a significance difference between two groups of teachers classified by the number of students in class who directly joined first grade. According to the research, 5.9% of grade 1 students were not attended kindergarten and joined grade 1 directly. Teachers with students who directly joined grade 1 had more challenges than teachers without these students. According to qualitative findings, teachers said they needed to pay more attention to these students. Learner entry behaviour can influence the development and result of a teaching-learning process. So, all children should attend kindergarten first because it aids children for smooth transition from home to school life. It also improves five developmental areas of children by the process of learning by playing through five senses.

5.3 Recommendations

This study revealed that challenges of grade 1 teachers in implementing new curriculum from the finding of questionnaires. According to the quantitative findings, they had moderately low challenges in implementing this curriculum. However, based on both quantitative and qualitative findings, the followings are the suggestions to be able to implement the curriculum more effectively and successfully.

- More in-service teacher training, workshops and seminars for grade 1 new curriculum experience sharing should be offered occasionally for effective curriculum implementation.
- Teachers should create a supportive environment in which students can apply what they had learnt in class.
- Appropriate teacher-student ratio, enough time, teaching aids and spaces should be provided to teachers for effective curriculum implementing.
- Six-year-old children should attend kindergarten first because kindergarten education is education that promotes children holistic development by using appropriate methods to ease their transition to first grade.
- Principals and teachers should share community the vision, mission, value and pedagogical approaches of new curriculum so that they can actively collaborate with schools.

Need for Further Study

This study was conducted to investigate the challenges of grade 1 teachers in implementing new curriculum in South Dagon Township, Yangon Region. Therefore, research works should be conducted in other areas. Moreover, as there are many challenges faced by grade 1 teachers, it is needed to investigate curriculum implementation more details.

Acknowledgements

First and foremost, we would like to express our respectful thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education) and Dr. Pyone Pyone Aung and Dr. Kay Thwe Aung (Pro-Rectors, Yangon University of Education) for their permissions to carry out this study. We would like to offer our respectful gratitude to Dr. Daw Htay Khin (Professor, Head of Department, Department of Educational Theory, Yangon University of Education), the chairman of this thesis, for her administrative support and expert guidance. Further, we would acknowledge to the responsible persons from the selected public schools who participated in this study, Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) and Dr. Thwe Thwe Aung and Daw Khine Yee Mon (Assistant lectures, Department of Educational Theory, Yangon University of Education). I would like to offers our thanks to each person who has contributed directly or indirectly in completing our thesis successfully.

References

- Basic Education Curriculum, Syllabus and Textbook Committee (2017). *Grade 1 Social Studies Textbook*, Myanmar: Ministry of Education.
- Basic Education Curriculum, Syllabus and Textbook Committee (2017). *Grade 1 Moral and Civics Textbook*, Myanmar: Ministry of Education.
- Basic Education Curriculum, Syllabus and Textbook Committee (2017). *Grade 1 Life Skills Textbook*, Myanmar: Ministry of Education.
- Copple, C., & Bredekamp, S., (Eds.). (2009). *Developmentally Appropriate Practice in Early Childhood Program Serving Children from Through Age8 (3rd ed.)*. Washington, DC: National Association for the Education of Young Children, (pp.10-15)
- Garba, M., (2004). *The Critical Role of Educational Resources on Curriculum Implementation in Noah*. Lagos, Nigeria: Central Education Services.
- Mena, J., G., (2014). *Foundation of Early Childhood Education (6th ed.)*. New York: McGraw-Hill Companies, Inc.

- Ministry of Education (2017). *Grade-1 Teachers Training Manual*, The Republic of Union of Myanmar.
- Mkpa, M., A., (1987). *Curriculum Development*. Owerri: Totan Publishing Ltd.
- Morrison, G., S. (1998). *Early Childhood Education Today (4th ed.)*. USA: Merrill.
- Munley, P. H. (1977). Erikson's theory of psychosocial development and career development. *Journal of Vocational Behaviour*, 10(3) (1977), 261-269
- Myanmar National Curriculum Framework (version 5), n.d, Retrieved from https://www.google.com.mm/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwj6iM2 cwobeAhULLY8KHbFgAW4QFjAAegQICRAC&url=https%3A%2F%2Fwww.lexutor.ca%2Fmyanmar%2Fcurriculum_framework_v5.pdf&usg=AOvVaw08uTYdQ9yDD_KXknUUO6JB
- Okehukola, P., A., O., (2004). *Curriculum Implementation in Nigeria, Strategies for the 21st Century in Noah*. Lagos, Nigeria: Central Education Services.
- Piaget, J. (1976). Piaget's Theory. In *Piaget and His School* (pp.11-23) Springer, Berlin, Heidelberg.
- Republic of Union of Myanmar (2014). National Education Law.
- Schiamberg, L., B., (1998). *Child and Adolescent Development. New Development*. New York: Macmillan.
- Wertsch, J. V., Del Rio, P., & Alvarez, A. (Eds.). (1995). *Sociocultural Studies of Mind*. Cambridge University Press.

A STUDY OF TEACHERS' KNOWLEDGE AND PRACTICES OF GOOD CITIZENSHIP

Khine Hsu Wai¹ and Thet Naing Oo²

Abstract

The aim of this study was to study the teachers' knowledge and practices of good citizenship in Insein Township, Yangon Region. Quantitative and qualitative methods were used in this study. Nine Basic Education Schools were selected by using systematic sampling method including four Basic Education High Schools and five Basic Education Middle Schools in Insein Township, Yangon Region. Two hundred and twenty five junior teachers were selected as sample by using simple random sampling method. The set of questionnaire included 8 items for demographic data, 30 true-false items for knowledge, 30 four-point Likert scale items for practice, and 6 open-ended questions. The reliability coefficient of Cronbach's alpha (α) of junior teachers' practices concerning good citizenship was 0.86. The Statistical Package for the Social Sciences (SPSS) software version 24 was used in this study. Descriptive statistics, independent samples *t* test, one-way ANOVA, and Pearson correlation were used to analyse the data obtained in this study. The research showed that the knowledge level of most of junior teachers concerning good citizenship was above satisfactory level. The practice level of junior teachers regarding good citizenship was moderately high (Mean= 3.18, SD=0.38). There was no significant difference in junior teachers' practice levels grouped by their knowledge levels. Moreover, there were no significant differences in their knowledge and practice levels grouped by their total years of service and teaching subjects. According to quantitative results, junior teachers' knowledge concerning good citizenship was positively low correlated with their practices.

Keywords: good citizenship

Introduction

Today is a dynamic competitive changing world. If a country keeps up with transformations occurring in digital era, this country will stand up for its development in the world. To create a developed country, human resources play an important role. These human resources need to be good citizens for the country. Therefore, possessing the valuable good citizens is an extremely important factor for the country.

Generating good citizens depends upon the education system of a country. Since there is a saying "Today's youth tomorrow's leaders," youth need to be educated people in order to shape the future of their country. Therefore, education reflects not only for the development of children but also for the future society in which they will be the participants. Moreover, education can mould students to become good citizens by imparting such knowledge as how to accept diversity, how to perform civic duties and how to focus on justice. Thereby, students can possess the good manners as good citizens.

Hence, schools carry the top responsibility in helping students to become active participants in their community as good citizens. In order to help students to become good citizens, teachers need to possess the characteristics of good citizens and need to practise according to these characteristics. In other words, teachers play an imperative role in educating students to become good citizens because they are role models not only for their students but also for their society. So, they need to demonstrate their behaviour concerned with good citizenship

¹ Senior Assistant Teacher, B.E.H.S

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

by engaging in community affairs. Because teachers' behaviour reflect the facts that how they understand the notion of good citizenship and how they practise due to their notion of good citizenship. For that reason, fostering good citizens for the country depends not only on education but also on teachers' knowledge and practices of good citizenship.

Significance of the Study

According to Dewey (1946), a good citizen is one who discovers his participation as a member of a political community group enriching to other aspects of life. The notion of good citizenship is important because it plays key role in political discourses.

Schools play an important role in teaching citizenship education, in fostering students to take responsibility, and to engage in political and civic affairs. Since the life of adult is the image of the life of children, teaching students to become good citizen is of paramount importance for every teacher.

In order to teach students to become good citizens, every teacher needs to possess the highest level of good citizenship. Moreover, they need to practise according to their good citizenship levels. By doing so, they can teach students to become good citizens more effectively and efficiently. So, Brophy and Van Sledright (1997) described that what teachers know and how they transfer it to their students reflects on their students' understanding and attitude.

Therefore, the aim of this study is to investigate the teachers' knowledge and practices of good citizenship. This study will uncover the teachers' knowledge and practice levels of good citizenship. Moreover, this study will inform policy makers to consider an outline for creating a component of citizenship education for teachers. This component of citizenship education will promote teachers' knowledge and practice levels of good citizenship.

Objectives of the Study

General objective

- (1) To study the junior teachers' knowledge and practices of good citizenship

Specific objectives

- (1) To study the junior teachers' knowledge levels concerning good citizenship
- (2) To study the junior teachers' practice levels concerning good citizenship
- (3) To investigate the variations of junior teachers' practice levels concerning good citizenship according to their knowledge levels
- (4) To study the differences in junior teachers' knowledge levels of good citizenship according to their personal factors
- (5) To study the differences in junior teachers' practice levels of good citizenship according to their personal factors
- (6) To study the relationship between junior teachers' knowledge and practices of good citizenship

Research Questions

The following research questions were posed:

- (1) To what extent do junior teachers have the knowledge levels of good citizenship?
- (2) What are the practice levels of junior teachers concerning good citizenship?
- (3) What are the variations of junior teachers' practice levels concerning good citizenship according to their knowledge levels?
- (4) Are there any significant differences in junior teachers' knowledge levels of good citizenship according to their personal factors?
- (5) Are there any significant differences in junior teachers' practice levels of good citizenship according to their personal factors?
- (6) Is there any relationship between junior teachers' knowledge and practices of good citizenship?

Theoretical Framework

This research work was guided by following theoretical framework. In this study, good citizenship was investigated with personally responsible citizen, participatory citizen and justice-oriented citizen developed by Westheimer and Kahne (2004). They are described as follows.

Personally Responsible Citizen

In order to be a personally responsible citizen, a person should have the following characteristics. A person should act responsibly by paying the taxes for the country and obeying the laws described by the country, volunteer to help others, donate blood for saving the lives of thousands of people who are in need, keep the community clean, recycle the things that can use return, maintain the natural resources, protect the country by having the sense of patriotism, and treat other people with respect.

Participatory Citizen

A person should have the following characteristics in order to be a participatory citizen. A person should be an active participant in the community-based organizations and voluntary associations, use social media, read newspapers and watch television to know about the information such as functions of government, political issues and other knowledgeable contents and discuss about it, vote in election, take leadership position during the time of crisis, treat other people with tolerance, participate in decision-making process, and participate in the environmental conservation activities.

Justice-Oriented Citizen

A person should have the following characteristics in order to be a justice-oriented citizen. A person should critically analyze the media reports about political and other information related to social and economic structures, criticize about the functions of government, solve problems by seeking out the root causes of these problems, buy the registered products, point out what things are needed to change, make a change himself to improve the community, challenge inequalities, participate in voting process by holding the sense of fairness, and accept the diversity.

Definitions of Key Terms

Good Citizenship

Good citizenship is self-reliant, concerned with the common good, engaged in civil society and critical of authority (Kymlicka and Norman, 1994).

Personally Responsible Citizen

Personally responsible citizen is one who acts responsibly in the communities (Westheimer and Kahne, 2004).

Participatory Citizen

Participatory citizen is one who is an active member of community and organizes efforts to improve community (Westheimer and Kahne, 2004).

Justice-Oriented Citizen

Justice-oriented citizen is one who critically assesses social, political and economic structures by addressing the root causes of problems, focuses on social justice and promotes for social change (Westheimer and Kahne, 2004).

Operational Definition

Good Citizenship

Good citizenship refers to a citizen who behaves responsibly, participates in community and performs the tasks by focusing on social justice.

Methodology

Quantitative Method

Sample

There are four high schools, five middle schools and the number of two hundred and twenty five junior teachers in Insein Township participated in this study (see Table 1).

Table 1: Personal Factors for Junior Teachers

No.	Variables	Group	No. of Participants	Total
1.	Total Years of Service	7-18 years	51	225
		19-30 years	86	
		31 and above years	88	
2.	Teaching Subjects	Social Studies	55	225
		Languages	83	
		Science Subjects	87	

Instrumentation

There are three parts in the questionnaire. The first one was to collect the personal information concerning gender, age, qualification, specialized subject, total years of teaching service, position and current teaching class and subject.

The second one was junior teachers' knowledge about good citizenship. This questionnaire was made by defining true-false item and measured by scoring 1-mark for one true item and 0-mark for one false item on 30-item questionnaire. In this true-false item, a high score was indicated a much more knowledgeable about good citizenship and a low score was indicated a less knowledgeable about good citizenship.

The third one was junior teachers' practices about good citizenship based on four-point Likert scale ranging from 1 to 4 (1=never, 2=sometimes, 3=often, 4=always) for 30 items. The questionnaire for both junior teachers' knowledge and practices about good citizenship was based on three dimensions such as personally responsible citizen (item 1 to item 10), participatory citizen (item 11 to item 20), and justice-oriented citizen (item 21 to item 30) respectively.

Instrument Validity: In order to obtain the content validity for Teachers' Knowledge and Practices of Good Citizenship, expert review was conducted by twelve experienced educators, who have special knowledge and close relationship with this area, from the Department of Educational Theory.

Instrument Reliability: To measure the reliability of this questionnaire, the Cronbach's alpha was used. The internal consistency (α) of the whole scale of Teachers' Practices of Good Citizenship was 0.86.

Procedure

Firstly, the related literature was reviewed to study the junior teachers' knowledge and practices of good citizenship. A theoretical framework was developed based on the related literature. It consists of three dimensions for juniorteachers' knowledge and practices of good citizenship such as personally responsible citizen, participatory citizen, and justice-oriented citizen. After that, in order to get the required data, the instruments were constructed under the guidance of the supervisor. For the content validity, the advice and guidance were taken twelve experienced educators, who had special knowledge and close relationship with this area, from the Department of Educational Theory. For item clarity, wording and contents of items were also revised in accordance with the suggestions of expertreview. Then, as a pilot study, questionnaires for teachers were distributed to 36 juniorteachers who were not participated in the study area. After the permission from Township Education Office was taken to do the research in Basic Education High Schools and Basic Education Middle Schools in Insein Township, Yangon Region, questionnaires were distributed to these schools on 8th, November, 2018. Distributed questionnaires were collected again by the researcher after one week later. The respondent rate was 100%.

Data Analysis

The collected data of this study were analyzed using the Statistical Package for the Social Sciences (SPSS) software version 24. Descriptive statistics was used to examine the frequency counts, percentage, means and standard deviations for individual items and groups of items. Independent Samples^t Test was used to examine the variations of junior teachers practice levels concerning good citizenship grouped by their knowledge levels. One-Way Analysis of Variance (ANOVA) was conducted to search whether there was a significant difference or not among their total years of service and teaching subjects. Pearson correlation was used to explore the relationship between junior teachers' knowledge and practices of good citizenship.

Qualitative Methodology

Qualitative research was used to study the juniorteachers' knowledge and practices of good citizenship. Required data was obtained through open-ended questionnaire about teachers' knowledge and practices of good citizenship.

Instrumentation

As an instrument, open-ended questions were used to obtain the required data. The open-ended questionnaire consists of two parts. The first one is juniorteachers' knowledge concerning good citizenship which consists of 3 items and the second one is juniorteachers' practices concerning good citizenship which consists of 3 items.

Procedure

According to the related literature review, (6) open-ended questions were administered to obtain in-depth information about juniorteachers' knowledge and practices of good citizenship. Reliability and content validity were taken as in quantitative method.

Findings

Research findings are presented by using descriptive statistics, independent samples *t* test, One-Way ANOVA, and Pearson correlation. Junior teachers' responses to open-ended questions were also presented.

Investigating Junior Teachers' Knowledge Levels about Good Citizenship

The number and percentage of junior teachers' knowledge levels about good citizenship were identified as shown in Table 2.

Table 2 Number and Percentage of Junior Teachers' Overall Knowledge Levels about Good Citizenship (N=225)

Scoring Range	No. of Teachers (%)	Remark
< 50%	0	Below Satisfactory Level
50%-74%	37 (16.4%)	Satisfactory Level
≥75%	188 (83.6%)	Above Satisfactory Level

<50%= Below Satisfactory

50%-74%=Satisfactory

≥75%=Above Satisfactory

Analyzing Junior Teachers' Practice Levels about Good Citizenship

To know the junior teachers' practice levels about good citizenship, mean value and standard deviation were used.

Findings for research question (2) were presented in Table 3.

Table 3 Mean Values, Standard Deviations and Levels of Junior Teachers' Practice for Good Citizenship (N=225)

Variables	Mean	SD	Remark
Personally Responsible Citizen	3.33	0.41	High
Participatory Citizen	3.14	0.45	Moderately high
Justice-Oriented Citizen	3.07	0.47	Moderately high
Overall GC Practice	3.18	0.38	Moderately high

1.00-1.75=Low

1.76-2.50= Moderately low

2.51-3.25=Moderately high

3.26-4.00=High

Investigating Junior Teachers' Practice Levels concerning Good Citizenship in terms of their Knowledge Levels

Findings for research question (3) were presented in Table 4.

Table 4 Overall Mean Values and Standard Deviations of Junior Teachers' Practice Levels concerning Good Citizenship Grouped by Knowledge Levels (N=225)

Variables	Group	Mean	SD
Overall GC Practices	Group A	3.22	0.38
	Group B	3.00	0.34

1.00-1.75=Low 1.76-2.50= Moderately low 2.51-3.25=Moderately high 3.26-4.00=High

In Table 5, the results of independent samples *t* test for the junior teachers' practice levels concerning good citizenship grouped by their knowledge levels were shown.

Table 5 Results of Independent Samples *t* Test for Junior Teachers' Practice Levels concerning Good Citizenship Grouped by Knowledge Levels (N=225)

Variables	Group	<i>t</i>	<i>df</i>	<i>p</i>
Overall GC Practices	Group A	-3.180	223	ns
	Group B			

p*<.05, *p*<.01, ns=not significant

Investigating Junior Teachers' Knowledge Levels about Good Citizenship based on their Personal Factors

In Table 6, mean scores and standard deviations of junior teachers' knowledge levels about good citizenship grouped by total years of service were shown.

Table 6 Mean Scores and Standard Deviations of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Total Years of Service (N=225)

Area	Total Years of Service	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Knowledge for Good Citizenship	7-18	51	8.33 (0.93)	7.71 (1.25)	9.02 (1.03)	8.35 (0.70)
	19-30	86	8.24 (0.87)	7.73 (1.29)	8.66 (1.22)	8.22 (0.81)
	31 and above	88	8.38 (1.01)	7.81 (1.14)	8.98 (1.03)	8.38 (0.80)

Below 7.54=Below Satisfactory

7.54-9.10=Satisfactory

Above 9.10=Above Satisfactory

In Table 7, the results of One-Way ANOVA for the junior teachers' knowledge levels about good citizenship grouped by total years of service were shown.

Table 7 One-Way ANOVA Results of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Total Years of Service (N=225)

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	.765	2	.383	.434	ns
	Within Groups	195.830	222	.882		
	Total	196.596	224			
Participatory Citizen	Between Groups	.403	2	.201	.134	ns
	Within Groups	333.153	222	1.501		
	Total	333.556	224			
Justice-Oriented Citizen	Between Groups	5.844	2	2.922	2.384	ns
	Within Groups	272.156	222	1.226		
	Total	278.000	224			
Overall GC Knowledge	Between Groups	12.366	2	6.183	1.130	ns
	Within Groups	1214.994	222	5.473		
	Total	1227.360	224			

* $p < .05$, ** $p < .01$, ns=not significant

In Table 8, mean scores and standard deviations of junior teachers' knowledge levels about good citizenship grouped by teaching subjects were shown.

Table 8 Mean Scores and Standard Deviations of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Teaching Subjects (N=225)

Area	Teaching Subjects	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Knowledge for Good Citizenship	Social Studies	55	8.38 (0.80)	7.62 (1.35)	8.67 (1.28)	8.22 (0.84)
	Languages	83	8.40 (0.85)	7.84 (1.15)	8.94 (1.05)	8.40 (0.73)
	Science Subjects	87	8.20 (1.08)	7.76 (1.20)	8.92 (1.06)	8.29 (0.80)

Below 7.54=Below Satisfactory

7.54-9.10=Satisfactory

Above 9.10=Above Satisfactory

In Table 9, the results of One-Way ANOVA for the junior teachers' knowledge levels about good citizenship by their teaching subjects were shown.

Table 9 One-Way ANOVA Results of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Teaching Subjects (N=225)

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	2.056	2	1.028	1.173	ns
	Within Groups	194.539	222	.876		
	Total	196.596	224			
Participatory Citizen	Between Groups	1.679	2	.839	.562	ns
	Within Groups	331.877	222	1.495		
	Total	333.556	224			
Justice-Oriented Citizen	Between Groups	2.755	2	1.378	1.111	ns
	Within Groups	275.245	222	1.240		
	Total	278.000	224			
Overall GC Knowledge	Between Groups	8.475	2	4.237	.772	ns
	Within Groups	1218.885	222	5.490		
	Total	1227.360	224			

* $p < .05$, ** $p < .01$, ns=not significant

Investigating Junior Teachers' Practice Levels about Good Citizenship based on their Personal Factors

In Table 10, mean values and standard deviations of junior teachers' practice levels about good citizenship grouped by total years of service were shown.

Table 10 Mean Values and Standard Deviations of Junior Teachers' Practice Levels about Good Citizenship Grouped by Total Years of Service (N=225)

Area	Total Years of Service	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Practice for Good Citizenship	7-18	51	3.34 (0.38)	3.15 (0.36)	3.12 (0.43)	3.21 (0.33)
	19-30	86	3.30 (0.33)	3.10 (0.41)	3.02 (0.42)	3.14 (0.30)
	31 and above	88	3.35 (0.48)	3.17 (0.53)	3.09 (0.54)	3.20 (0.46)

1.00-1.75=Low

1.76-2.50= Moderately low

2.51-3.25=Moderately high

3.26-4.00=High

In Table 11, the results of One-Way ANOVA for the junior teachers' practice levels about good citizenship grouped by total years of service were shown.

Table 11 One-Way ANOVA Results of Junior Teachers' Practice Levels about Good Citizenship Grouped by Total Years of Service (N=225)

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	.115	2	.058	.347	ns
	Within Groups	36.821	222	.166		
	Total	36.937	224			
Participatory Citizen	Between Groups	.219	2	.110	.536	ns
	Within Groups	45.410	222	.205		
	Total	45.629	224			
Justice-Oriented Citizen	Between Groups	.338	2	.169	.760	ns
	Within Groups	49.309	222	.222		
	Total	49.646	224			
Overall GC Practices	Between Groups	.198	2	.099	.690	ns
	Within Groups	31.926	222	.144		
	Total	32.124	224			

* $p < .05$, ** $p < .01$, ns=not significant

In Table 12, mean values and standard deviations of junior teachers' practice levels about good citizenship grouped by teaching subjects were shown.

Table 12 Mean Values and Standard Deviations of Junior Teachers' Practice Levels about Good Citizenship Grouped by Teaching Subjects (N=225)

Area	Teaching Subjects	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Practice for Good Citizenship	Social Studies	55	3.28 (0.49)	3.10 (0.47)	3.01 (0.54)	3.13 (0.45)
	Languages	83	3.33 (0.43)	3.15 (0.45)	3.07 (0.47)	3.18 (0.38)
	Science Subjects	87	3.37 (0.31)	3.17 (0.45)	3.11 (0.43)	3.21 (0.33)

1.00-1.75=Low 1.76-2.50= Moderately low 2.51-3.25=Moderately high 3.26-4.00=High

In Table 13, the results of One-Way ANOVA for the junior teachers' practice levels about good citizenship by their teaching subjects were shown.

Table 13 One-Way ANOVA Results of Junior Teachers' Practice Levels about Good Citizenship Grouped by their teaching subjects (N=225)

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	.257	2	.129	.779	ns
	Within Groups	36.679	222	.165		
	Total	36.937	224			
Participatory Citizen	Between Groups	.146	2	.073	.357	ns
	Within Groups	45.483	222	.205		
	Total	45.629	224			
Justice-Oriented Citizen	Between Groups	.311	2	.155	.699	ns
	Within Groups	49.336	222	.222		
	Total	49.646	224			
Overall GC Practices	Between Groups	.230	2	.115	.801	ns
	Within Groups	31.894	222	.144		
	Total	32.124	224			

* $p < .05$, ** $p < .01$, ns=not significant

The Relationship between Junior Teachers' Knowledge and Practices of Good Citizenship

To find out the relationship between junior teachers' knowledge and practices about good citizenship, Pearson Correlation was performed and the result obtained was displayed in table given below.

Table 14 Relationship between Junior Teachers' Knowledge and Practices of Good Citizenship (N=225)

Variables	Knowledge on Good Citizenship	Practices on Good Citizenship
Knowledge on Good Citizenship	1	.254**
Practices on Good Citizenship	.254**	1

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

According to Table 14, it was found that there was a significant and positive relationship ($r=.254$), ($p=0.000$) between junior teachers' knowledge and practices about good citizenship.

Qualitative Findings

Open-ended Questions

There are six open-ended questions in the instrument concerning junior teachers' knowledge and practices about good citizenship.

The open-ended question (1) is ***“What do you understand the word personally responsible citizen?”*** For this question, the junior teachers participated in this study answered as follows.

63.56% (n=143) of junior teachers stated that “a person who follows the rules.” 20.44% (n=46) of junior teachers stated that “a person who tries and performs the tasks.” 8% (n=18) of junior teachers stated that “a person who teaches the children to possess good character.” 3.56% (n=8) of junior teachers stated that “a person who helps the people suffering from flood by performing volunteer.” 2.67% (n=6) of junior teachers stated that “a person who pays the taxes for the country.” 1.76% (n=4) of junior teachers stated that “a person who picks up the trash and puts them into the trash can to keep the community clean.”

The open-ended question (2) is ***“What do you understand the word participatory citizen?”*** For this question, the junior teachers participated in this study answered as follows.

49.33% (n=111) of junior teachers stated that “a person who has the spirit of altruism.” 33.33% (n=75) of junior teachers stated that “a person who participates in community-based activities.” 8.89% (n=20) of junior teachers stated that “a person who has the spirit of sympathy.” 4.44% (n=10) of junior teachers stated that “a person who participates in environmental conservation activities.” 4% (n=9) of junior teachers stated that “a person who performs the duty successfully.”

The open-ended question (3) is ***“What do you understand the word justice-oriented citizen?”*** For this question, the junior teachers participated in this study answered as follows.

36.4% (n=82) of junior teachers stated that “a person who performs the tasks with justice.” 25.55% (n=58) of junior teachers stated that “a person who accepts the diversity.” 21.59% (n=49) of junior teachers stated that “a person who wants justice and solves injustice that occurs in society by standing from the right side.” 8.81% (n=20) of junior teachers stated that “a person who performs the tasks for getting equal opportunities in society.” 4.85% (n=11) of junior teachers stated that “a person who reports narcotic information.” 2.22% (n=5) of junior teachers stated that “a person who criticizes the functions of government by analysing the reports of media and the performances of representatives to vote.”

The open-ended question (4) is ***“Describe your contributions as a personally responsible citizen.”*** For this question, the junior teachers participated in this study answered as follows.

39.11% (n=88) of junior teachers stated that they threw the garbage systematically, prohibited the use of narcotic, and cultivated students to possess the habit of picking up the garbage. 29.7% (n=67) of junior teachers stated that they served as coaches in religious courses, helped other people, put drinking fountains for the people, and taught waifs and strays to reach the right way. 20.89% (n=47) of junior teachers stated that they complained about the selling of invalid economic products and narcotic to the respective people, taught students to have patriotism. 9.78% (n=23) of junior teachers stated that they served as volunteers.

The open-ended question (5) is ***“Describe your contributions as a participatory citizen.”*** For this question, the junior teachers participated in this study answered as follows.

35.56% (n=80) of junior teachers stated that they participated in ceremonies concerning neighbourhood, anti-trafficking in persons activities, extirpation of child raping case activities, collecting census activities, and illiteracy extirpation activities. 30.22% (n=68) of junior teachers stated that they participated in Red Cross Society, and Myanmar Women’s Affairs Federation, Myanmar Maternal and Child Welfare Association, religious organization. 20.89% (n=47) of junior teachers stated that they participated in voluntary associations. 4.89% (n=11) of junior teachers stated that they cultivated plants for green school compound. 4.44% (n=10) of junior teachers stated that they participated in voting. 3.11% (n=7) of junior teachers stated that they participated in school related activities. 1% (n=2) of junior teachers stated that they served as chairman of Myanmar Women’s Affairs Federation and leader of voluntary association.

The open-ended question (6) is ***“Describe your contributions as a justice-oriented citizen.”*** For this question, the junior teachers participated in this study answered as follows.

56% (n=126) of junior teachers stated that they served as polling-station duty in polling-day, and taught students to avoid bullying 24.44% (n=55) of junior teachers stated that they served as school duties with justice, and solved the problems that take place between neighbours by pointing out the root causes of these problems. 10.67% (n=24) of junior teachers stated that they taught students without discrimination. 4.44% (n=10) of junior teachers stated that they voted the party that can serve to improve the country. 3.11% (n=7) of junior teachers stated that they were not participated in justice-oriented activities. 1.32% (n=3) of junior teachers stated that they collected the numbers of 5 years children to attend the school as child right, and participated in activities to get equal chance.

Discussion

A state was composed of copious citizens. The success or failure of a state depends upon the handle of its citizens. A state likes a horse and a citizen likes a dragoon. A horse can reach the desired course or wrong course under the manoeuvrability of a dragoon. To reach the desired course, a dragoon’s competency is extremely important. In other words, if a dragoon is expert, a horse will reach the desired course. Like this, every citizen like a dragoon should try to be good rider or good citizen to reach the desired goal for the state as in building the successful democracy or building the developed state. If a state possesses numerous good citizens, they will build an all-round developed state. Hence, teachers need to teach students to become good citizens by contributing their knowledge and practices about good citizenship.

In the findings of knowledge levels respecting good citizenship, most of junior teachers were above satisfactory level and there was no junior teacher who was below satisfactory level. Furthermore, there were junior teachers who were at the satisfactory level of good citizenship. Hence, junior teachers who were at the satisfactory level should try to reach the above satisfactory level of good citizenship. Since they were teachers, they had to attend refresher courses every year, so that they got good citizenship knowledge as hidden curriculum. When they attend next refresher courses, they should be active learners to absorb whatever the instructors teach. Moreover, they should listen carefully the reports of media regarding good citizenship and they should ingest information regarding good citizenship that obtained from reading books. Through this, they will possess much knowledge concerning good citizenship and disseminate

their knowledge to their students. Therefore, teachers are the foundations of producing good citizens.

According to findings, the practice levels of junior teachers regarding good citizenship including participatory citizen and justice-oriented citizen were moderately high and that of personally responsible citizen was high. Therefore, it could be concluded that junior teachers performed personally responsible citizen more than participatory citizen and justice-oriented citizen. Moreover, it could be assumed that they obeyed rules and laws, and paid the taxes for creating a developed state by understanding the facts that “obeying discipline can free from dangerous” and “the standing of government depends upon the taxes given by the people” more than solved problems as leaders, discussed political news, treated people with tolerance, and expressed their opinions concerning injustice in social media to point out the need for change.

For the result of junior teachers’ practice levels grouped by their knowledge levels, junior teachers from Group A and that of Group B were having the moderately high practice levels of good citizenship.

According to total years of service, the group of junior teachers who had total years of service “7-18”, that of “19-30” and that of “31 and above” possessed the satisfactory knowledge levels of personally responsible citizen, participatory citizen and justice-oriented citizen. The mean score of the group of junior teachers who had total years of service “7-18” concerning justice-oriented citizen was higher than the other two groups. On the other hand, the practice levels of these three groups of junior teachers were high in personally responsible citizen and moderately high in participatory citizen and justice-oriented citizen. The mean value of the group of junior teachers who had total years of service “31 and above” concerning personally responsible citizen was higher than the other two groups.

In the findings of teaching subjects, the three groups of junior teachers who teach social studies, languages, and science subjects possessed the satisfactory knowledge level of personally responsible citizen, participatory citizen and justice-oriented citizen. The mean score of junior teachers who teach languages was higher than the other two groups. On the other hand, the practice levels of these three groups of junior teachers were high in personally responsible citizen and moderately high in participatory citizen and justice-oriented citizen. The mean values of the group of junior teachers who teach science was higher than the other two groups.

Thus, according to the results of both total years of service and teaching subjects, although the mean scores of groups of junior teachers’ knowledge respecting justice-oriented citizen were high, the mean values of their practice respecting justice-oriented citizen were low. Although the mean scores of their knowledge regarding personally responsible citizen were low, the mean values of their practice regarding personally responsible citizen were high. Therefore, these results highlighted that they did not perform according to their knowledge.

For the findings of correlation, the knowledge of junior teachers concerning good citizenship was low correlated with practice because the value of correlation coefficient was less than 0.35.

To sum up, a person’s behaviour can reflect how much knowledge he possesses. Therefore, this study informed that the teachers who are the most extremely important people should practise according to their knowledge about good citizenship in order to be qualified ideal

people for their students. As a result of doing this, they will be good citizens for the state and will also produce enormous good citizens for building the developed state.

Recommendation

Arising from the findings of this study, the following recommendations are made:

1. Teachers should discuss political news with their colleagues by exchanging their opinions to increase their political knowledge.
2. Teachers should point out the need for transformation to create the better society with justice.
3. Teachers should contribute their civic knowledge to their students by reinforcing them to participate in such activities as religious organization, voluntary organization, Scouts organization, Red Cross Society, sports team, etc. In this regard, students will enhance their communication skills and will possess “we spirit.”
4. Teachers should contribute their democratic behaviour to their students by holding classroom election and school election to select classroom leaders and chairman of school council. Through this, students will comprehend how to elect representative by voting system and they will intimate the process of democracy before they reach adulthood.
5. Teachers should teach students to accept diversity and to respect one’s religion for creating a peace world, prohibiting from becoming war and saving the lives of thousands of people.
6. Teachers should transmit future generations through education to possess good character such as respect for people, standing for equality, obeying rules and laws, paying the taxes, possessing the spirit of altruism, and taking responsibility for one’s action.
7. Teachers should try to comprehend the widespread sense of hidden curriculum to teach their students more about good citizenship.
8. Department of Educational Research, Planning and Training (DERPT) should arrange adequate training for teachers to understand more about citizenship education.

Need for Further Research

This study investigated the junior teachers’ knowledge and practices of good citizenship in Insein Township, Yangon Region. Therefore, it is necessary to conduct such study in junior teachers from other states, regions and townships to represent the whole country. Moreover, the similar study should be conducted by considering other personal factors such as gender, and school location. Additionally, the investigation of knowledge and practices of primary teachers and senior teachers concerning good citizenship should be operated. Furthermore, the research about students’ knowledge and practices of good citizenship should be carried out for modifying the curriculum. Finally, the research about how teachers use teaching strategies for promoting students’ political knowledge should be investigated when curriculum include new contents concerning politics.

Acknowledgements

First and foremost, we would like to express my respectful thanks to Dr. Aye Aye Myint (Acting Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-rector, Yangon University of Education) for allowing me to complete this research study successfully.

We would like to offer my respectful gratitude to Dr. Daw Htay Khin (Professor, Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for their administrative support and expert guidance that assisted greatly in the preparation for this study.

Further, we would acknowledge to the Township Education Officer, school principals and junior teachers who participated in this study, the librarian and staff members of the Yangon University of Education and Universities' Central Library.

References

- Brophy, J., & Van Sledright, B.A. (1997). *Teaching and learning history in elementary schools*. New York, NY: Teachers College Press.
- Bryant, M.J. (2011). *Case study: Youth perceptions of citizenship* (Master's thesis, Texas A & M University). Retrieved June 6, 2018 from oaktrust.library.tamu.edu/bitstream/handle/1969.1/ETD.../BRYANT-THESIS.pdf.
- Dewey, J. (1946). *The public and its problems*. Chicago, CHI: Gateway Books.
- Kymlicka, W., & Norman, W. (1994). Return of the citizen: A survey of recent work on citizenship theory. *Ethics*, 104(2), 352-381. Retrieved September 9, 2018 from <https://www.journals.uchicago.edu/doi/10.1086/293605>
- Westheimer, J., & Kahne, J. (2004a). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269. Retrieved September 9, 2018 from <https://www.democraticdialogue.com/DDpdfs/WhatKindOfCitizenAERJ.pdf>
- Westheimer, J., & Kahne, J. (2004b). Educating the "Good" citizen: Political choices and pedagogical goals. *PS: Political Science & Politics*, 37(2), 241-247. doi: 10.1017/S1049096504004160

RELATIONSHIP BETWEEN TEACHERS' PARTICIPATION AND MOTIVATION IN PROFESSIONAL DEVELOPMENT

Thin Hay Mar Soe¹ and Khin Mar Ni²

Abstract

The main aim of this study was to investigate the relationship between teachers' participation and motivation in professional development in Basic Education High Schools from South Dagon Township, Yangon Region. Quantitative and qualitative methods were employed in this study. All 196 Senior teachers from eight Basic Education High Schools were targeted as participants by using census survey. Questionnaire was used as instrument in this study. Questionnaire was developed based on the eleven categories of professional development activities developed by OECD (2009) and OISE (2006), Self-determination theory (SDT) (Ryan and Deci, 2000a) for teachers' motivation and teachers' basic needs for facilitating intrinsic motivation. For the expert validity, instrument was reviewed by a panel of experts. The reliability coefficient (Cronbach's alpha) for whole scale of the questionnaire was 0.90. SPSS (Statistical Package for the Social Science) software version 25, descriptive statistics, One-way Analysis of Variance (ANOVA) and Tukey Post-hoc mean comparison and Pearson product-moment correlation were used to analyze the quantitative data. For qualitative study, open-ended questions and interview were conducted. In participation, teachers often participated in all categories of professional development activities. The most common type of teachers' motivation to participate in professional development was autonomous motivation (identified regulation, intrinsic motivation). There were significant differences in teachers' participation grouped by their age. There were also significant differences in teachers' motivation grouped by their age and teaching service. Teachers who have teaching service of (31 years and above) and (7-18 years) got high mean values in controlled motivation (external and introjected regulation). Teacher participation in professional development and their autonomous motivation were correlated in this study. The extent of teachers' satisfaction on their three basic needs (autonomy, competence and relatedness) for facilitating intrinsic motivation was moderately high. After quantitative study, qualitative study followed up. The information obtained from qualitative study was complementary to quantitative findings.

Key Terms: Professional Development, Motivation, Participation

Introduction

In the era of educational reform, professional development for teachers has become an important component of the reform process. Teachers need to learn not only about innovations and programs but also how to change their teaching practice to implement students' improvement. Motivation deals with the “*energization*”, “*direction*” and “*regulation*” of peoples' achievement behavior. Based on self-determination theory (SDT; Deci & Ryan, 1985), teachers' self-determination to participate in professional development is also vital to educational improvements. If teachers' innate needs are met in their work, positive outcomes of school and education context can be enhanced. As Van, Eehelen, Vermunt and Boshuizen (2006) underlined teachers will to learn must be presented before their engagement in any learning activity.+

Motivation is why an action is taken (Beck, 1990). Identifying and investigating teachers' motivation may explain why some teachers choose to participate in the professional development. Considering the above reasons, this study will focus on teachers' autonomous (self-determined) and controlled motivation (not self-determined) for participating in professional

¹ Daw, Senior Teacher, BEHS (Branch) Nyaung Pin, Dagon Seikkan Township, Yangon Region

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

development. Therefore, this study aimed to investigate the relationship between teachers' participation and motivation in professional development in Basic Education High Schools setting.

Objectives of the Research

General Objective

- To study the relationship between teachers' participation and motivation in professional development in South Dagon Township, Yangon Region

Specific Objectives

The specific objectives of the study are

- To investigate the extent of teachers' participation in professional development
- To study the most common type of teachers' motivation to participate in professional development
- To investigate the differences in teachers' participation in professional development and their motivation grouped by age, teaching service and teaching subject
- To study the relationship between teachers' participation and motivation in professional development
- To study the extent of teachers' satisfaction on basic needs for facilitating intrinsic motivation in participation in professional development

Research Questions

- What is the extent of teachers' participation in professional development?
- What is the most common type of teachers' motivation to participate in professional development?
- Are there any significant differences in teachers' participation in professional development and their motivation grouped by age, teaching service and teaching subject?
- Is there any significant relationship between teachers' motivation and their participation in professional development?
- To what extent do teachers satisfy their basic needs for facilitating intrinsic motivation in participation in professional development?

Limitations of the Research

This study was only focused on participation and motivation of Senior Teachers in professional development. Senior Teachers from Basic Education High Schools in South Dagon Township, Yangon Region were selected as the subject of the research. In this study, amotivated situation (lack of any type of motivation) is not included because active types of motivation will be focused and also integrated regulation of SDT continuum is not included as it is very difficult to psychometrically distinguish integration from identification (Vallerand et al., 1992).

Theoretical Framework

This study scoped the types of professional development as

- Courses/workshops (e.g. On subject matter or methods and/or others educational related topics)
- Educational conferences or seminars (at which teachers and/or researchers present their research results and discuss educational problems)
- Qualification programmes (e.g. degree program)
- Observation visit to other schools
- Participation in a network of teachers (formed specially for the professional development of teachers)
- Individual or collaborative research on a topic of professional interest and
- Mentoring and/or peer observation and coaching as part of a formal school arrangement
- Reading professional literature (e.g. journals, evidenced based papers, thesis papers) and
- Engaging in informal dialogue with peers on how to improve teaching (OECD, 2009)
- Learning through Practice
- Technology and Learning (OISE, 2006)

According to the objectives of this study, the continuum of self-determination theory was used to investigate teachers' autonomous and controlled motivation.

Self-Determination Theory (SDT)

Ryan and Deci (2000a) developed the SDT and extrinsic and intrinsic motivation along a continuum which reflects the level of internalization. The continuum indicates various levels of self-determination, from less internalized forms of extrinsic motivation to intrinsic motivation. The more internalized the regulation is, the more the motivation level is self-determined. In connection with this continuum, the SDT establishes that people have three fundamental needs that are essential for facilitating the motivation for growth (Ryan & Deci, 2000a). These universally fundamental needs that people have are competence, autonomy, and relatedness. *The SDT continuum*. According to the SDT, there are five types, or regulatory styles, of motivation that lie along the continuum: *external*, *introjected*, *identified*, *integrated*, and *intrinsic* motivation. Each type of motivation has consequences for learning, performance, well-being, and personal experience (Ryan & Deci, 2000a). The first four, external, introjected, identified, and integrated, are all types of motivation that fall under extrinsic motivation because there are external reasons for the behavior. External is the least self-determined because the reasons and the decision to do the action are externally regulated. The behavior is performed to satisfy external demand or reward contingency and only continues while those contingencies are present. In the next regulatory style on the continuum, introjected is described as a behavior that is somewhat externally regulated by Ryan and Deci (2000a) describe behavior is controlled by wanting to avoid guilt or anxiety or to strive for maintaining feelings of worth. People feel they are acting because they have to and not because they want to. Identified is described by Ryan and Deci (2000a) as somewhat internally regulated. In the identified regulatory style, the reason for the behavior is because the person accepts value for the activity. The most self-determined extrinsic motivation is integrated where the regulations have been evaluated and are brought into

congruence with one's own goals and values. The final regulatory style on the continuum is intrinsic, which is the only regulatory style under intrinsic motivation.

Deci and Ryan's theory makes a significant distinction between autonomous or self-determined (i.e., intrinsic motivation and identified regulation) and non-autonomous or controlling (i.e., introjected and external regulation) types of motivation.

Competence, Autonomy, and Relatedness. The three fundamental needs concerned with the internal (or personal) and external factors. The more a person is satisfied by their needs for competence, autonomy, and relatedness, the more the source of motivation is intrinsic.

Definitions of the Key Terms

Professional Development

Any systematic and organized opportunity or activity that is intended to help teacher to improve their teaching practices (Guskey, 2002).

Participation

Participation is defined as engagement of teachers in professional development activities with the intention to learn or gain more knowledge and change in their teaching strategies to promote students' learning (Guskey, 2000).

Motivation

Motivation is defined as having three dimensions – goals, emotions and personal agency beliefs that serve to direct, energize and regulate activity (Ford, 1992).

Operational Definition

Participation

Participation in this study is defined as engagement of teachers in professional development activities with the intention to learn or gain more knowledge and change in their teaching strategies to promote students' learning. In this study, teachers' participation in professional development will be defined by mean values of teachers' responses to the items of teachers' participation in professional development activities in the questionnaire. The greater the mean value, the more the teachers participate in professional development activities.

Motivation

Teachers participate in professional development for many reasons. Motivation is the aspect that explains why two people behave differently in the same situation. Teacher's motivation influences teachers' decision to participate or not in the professional development. In this study, the most common type of teachers' motivation to participate in professional development will be defined by the mean values of teachers' responses to the items of teachers' motivation in the questionnaire (autonomous and controlled motivation).

Methodology

Research Design

In this study, mixed method (quantitative and qualitative methods) were used to study the relationship between teachers' participation and their motivation in professional development in

South Dagon Township, Yangon Region. The descriptive quantitative form of research design was used to collect the required data.

Population and Sample

There are 8 Basic Education High Schools in South Dagon Township, Yangon Region. There are totally 196 Senior teachers. Census survey was used in this study. All 8 Basic Education High Schools and all 196 senior teachers participated to answer the questionnaires in this study.

Instrumentation

The questionnaire was developed based on review of literature and included demographic information composed with gender, age, teaching service, position, teaching subject and training. In this study, questionnaire survey was used to collect the required data for the research. There were altogether 57 items. The first part of the questionnaire consisted of 22 items concerned with extent of teachers' participation in professional development activities. These items were rated on four-point Likert scale ranging from 1 to 4 (1=never, 2=sometime, 3=often, 4=always). The second part of the questionnaire included 20 items concerned with teachers' motivation to participate in professional development. These items were rated on four-point Likert scale ranging from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree). In the next part of the questionnaire, four-points on the scale are defined as in the second part and there were 15 items concerned with teachers' basic needs for facilitating intrinsic motivation. Open-ended questions and interview were also employed for data triangulation.

Procedure

The instrument was reviewed by 12 experts in the field of study to get validity. the instrument was modified under the guidance of supervisor by using experts' suggestions. Pilot study was conducted in Dagon Seikkan Township. The reliability coefficient for the whole scale of the questionnaire was 0.90. The questionnaires were delivered to all Senior teachers in all Basic Education High Schools in South Dagon Township, Yangon Region on 1, November, 2018. All questionnaires were recollected after one week later. The response rate was 100%. In order to triangulate, interview was conducted on second week of December (13, December, 2018) to obtain more accurate information. The data collected from the questionnaires were systematically analyzed by using SPSS (Statistical Package for the Social Science) software version 25. One-way Analysis of Variance (ANOVA), Tukey Post-hoc mean comparison and Pearson product-moment correlation were used. Answers of open-ended questions and interview procedure were analyzed by using knowledge getting from review of related literature.

Findings

The findings of this research based on quantitative and qualitative data analysis will be presented.

Findings for Quantitative Study

Table 1 Mean Values and Standard Deviations of Teachers' Participation in Professional Development (N=196)

No.	Professional Development Activities	Mean	SD	Extent of Participation
1.	Courses and workshops	2.57	0.74	Often
2.	Educational conferences and seminars	1.68	0.60	Never
3.	Qualification programmes	1.76	0.78	Sometimes
4.	Observation visit to other schools	1.97	0.67	Sometimes
5.	Participation in a network of teachers	3.19	0.71	Often
6.	Individual or collaborative research	2.24	0.78	Sometimes
7.	Engaging in informal dialogue with peers	2.93	0.77	Often
8.	Reading professional literature	3.48	0.62	Always
9.	Mentoring and/or peer observation and coaching	3.23	0.62	Often
10.	Learning through practice	2.45	0.68	Sometimes
11.	Technology and learning	2.07	0.74	Sometimes
	Overall (all professional development activities)	2.52	0.44	Often

Scoring Direction:

1.00–1.75=never

1.76–2.50=sometimes

2.51–3.25=often

3.26–4.00=always

The mean value for teachers' participation in all professional development activities was 2.52. Therefore, it informed that teachers often participated in professional development.

Table 2 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development (N=196)

Variables	Mean	SD	Remark
External Regulation	2.00	0.48	Moderately Low
Introjected Regulation	1.95	0.58	Moderately Low
Identified Regulation	3.49	0.50	High
Intrinsic Motivation	3.32	0.54	High
Overall Teachers' Motivation	2.69	0.34	Moderately High

Scoring Direction: 1.00–1.75=Low, 1.76–2.50=Moderately Low, 2.51–3.25=Moderately High, 3.26–4.00=High

According to the table, teachers' motivation to participate in professional development was moderately high. It informed that teachers mostly participated in professional development because of intrinsic motivation and identified regulation (autonomous motivation).

Findings of Teachers' Participation and Motivation in Professional Development Grouped in terms of Age, Teaching Service and Teaching Subject

Table 3 Mean Values and Standard Deviations of Teachers' Participation in Professional Development grouped by their Age (N=196)

Age	n	Mean	SD	Extent of Participation
21–30	56	2.54	0.37	Often
31–40	43	2.56	0.48	Often
41–50	49	2.63	0.43	Often
51 years and above	48	2.37	0.47	Sometimes
Overall	196	2.52	0.44	Often

Scoring Direction: 1.00–1.75=never, 1.76–2.50=sometimes, 2.51–3.25=often, 3.26–4.00=always

Table 4 ANOVA Results of Teachers' Participation in Professional Development grouped by their Age

Dependent Variable		Sum of squares	df	Mean Squares	F	p
Professional development activities	Between Groups	1.726	3	.575	3.038	.030*
	Within Groups	36.362	192	.189		
	Total	38.089	195			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 5 Tukey HSD of Teachers' Participation in Professional Development grouped by their Age

Dependent Variables	(I)Age of Teachers	(J)Age of Teachers	Mean Difference(I-J)	p
Professional development activities	41-50	21-30	.08880	ns
		31-40	.06980	ns
		51 and above	.25765*	.021*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 6 Mean Values and Standard Deviations of Teachers' Participation in Professional Development grouped by their Teaching Service (N=196)

Teaching Service	n	Mean	SD	Extent of Participation
Less than and equal 3years	16	2.62	0.47	Often
4-6 years	31	2.45	0.31	Sometimes
7-18 years	85	2.61	0.46	Often
19-30 years	34	2.45	0.39	Sometimes
31years and above	30	2.39	0.53	Sometimes
Overall	196	2.52	0.44	Often

Scoring Direction: 1.00–1.75=never, 1.76-2.50=sometimes, 2.51-3.25=often, 3.26-4.00=always

Table 7 Mean Values and Standard Deviations of Teachers' Participation in Professional Development grouped by their Teaching Subject (N=196)

Teaching Subject	n	Mean	SD	Extent of Participation
Art	86	2.57	0.46	Often
Science	75	2.49	0.41	Sometimes
Mathematics	29	2.56	0.44	Often
Physical Education	6	2.09	0.43	Sometimes
Overall	196	2.52	0.44	Often

Scoring Direction: 1.00–1.75=never, 1.76-2.50=sometimes 2.51-3.25=often 3.26-4.00=always

One-way ANOVA was employed to find out the significant differences of teachers' participation in professional development by their teaching service and subjects. The result indicated that there were no significance differences.

Table 8 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development grouped by their Age (N=196)

Variables	Age	n	Mean	SD	Remark
External Regulation	21-30	56	1.85	0.48	Moderately Low
	31-40	43	1.99	0.49	Moderately Low
	41-50	47	2.03	0.42	Moderately Low
	51years and above	47	2.14	0.41	Moderately Low
Introjected Regulation	21-30	56	1.82	0.57	Moderately Low
	31-40	43	1.93	0.54	Moderately Low
	41-50	47	2.19	0.54	Moderately Low
	51years and above	47	1.88	0.63	Moderately Low
Identified Regulation	21-30	56	3.54	0.52	High
	31-40	43	3.50	0.47	High
	41-50	47	3.59	0.43	High
	51years and above	47	3.35	0.42	High
Intrinsic Motivation	21-30	56	3.33	0.53	High
	31-40	43	3.39	0.49	High
	41-50	47	3.43	0.55	High
	51years and above	47	3.17	0.46	Moderately High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

Table 9 ANOVA Results of Teachers' Motivation to Participate in Professional Development grouped by their Age

Variable		Sum of squares	df	Mean Squares	F	p
External Regulation	Between Groups	2.284	3	.761	3.769*	.012*
	Within Groups	38.176	189	.202		
	Total	40.460	192			
Introjected Regulation	Between Groups	3.960	3	1.320	4.041*	.008**
	Within Groups	61.742	189	.327		
	Total	65.702	192			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 10 Tukey HSD of Teachers' Motivation to Participate in Professional Development grouped by their Age

Dependent Variables	(I)Age of Teachers	(J)Age of Teachers	Mean Difference(I-J)	p
External Regulation	51 and above	21-30	.29468*	.006**
		31-40	.15398	ns
		41-50	.11596	ns
Introjected Regulation	41-50	21-30	.37363*	.006**
		31-40	.26126	ns
		51 and above	.31064*	.045*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 11 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Service (N=196)

Variables	Teaching Service	n	Mean	SD	Remark
External Regulation	Less than and equal 3years	16	1.68	0.53	Low
	4-6 years	31	1.89	0.38	Moderately Low
	7-18 years	84	2.04	0.47	Moderately Low
	19-30 years	33	2.02	0.45	Moderately Low
	31years and above	29	2.14	0.37	Moderately Low
Introjected Regulation	Less than and equal 3years	16	1.99	0.45	Moderately Low
	4-6 years	31	1.86	0.56	Moderately Low
	7-18 years	84	1.75	0.56	Low
	19-30 years	33	2.03	0.55	Moderately Low
	31years and above	29	1.96	0.62	Moderately Low
Identified Regulation	Less than and equal 3years	16	1.96	0.64	Moderately Low
	4-6 years	31	1.95	0.58	Moderately Low
	7-18 years	84	3.61	0.55	High
	19-30 years	33	3.45	0.49	High
	31years and above	29	3.54	0.46	High
Intrinsic Motivation	Less than and equal 3years	16	3.41	0.43	High
	4-6 years	31	3.48	0.43	High
	7-18 years	84	3.49	0.46	High
	19-30 years	33	3.45	0.63	High
	31years and above	29	3.24	0.40	Moderately High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

Table 12 ANOVA Results of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Service

Variable		Sum of squares	df	Mean Squares	F	p
External Regulation	Between Groups	2.750	4	.687	3.427	.010*
	Within Groups	37.710	188	.201		
	Total	40.460	192			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 13 Tukey HSD of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Service

Dependent Variables	(I) Service of Teachers	(J) Service of Teachers	Mean Difference(I-J)	p
External Regulation	less than and equal 3 years	4-6 years	-.21532	ns
		7-18 years	-.36250*	.028*
		19-30 years	-.34924	ns
		31 years and above	-.46293*	.009**

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 14 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Subject (N=196)

Variables	Teaching Subject	n	Mean	SD	Remark
External Regulation	Art	83	1.96	0.41	Moderately Low
	Science	75	2.08	0.48	Moderately Low
	Mathematics	29	1.90	0.49	Moderately Low
	Physical Education	6	1.80	0.33	Moderately Low
Introjected Regulation	Art	83	1.98	0.61	Moderately Low
	Science	75	1.96	0.58	Moderately Low
	Mathematics	29	1.77	0.54	Moderately Low
	Physical Education	6	2.03	0.15	Moderately Low
Identified Regulation	Art	83	3.57	0.45	High
	Science	75	3.42	0.48	High
	Mathematics	29	3.47	0.45	High
	Physical Education	6	3.50	0.48	High
Intrinsic Motivation	Art	83	3.39	0.52	High
	Science	75	3.26	0.53	High
	Mathematics	29	3.29	0.44	High
	Physical Education	6	3.33	0.51	High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

One-way ANOVA was conducted to analyse whether there were significant differences or not among groups of teachers grouped by their teaching subjects. The ANOVA results showed that there were no significant differences.

The Relationship Between Teachers' Participation and Motivation in Professional Development

Table 15 The Relationship Between Teachers' Participation and Motivation in Professional Development

Variables	Participation in Professional Development	Teachers' Motivation
Participation in Professional Development	1	.381**
Teachers' Motivation	.381**	1

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

Table 15 showed that there was a correlation between teachers, participation in professional development and their motivation to participate. ($r=.381, p<.01$).

Table 16 Inter-correlation of Teachers' Participation and Motivation in Professional Development

Variables	Participation in Professional Development	External Regulation	Introjected Regulation	Identified Regulation	Intrinsic Motivation
Participation in Professional Development	1	.106	.126	.227**	.319**

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

There was a correlation between teachers' participation in professional development and their autonomous motivation (identified regulation and intrinsic motivation). ($r=.227, p<.01$) , ($r=.319, p<.01$)

Table 17 Mean Values and Standard Deviations of Teachers' Satisfaction on Basic Needs that Facilitate Intrinsic Motivation (N=196)

Variables	Mean	SD	Remark
Autonomy	2.99	0.43	Moderately High
Competence	2.99	0.39	Moderately High
Relatedness	3.13	0.39	Moderately High
Overall Basic Needs	3.03	0.39	Moderately High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

Table 17 indicated that teachers' basic needs such as autonomy, competence and relatedness for facilitating intrinsic motivation were moderately high.

Findings for Qualitative Study

Findings in Open-ended Questions

Discussion on intention to make any change in teaching strategies in classroom due to professional development

Due to professional development, teachers wanted to make changes in their teaching strategies.

Teaching methods contributed by the courses and workshops are useful. (n=57, 29%)

They could supplement their weaknesses after participation in professional development. (n=42, 12%)

They preferred collaboration, problem-based learning and cooperative activities as well as dialectical method. (n=20, 10%)

They modified their teaching approaches such as using teaching aids, real materials, multimedia, practical activities and video as well as internet network to be more effective in teaching learning situation. (n=44, 22%)

Discussion on teachers' desire to attend and participate in future Professional Development Activities

They would learn how to solve the difficulties of the subject that they teach from the mentors. (n=31, 15%)

They would discuss new teaching approaches that were effective for teaching learning situation and professional development would enhance their competency standard. (n=60, 31%)

They would acquaint with coworkers and mentor teachers. So, they would exchange experience, idea, opinion and thought and they would immitate mentor teachers. (n=53, 27%)

They were interested in collaborative activities and professional development activities were beneficial to them. (n=22, 11%)

There were 30 teachers who didn't want to participate in future professional development activities because of age. (n=30, 15%)

Discussion on professional development activities that teachers participated at most

They mostly participated in courses and workshop as well as reading professional literature. (n=48,24%)

They preferred teaching in the classroom. (n=10,5%)

Teachers wanted to participate in all professional development activities. (n=82,42%)

They wanted to invent new teaching methods by doing individual or collaborative researches. (n=5,2%)

Most teachers wanted to ask for idea, opinion from mentor teachers and wanted to participate in dialogue with colleagues to get along with each other. (n=14,7%)

There were 37 teachers who didn't respond to this question. (n=37,19%)

Priorities of teachers for participation in professional development

Teachers were asked to analyze teachers' motivation to participate in professional development. Teachers answered by ordering numbers (1,2,3,4) according their priorities.

There were n=21(11%) teachers whose first priorities were external regulation.

There were n=25(13%) teachers whose first priorities were introjected regulation.

There were n=90(46%) teachers whose first priorities were identified regulation.

There were n=50(26%) teachers whose first priorities were intrinsic motivation.

Findings from Interview

Teachers' expectations for the professional development workshops and courses

All teachers said that the workshops and seminars should focus on teaching methodology, and time duration should be longer. They said that the programmes for beginning teachers and experienced teachers should be separated. For beginning teachers, mentoring and coaching programmes should be preferred instead of courses and workshops. The workshops and courses should prefer main points of each chapters in every subject. For Mathematics, Arithmetic and Geometry should be separated when courses were managed. Professional development workshops for assistants of laboratory should be planned for Physics and Chemistry subjects. And they said that practical courses should be modified and planned. For English language, teachers said that they wanted to know the methods of creating teaching aids in addition to charts, pictures and photographs.

The reasons for participating in professional development

The teachers said that they participated in professional development because of their enjoyment and satisfaction. They said that personal interest on teaching was very important to do activity and to participate in professional development. Teachers told that they participated in professional development to obtain the new ways of teaching that are more convenient for their pupils' knowledge level.

Difficulties that teachers encounter in teaching and participating in professional development

All teachers said that there were many difficulties due to less interest and effort of students, slow rate of students' learning and weakness in students' readiness level. There were a lot of difficulties because of parents' supporting on their children were less.

Conclusion, Discussion and Recommendation

According to the results, teachers often participated in professional development activities such as courses and workshops, participation in a network of teachers, engaging in informal dialogue with peers and mentoring and/or peer observation and coaching. The mean value of teachers' participation in reading professional literature was the highest and attending conferences and seminar was the lowest. Teachers comes to professional development opportunities with different backgrounds, confidence and motivation. Teachers would want to participate in professional development to do the following: improve their subject matter knowledge, be enjoyable and fun and enhance their career.

The research findings showed that the mean values of identified regulation and intrinsic motivation (autonomous motivation) was high and external and introjected regulations (controlled motivation) was low. Therefore, teachers participated in professional development because of autonomous motivation. Lam et al. (2010) found that autonomous motivation was highly and positively connected with positive attitude towards innovative teaching. This hilighted that intrinsic motivation yielded better performance on tasks that are interesting but that autonomous motivation yielded better performance on tasks that are important.

According to the One-way ANOVA and Tukey results, there were significant differences in teachers' participation and motivation grouped by their age. The work of Levinson (1978) and Neugarten (1977) has appointed to early adulthood as a period of bravado, romance and pursuit of dreams. The young adult aged 20 and 35 is on exciting search for comfort, happiness in work, family and friends. The middle age 35 to 55, provide disillusionment, reflection and reordering of priorities according to reassessment of one's capabilities and opportunities. Occupational development of teachers appeared to run counter to the needs of the teachers as they progressed through adult life cycle.

In comparing the mean values of participation in categories of professional development of teachers grouped by their teaching service, the result showed that teachers whose service are (less than and equal 3years) got the highest mean values in participating in professional development. Teachers' experience (years in the classroom) is a critical factor to consider when professional development programmes are managed. Teachers who are in the beginning of their career participate in more professional development than their conterparts (Livneh & Livneh, 1999). In comparing the mean values of participation in categories of professional development of teachers grouped by their teaching subjects, the result showed that teachers who teach art subjects got the highest mean values in participating in professional development.

In comparing the mean values of types of teachers' motivation grouped by their teaching service, all groups got the highest mean values in intrinsic motivation. And the One-way ANOVA result showed that there was a significant difference between teachers. Tukey results showed that teachers who have the teaching service of (7-18 years) and (31 years and above) got

higher mean values in external and introjected regulation than less teaching service teachers (less than and equal 3 years).

There was a correlation between teachers' participation in professional development and identified regulation and intrinsic motivation (autonomous motivation). Thus, it can be said that there was a relationship between teachers' participation and motivation in professional development. Greene-Demers, Pelletier, and Menard (1997) reported that autonomous motivation predicted engagement in activities. Autonomous extrinsic motivation was associated with more engagement, better performance and higher quality learning. Higher motivation of teachers related with higher participation in implementation of new teaching plans, curriculum, greater attitudes and intention to adopt it in the future (Gorozidis, 2009). According to the findings from interview, teachers from (School G) wanted to participate in professional development continuously and looked for the solutions of difficulties that they have encountered in teaching learning situation. It showed that the more internalized the motivation, the more engaged they were in the professional development.

Finally, the research findings showed that teachers' three basic needs; autonomy, competence and relatedness were moderately high in mean values. Therefore, the level of teachers' satisfaction on three basic needs was moderately high. As a result, teachers' satisfied their basic needs and motivation was autonomous motivation. The correspondence of these motivational needs being met claimed that teachers' participative support and the degree at which a person's needs are satisfied can predict work-related outcomes (Baard et al., 2004).

Recommendation

- Professional development should include active learning, a strong content focus, a convenient time duration and collective participation.
- Professional development activities should help teachers plan to implement changes in their classroom and should help teachers to overcome barriers they will encounter in their classroom through mentoring and coaching.
- When professional development programmes are managed, the programmes for beginning teachers and experienced teachers should be separated.
- Mentoring and coaching programmes that are organized with well-qualified mentor teachers should be preferred for beginning teachers.
- Conference and seminar tapes should be provided to teachers who are unable to attend national and international conference with an opportunity to learn new ideas from experts.
- Professional development facilitators need to be aware of the influence of teachers' motivation on their participation so they should structure the professional development to obtain participation.
- Fulfillment of innate needs (autonomy, competence and relatedness) were fostered by participating in conferences, educational workshops and reading professional literature.

Need for Further Study

The research focused on the relationship between teachers' participation and motivation in professional development. Another aspect that future research should be conducted to explore influence of teachers' motivation on teachers' change. In addition, this study was conducted with

Senior teachers in South Dagon Township in Yangon Region only. Therefore, further study should be expanded to the Senior, Junior and Primary teachers from schools of other townships, regions, states of Myanmar through careful and systematic procedure.

Acknowledgements

We would like to express our sincere thanks to Rector Dr. Aye Aye Myint, and Pro-rector Dr. Pyone Pyone Aung and Pro-rector Dr. Kay Thwe Hlaing, Dr. Daw Htay Khin (Professor and Head of the Department of Educational Theory) and Dr. Su Su Thwin (Professor, Department of Educational Theory) and external examiner, Dr. Aye Aye Cho, (Retired Professor and Head of the Department of Educational Theory) and we extended thanks and appreciation wholeheartedly to all persons who willingly helped us in carrying out this research.

References

- Beck, C. B. (1990). *Motivation theories and principles* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.
- Ryan, R M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55.
- Dr. Kathryn Broad & Dr. Mark Evans. (2006). *A review of literature on professional development content and delivery modes for experienced teachers*. Ontario Ministry of Education.
- Ford, M. E. (1992). *Motivating Humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: Sage.
- Gorozidis, G. (2009). Physical education teachers' motivation and self-efficacy in the implementation of the new Curriculum. (Unpublished Master thesis). Thessaloniki, Greece: Aristotle University of Tessaloniki.
- Greene-Demers, I., Pelletier, L. G. & Menard, S. (1997). The impact of behavioral difficult on the saliency of the association between self-determined motivation and environmental behaviors. *Canadian Journal of Behavioral Science*, 29.
- Guskey, T.R.(2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8.
- Lam, S.-f., Cheng, R. W.-y., & Choy, H. C. (2010). School support and teacher motivation to implement project-based learning. *Learning and Instruction*, 20.
- Levinson, D. J., etal. (1978). *The season in a man's life*. New York, NY: Knopf.
- Livenh, C., & Livenh, H. (1999). Continuing professional education among educators: Prediction of participation in learning activities. *Adult Education Quarterly*, 49.
- Neugarten, B. L. (1977). Personality and aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging*. New York, NY: Van Nostrand Reinhold.
- OECD (2009). *Creating Effective Teaching and Learning Environment: First results from TALIS*. Paris: OECD.
- Vallerand, R. J., Pelletier, L. G., M.R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic and amotivation in education. *Educational and Psychological Measurement*, 52.
- Van Eekelen, I. M., Vermunt, J. D., & Boshuizen, H. P. A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education*, 22.

AESTHETIC LEADERSHIP AND TEACHER MORALE IN BASIC EDUCATION HIGH SCHOOLS

Khant Nyar Su Su San¹ and Khin Mar Ni²

Abstract

The purpose of this study is to study the aesthetic leadership and teacher morale in Basic Education High Schools, Thanlyin Township. The specific objectives are 1) to study the level of principals' aesthetic leadership behaviours perceived by teachers, 2) to study the differences in principals' aesthetic leadership behaviours based on demographic data, 3) to study the level of teacher morale, 4) to study the differences in level of teacher morale in terms of personal factors and 5) to analyze the significant relationship between the aesthetic leadership behaviours and teacher morale. Total of 7 principals and 177 teachers in Basic Education High School, Thanlyin Township were selected to participate in this study. Quantitative and qualitative methods were used. The reliability coefficient (Cronbach α) was 0.96 for *Aesthetic Leadership Scale* questionnaire and 0.73 for *Purdue Teacher Opinionnaire*. Descriptive statistics, Independent Samples *t* Test, One-Way Analysis of Variance (ANOVA), Post Hoc Tukey HSD and Pearson product-moment correlation were used to analyze the data in quantitative study. In this study, principals from Basic Education High School, Thanlyin Township, Yangon Region behaved the aesthetic leadership behaviours perceived by teachers at high level (Mean=3.18, SD=.32). Although there were significant differences in aesthetic leadership behaviours of principals among school groups, no significant difference was found according to administrative service and school location. Similarly, the teachers from Basic Education High School, Thanlyin Township have high level of morale (Mean=3.08, SD=.28). There were significant differences in teacher morale level among school groups, educational qualification and position of the teachers. But, no significant difference was found in teacher morale level according to the age and teaching service of the teachers. Also, there was a significant relationship between aesthetic leadership behaviours and teacher morale ($r=.584, p=.000$).

Keywords: aesthetics, aesthetic leadership, teacher morale

Introduction

Nowadays, aesthetic events are as important as engineering skills (Smith, 1996). If the communities have a low level of aesthetic sense and enjoyment, they will face aesthetic pollution (Güven & Polat, 2016). To reduce these problems is to make social environment get the aesthetic values.

Leadership is defined as “getting organizational goals accomplished through the efforts of other people” (Fairman, 2008). Effective leaders are aware and responsive to the needs, values, and aspirations of their followers, and have the ability to work effectively with individuals with different backgrounds, values, and needs (Hindt, 2012). As the educational leaders, school principals should pay attentions to the teachers' welfare as the teachers are the headstones of the educational organizations.

Morale is defined as “that state in which a person, group, or organization has a sense of security, satisfaction, pleasure and well-being” (Fairman, 2008). When teacher morale is high, the teachers feel positively about their roles and their ability and they support to accomplish

¹ Daw, Senior Teacher, Basic Education High School, Thongwa Township, Yangon Region

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

organizational goals and visions and vice versa. Therefore, educational leaders need to be aware of factors that contribute to teacher morale.

Leadership behaviours and attitudes play a significant role in satisfaction and morale of followers (Berson & Linton, 2005). Aesthetic leadership emphasizes leader-follower relations with the leadership frameworks in organizations. Aesthetic leadership also has a strong moral purpose with the values of being fair, just and truth. Thus, aesthetic leadership can encourage the followers to work together for the greater work (Katz-Buonincontro, 2011). If the school principals focus on teachers' emotions and feelings by showing empathy, kindness, peace, powerful and analytical attitudes, they can build positive school environment and working conditions which will improve teacher morale (Polat & Kavak, 2011). Therefore, principals' aesthetic leadership behaviours are very important not only for the society but also for their teachers' morale within organizations.

Significance of the Study

Today's society are deficient in level of aesthetic perception and pleasure. Thus, to nurture and shape the individual to get aesthetic values, teachers are the precious assets in our society. Also, the teachers' satisfaction and morale are important as human resources.

Today, most of the teachers feel depressed because of high pressure and demands from society, workloads, lack of recognition and opportunities as true professionals and unhealthy school environment. This causes the decline of teacher morale and their desire to work in educational organization. Teachers with low morale have poor relationship with colleagues and principals, decrease their students' achievement, increase high rate of absenteeism and turn-over and results failure in organization. Thus, low teachers' morale has negative impacts on organizational performance. According to Greenleaf (1996), low employee morale can be combat by adopting a competent leadership that pays attention to the welfare and needs of the employees (cited in Dangmei & Singh, 2017).

In the competitive and changing society, a modern leader needs to be an aesthetic leader. An aesthetic leader influences and supports the followers' aesthetic endeavours with his/her behaviours based on aesthetic appearance, approach, communication, sensitivity, honesty, support and application. In the 21st Century, educational leaders need to try for organizational beauty-coherence and harmony-and learning climate where the individual is valued mostly for he or she produces (Katz-Buonincontro, 2011). Aesthetic leaders have moderation, respect, curiosity, energy, enthusiasm and a paradoxical combination of restrained and expressive attitudes. With the help of these abilities, aesthetic leaders can improve the followers' satisfaction and morale with organizational beauty. Thus, the school principals will help to improve the teachers' morale by displaying their aesthetic leadership behaviours. Because of above reasons, these research will be highlighted to study aesthetic leadership and teacher morale.

Objectives of the Study

General Objective

- To study the aesthetic leadership and teacher morale in Basic Education High Schools, Thanlyin Township

Specific Objectives

- To study the level of principals' aesthetic leadership behaviours perceived by teachers
- To study the differences in principals' aesthetic leadership behaviours based on demographic data
- To study the level of teacher morale
- To study the differences in level of teacher morale in terms of personal factors
- To analyze the significant relationship between the aesthetic leadership behaviours and teacher morale

Research Questions

- To what level do the teachers perceive principals' aesthetic leadership behaviours?
- Are there any differences in principals' aesthetic leadership behaviours based on demographic data?
- What is the level of teacher morale?
- Are there any differences in teacher morale in terms of personal factors?
- Is there any significant relationship between the aesthetic leadership behaviours and teacher morale?

Limitations of the Study

This study is limited to all Basic Education High Schools, Thanlyin township, Yangon Region in the academic year of 2018-2019. This study concerned only with the principals' aesthetic leadership behaviours and teacher morale in these schools.

Theoretical Framework

Aesthetic Leadership

Polat & Kavak (2011) stated that aesthetic leadership usually depends on senses such as empathy and talent to clutch the group with generosity, relaxed, strong and investigative opinions. Polat & Kavak (2011) identified seven dimensions of aesthetic leadership behaviors such as 1) aesthetic appearance, 2) aesthetic approach, 3) aesthetic communication, 4) aesthetic sensitivity, 5) aesthetic honesty, 6) aesthetic support and 7) aesthetic application.

Teacher Morale

Bentley and Rempel (1980) stated that morale is the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a job situation. In this study seven morale factors are utilized for measuring the teacher morale described by Bentley and Rempel (1980). These are 1) teacher rapport with principal, 2) satisfaction with teaching, 3) rapport among teachers, 4) teacher load, 5) teacher status, 6) community support of education and 7) school facilities and services.

Definitions of Key Terms

Aesthetics-information and meaning that is based on people's sensory experience about feelings, and emotions (Hansen, Sauer & Ropo, 2007).

Aesthetic Leadership- an approach emphasizing on meaning associated with sensory information and leadership phenomenon (Strati, 1992).

Teacher Morale- the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a job situation (Bentley & Rempel, 1980).

Operational Definitions

Aesthetic Leadership Behaviours is an influencing behaviours to the followers such as aesthetic appearance, approach, communication, sensitivity, honesty, support and application.

Teacher morale is the level of enthusiasm and the willingness of teachers to draw together to achieve a common goal (Nagaraga, 2007). Teacher morale was measured in terms of “Purdue Teacher Opinionnaire”.

Methodology

Sample

In this study, 7 principals and 177 teachers in Basic Education High Schools, Thanlyin township were selected as a sample. Following tables described the demographic information of selected principals and teachers.

Table 1 Demographic Information of Selected Principals

No.	Variables	Group	No. of Participants	Percentage
1.	Administrative Service	<5	3	42.86%
		≥5	4	57.14%
2.	School Location	Urban	3	42.86%
		Rural	4	57.14%

Table 2 Demographic Information of Selected Teachers

No.	Variables	Group	No. of Participants	Percentage
1.	Age	20-30	43	24.29%
		31-40	45	25.42%
		41-50	28	15.82%
		51years and above	61	34.46%
2.	Teaching Service	Less than 10 years	124	70.06%
		11-20 years	26	14.69%
		21-30 years	23	12.99%
		31 years and above	4	2.26%
3.	Educational Qualification	BA; BSc; others	111	62.71%
		BEd; MPhil; MEd	60	33.9%
		MA; MSc; MRes; PhD (Phys)	6	3.39%
4.	Position	Primary Teacher	37	20.9%
		Junior Teacher	80	45.2%
		Senior Teacher	60	33.9%

Instrumentation

Two sets of questionnaires (one for principals and one for teachers) were used in this study. Questionnaire for teachers consist of two parts; *Aesthetic Leadership Scale* developed by Polat and Kavak (2011) and *Purdue Teacher Opinionnaire* developed by Bentley and Rempel (1980). In *Aesthetic Leadership Scale*, there were 35 items rated on a four-point Likert scale with

seven dimensions. In *Purdue Teacher Opinionnaire*, each item was rated on a four-point Likert scale with seven teacher morale factors. Rating scores for two parts have been developed as: 1.00-1.75=*very low*, 1.76-2.50=*low*, 2.56-3.25=*high*, 3.26-4.00=*very high* (Randolph-Robinson, 2007). Questionnaire for principals consists of open-ended questions.

Instrument Validity and Reliability

Instruments were reviewed by thirteen experienced teachers who have sound knowledge and experience from the Department of Educational Theory, Yangon University of Education. The reliability coefficient (Cronbach α) was 0.96 for *Aesthetic Leadership Scale* questionnaire and 0.73 for *Purdue Teacher Opinionnaire*.

Procedure

After reviewing and analyzing the related literature, questionnaires were constructed in accordance with the advice of experts and guidance of the supervisor. Questionnaires were modified based on the recommendations of teachers from pilot study. These questionnaires and open-ended questions were distributed to the participants.

Data Analysis

Descriptive statistics, Independent Samples *t* Test, One-Way ANOVA, Post Hoc Tukey HSD and Pearson product-moment correlation were used to analyze the data in quantitative study. Open-ended questions were categorized according to the similar ideas and contents, and interpreted.

Findings

Quantitative Research Findings

The quantitative findings of Basic Education High Schools, Thanlyin Township were presented in the following tables.

Q1. To what level do the teachers perceive principals' aesthetic leadership behaviours?

Findings from research question (1) were presented in the following tables.

Table 3 Comparison of Mean Values and Standard Deviations of Teachers' Perceptions on Aesthetic Leadership Behaviours of Principals in Basic Education High Schools, Thanlyin Township (N=177)

Dimensions of Aesthetic Leadership Behaviours	School (A)	School (B)	School (C)	School (D)	School (E)	School (F)	School (G)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Aesthetic Appearance	3.03 (.39)	3.40 (.44)	3.56 (.37)	3.39 (.39)	3.49 (.39)	3.39 (.42)	3.23 (.30)
Aesthetic Approach	2.91 (.37)	3.23 (.29)	3.27 (.24)	3.22 (.42)	3.21 (.43)	3.22 (.29)	3.10 (.19)
Aesthetic Communication	2.78 (.43)	3.32 (.32)	3.01 (.22)	3.20 (.37)	3.13 (.42)	3.16 (.28)	2.98 (.22)
Aesthetic Sensitivity	3.05 (.38)	3.19 (.30)	3.61 (.32)	3.23 (.48)	3.28 (.43)	3.31 (.41)	3.13 (.47)
Aesthetic Honesty	2.99 (.54)	3.13 (.37)	3.79 (.36)	3.22 (.40)	3.27 (.48)	3.33 (.44)	3.10 (.50)
Aesthetic Support	3.08 (.39)	3.19 (.30)	3.51 (.39)	3.09 (.32)	3.25 (.43)	3.28 (.29)	3.02 (.22)
Aesthetic Application	2.77 (.58)	2.99 (.36)	2.97 (.52)	2.89 (.39)	2.86 (.56)	3.06 (.41)	2.69 (.54)
Overall	2.95 (.35)	3.21 (.27)	3.36 (.17)	3.17 (.30)	3.21 (.39)	3.24 (.27)	3.04 (.23)

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 4 One-Way ANOVA Results of Teachers' Perceptions on Aesthetic Leadership Behaviours of Principals in Basic Education High Schools, Thanlyin Township

Variables		Sum of Squares	df	Mean Square	F	p
Overall Aesthetic Leadership Behaviours	Between Groups	2.366	6	.394	4.242	.001**
	Within Groups	15.803	170	.093		
	Total	18.170	176			

* $p < .05$, ** $p < .01$, *** $p < .005$, ns=no significance

Q2: Are there any differences in principals' aesthetic leadership behaviours based on demographic data?

Findings of the research question (2) were presented below.

Table 5 Mean Values and Standard Deviations of Teachers' Perceptions on Aesthetic Leadership Behaviours of Principals Grouped by Administrative Service of Principals (N=177)

Variables	N	Administrative Service	Mean	SD
Overall Aesthetic Leadership Behaviours	70	<5	3.13	.32
	107	≥5	3.21	.32

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in aesthetic leadership behaviours of principals according to administrative service of principals.

Table 6 Mean Values and Standard Deviations of Teachers' Perceptions on Aesthetic Leadership Behaviours of Principals Grouped by School Location (N=177)

Variables	N	School Location	Mean	SD
Overall Aesthetic Leadership Behaviours	76	Urban	3.18	.31
	101	Rural	3.18	.33

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in aesthetic leadership behaviours of principals according to school location.

Q3: What is the level of teacher morale?

Findings for research question (3) were presented as follow.

Table 7 Comparison of Means Values and Standard Deviations of Teacher Morale in Basic Education High Schools, Thanlyin Township

Teacher Morale Factors	School (A)	School (B)	School (C)	School (D)	School (E)	School (F)	School (G)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Teacher Rapport with Principal	2.75 (.27)	3.19 (.27)	3.34 (.28)	3.15 (.37)	3.20 (.39)	3.08 (.30)	3.03 (.35)
Satisfaction with Teaching	2.74 (.45)	3.09 (.38)	2.99 (.33)	2.98 (.47)	3.18 (.34)	2.91 (.26)	3.41 (.45)
Rapport among Teachers	3.09 (.31)	3.09 (.27)	3.22 (.19)	3.15 (.34)	3.26 (.36)	3.19 (.31)	3.46 (.35)
Teacher Load	2.74 (.48)	3.15 (.56)	3.17 (.38)	3.03 (.58)	3.16 (.45)	3.00 (.37)	3.08 (.53)
Teacher Status	3.10 (.44)	2.99 (.43)	3.17 (.37)	3.11 (.32)	3.26 (.50)	3.25 (.46)	3.36 (.48)
Community Support of Education	2.81 (.47)	2.96 (.34)	3.00 (.33)	2.74 (.39)	2.89 (.53)	2.96 (.54)	3.33 (.49)
School Facilities and Services	2.90 (.39)	2.85 (.30)	3.17 (.35)	2.85 (.48)	3.11 (.59)	2.73 (.52)	2.69 (.70)
Teacher Morale	2.86 (.28)	3.08 (.27)	3.16 (.21)	3.04 (.25)	3.18 (.31)	3.03 (.23)	3.23 (.26)

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 8 One-Way ANOVA results of teacher morale in Basic Education High Schools, Thanlyin Township

Variables		Sum of Squares	df	Mean Square	F	p
Overall Teacher Morale	Between Groups	1.978	6	.330	4.610	.000***
	Within Groups	12.154	170	.071		
	Total	14.131	176			

* $p < .05$, ** $p < .01$, *** $p < .005$, ns=no significance

Q4: Are there any differences in teacher morale in terms of personal factors?

Findings of the research question (4) were presented below.

Table 9 Mean Values and Standard Deviations of Teacher Morale Grouped by their Age (N=177)

Variables	N	Age	Mean	SD
Overall Teacher Morale	43	20-30	3.04	.28
	45	31-40	3.08	.30
	28	41-50	3.07	.28
	61	51 years and above	3.12	.27

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in teacher morale according to their age.

Table 10 Mean Values and Standard Deviations of Teacher Morale Grouped by their Teaching Service (N=177)

Variables	N	Teaching Service	Mean	SD
Overall Teacher Morale	124	Less than 10 years	3.03	.26
	26	11-20 years	3.09	.33
	23	21-30 years	3.15	.27
	4	31 years and above	3.06	.25

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in teacher morale according to their teaching service.

Table 11 Mean Values and Standard Deviations of Teacher Morale Grouped by their Educational Qualification (N=177)

Variables	N	Educational Qualification	Mean	SD
Overall Teacher Morale	111	BA; BSc; Others	3.12	.30
	60	BEd; MPhil; MEd	3.01	.26
	6	MA; MSc; MRes; PhD (Phys)	2.98	.15

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 12 One-Way ANOVA Results of Teacher Morale Grouped by their Educational Qualification

Variables		Sum of Squares	df	Mean Square	F	p
Overall Teacher Morale	Between Groups	.509	2	.255	3.251	.041*
	Within Groups	13.622	174	.078		
	Total	14.131	176			

* $p < .05$, ** $p < .01$, *** $p < .005$, ns=no significance

Table 13 Mean Values and Standard Deviations of Teacher Morale Grouped by their Position (N=177)

Variables	N	Position	Mean	SD
Overall Teacher Morale	37	Primary Teacher	3.14	.30
	80	Junior Teacher	3.11	.30
	60	Senior Teacher	3.01	.23

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 14 One-Way ANOVA Results of Teacher Morale Grouped by their Position

Variables		Sum of Squares	df	Mean Square	F	p
Overall Teacher Morale	Between Groups	.511	2	.255	3.263	.041*
	Within Groups	13.621	174	.078		
	Total	14.131	176			

* $p < .05$, ** $p < .01$, *** $p < .005$, ns=no significance

Q5: Is there any significant relationship between the aesthetic leadership behaviours and teacher morale?

Findings of the research question (5) were presented below.

Table 15 The Relationship between Aesthetic Leadership Behaviours and Teacher Morale

		Teacher Morale
Aesthetic Leadership	Pearson correlation	.584**
	Sig. (2-tailed)	.000
	N	177

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

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

Qualitative Research Findings

In qualitative research findings, open-ended questions were used in this study.

Teachers' Responses

Question (1) Do you think that the principal is sensitive to the components around? Why?

Our principals fond of planting flowers. So, they did the garden decoration and its cleaning themselves (n=104, 58.76%). Our principals arranged competitions as planting, painting, etc., and encouraged growing plants and trees in the school (n=10, 5.65%).

Question (2) How does the principal help to fulfill the aesthetic sense of the teachers?

Our principals advised us to listen and discuss the difficulties of others and to help and encourage each other. They also motivated us by saying their life experiences and Dhamma (n=111, 62.71%). Our principals expressed warm and kind heart to the teachers. They valued the teachers and helped them like a sister, mother and family (n=20, 11.30%).

Question (3) How does the principal make use of conflicts for aesthetic purposes?

Our principals studied and managed the teachers' potentialities and delegated responsibilities to the teachers to improve their qualities according to their rank and interest groups (n=48, 27.12%). Our principals accepted the diversity of teachers' abilities and utilized these abilities for the development of school visions (n=42, 23.73%).

Question (4) How does the principal support to improve your teaching procedures?

Our principals visited to our classes, evaluated our teaching procedures and provided facilities and learning materials for building a positive teaching learning situation (n=116, 65.54%). Our principals conducted the teachers' meeting to discuss about professional growth and appreciated our endeavors (n=10, 5.65%).

Question (5) How does the principal perform to be a warm, kind, sturdy, unity and professional oriented school environment?

Our principals had a polite body language in relations with others. They promoted teachers' and students' participation in school activities and aided the children of poor families with the help of parent teacher association (n=45, 25.42%). Our principals attempted to understand the teachers' problems and assisted to build a caring and positive atmosphere like the families with their teachers and students (n=41, 23.16%).

Question (6) Do your behaviours and attitudes change because of principal's leadership skills? If you do, which leadership skills make you change?

Our principals made asking the problems faced by the teachers, discussing the opinions of the teachers and solving the problems fairly, calmly and openly without hurting anyone (n=40, 22.60%). Our principals not only had well and systematic administration skills but also laid the foundation of good discipline to the teachers and students (n=27, 15.25%).

Question (7) How does the principal manage to succeed not only school vision but also your visions?

Our principals conducted the meetings and activities for students, teachers, principals and community participation (n=34, 19.21%). To achieve the successful school vision, our principals made a project formulation and implementation (n=31, 17.51%).

Principals' Responses

Question (1) How do you help to fulfill the aesthetic sense of the teachers?

Principal from school A said the teachers that teaching was one of the noblest profession among other professions. Principal from school B communicated the teachers gently, let the teachers to correct the mistakes, and paid motivation to them. Principal from school C advised the teachers to be respect to each other by living together in harmony and unity. Principals from school D and E gave a talk to the teachers to become the role model for the students by showing respects to the elders and peers and giving kindness to the younger. Principal from school F discussed with the teachers needed the aesthetic sense to be free from jealousy. Principal from school G helped the teachers by allowing them to consult with others and allocating the tasks and duties to them fairly.

Question (2) How do you make use of conflicts for aesthetic purposes?

Principals from school A, D and E used the teachers' qualities to do the school activities in terms of their interest groups. Principal from school B encouraged and helped the teachers who felt depressed as much as she can, communicated gently and showed sympathy, allowed the teachers with bad behaviours to imitate her by paying fairness, equality under the same condition instead of discrimination between teachers. Principals from school C and G allocated the tasks and duties and provided the autonomy to the teachers after evaluating their diverse potentialities and talents. Principal from school F made consulting with and lecturing the teachers who have different qualities.

Question (3) Which one is more important in making decisions, by teachers' emotions or by school visions? Why?

Principal from school A thought that teachers should be flexibility organized for the successful school visions. Principal from school B thought that teachers' emotions and school visions are important. Principal from school C answered that although the school visions was more important, we should not neglect the teachers' emotions. Principal from school E thought that school visions were more important as education was the main resource for the development of the nation and society. Principal from school F responded that we should give charity to the teachers' teaching and learning. Principals from school D and G expressed that school visions were more important. But teachers should be organized without neglecting their emotions.

Question (4) How do you support to improve the teaching procedures of teachers?

Principal from school A supported the teaching aids and turned around the classrooms. Principal from school B helped by fostering the teachers' teaching methods, correcting their mistakes without blaming, supporting the teaching aids and instructional materials and discussing with the parents and community. Principal from school C provided the teaching aids and resolved the difficulties meet in their teaching learning situations. Principals from school D and E supervised the teachers' teaching and trained to achieve good discipline and provided the teaching materials and references books for improving their teaching procedures. Principal from school F allowed the new teaching methods of teachers, encouraged to be energetic their minds, helped to build positive communication and bought the reference books. Principal from school F not only fulfilled the physical materials but also motivated the teachers as much as she could.

Question (5) How do you perform to be a warm, kind, sturdy, unity and professional oriented school environment?

Principal from school A persuaded the teachers to be proud of their professions, to live in unity with the colleagues within the working groups. Principal from school B built a union by communicating fairly and equally with the teachers. Principal from school C organized her desired school structure by recognizing the teachers as her colleagues and partners. Principals from school D and E built the well-disciplined schools, fairly allocated the tasks and duties to teachers in school activities and gave a talk to them. Principal from school F communicated with the teachers and students kindly and closely as a mother. Principal from school G conducted a school meeting twice a week and discussed and solved the working difficulties and problems of each teacher.

Question (6) In doing so, which difficulties do you meet?

Principal from school A expressed that some of the teachers showed opposition and the blame. Principal from school B expressed that tolerating, being patient, overcoming a situation, earning a trust from the teachers, making the teachers to depend on her and sharing responsibility and accountability for all the problems by sacrificing herself were the difficulties she met. Principal from school C reduced some difficulties by instructing the teachers not to be lack of responsibility, by understanding their personal issues, and by making the teachers to distinguish between duties and personal affairs. Principal from school E had some difficulties in supervising the teachers to obey the school discipline. Principals from school D and F answered that some teachers were bad inherently, lacked of professional ethics and precepts, behaved the others rudely, did not show respects the others and lived disorderly and chaotically without self-

discipline. Principal from school G did not meet big difficulties in her school because there was no teacher who teaches the students with money.

Question (7) How do you direct to change the behaviours and attitudes of the teachers? In doing so, which difficulties do you meet?

Principal from school A firstly warned the teachers' behaviors, communications and dressing styles verbally. Principal from school B instructed the teachers about the educational system that are changing all the time. Principal from school C described that she could change the behaviours and attitudes of teachers by saying them with examples, giving them freedom of speech and consulting, helping their difficulties of the work and social problems. Principal from school E led the teachers as a role model in her appearance and communication and assigned their duties in the integrated works. Principal from school F articulated the teachers to be respectful and clever ones, to promote and show positive feelings and attitudes toward students. Principals from school D and G solved the mistrustful and suspicious problems objectively and softly and then showed toleration and sacrifices to the teachers.

Discussion

Principals' aesthetic leadership is important in leading the organization aesthetically since it can enhance the teacher morale necessary for promoting organizational performances (Dangmei & Singh, 2017). In this study, according to teachers, principals behaved the aesthetic leadership behaviours at high level. Teachers perceived that their principals exhibited aesthetic appearance at very high level and aesthetic honesty, aesthetic sensitivity, aesthetic support, aesthetic approach, aesthetic communication and aesthetic application at high level. There were significant differences in aesthetic leadership behaviours of principals according to types of schools. The principals from school (B), (C), (E) and (F) are more behaved the aesthetic leadership behaviours than principal from school (A) because they made judgements and decisions fairly and sincerely without bias. There were no significant differences in aesthetic leadership behaviours of principals according to administrative service and school location. Thus, principals' aesthetic leadership behaviours did not depend on school location.

Although the teachers from Basic Education High School, Thanlyin Township have high level of morale, rapport among teachers had the effect on teacher morale level at most. Principals in this research constructed a warm, kind, sturdy, unity and professional oriented school environment where the teachers showed respect to elders and peers, and kindness by giving a helping hand to the beginning teachers, collaborated and consulted among teachers who lived together in harmony and unity. But, the teachers felt that community support of education affects their morale the least. Therefore, the principals should communicate with the community members to become aware and appreciated that teaching as a profession. Also, they should be invited to cooperate with the teachers so that they will be understood the school system and teachers' abilities.

There were no significant differences in teacher morale according to their age and teaching service. There were significant differences in teacher morale according to their schools, qualification and position. The teachers who were BA or BSc or others degree holders have a little more morale than the teachers who were BEd or MPhil or MEd degree holders. Senior teachers get less school facilities and services than junior and primary teachers. Also, senior teachers had more teacher load and less community support of education than junior teachers.

Thus, the principals need to reduce the teacher load of senior teachers and help to be effective in their teaching.

In this study, there was a significant relationship between the aesthetic leadership behaviours and teacher morale. They are positively associated ($r = .584, p = .000$). According to Dangmei & Singh (2017), principals' aesthetic leadership is important in leading the organization aesthetically since it can enhance the teacher morale necessary for promoting organizational performances. In this study, the teachers perceived that their principals' aesthetic leadership behaviours are very good, they showed high morale and vice versa.

Aesthetic leadership usually depends on emotions, empathy and instinct to unit group with kindness, calm, sturdy and analytical attitudes (Polat & Kavak, 2011). With the help of aesthetic leadership behaviours such as aesthetic appearance, aesthetic approach, aesthetic communication, aesthetic sensitivity, aesthetic honesty, aesthetic support and aesthetic application, principals should try to enhance the teacher morale in the organizations because the teachers are the enormous assets for all round development of human beings.

Suggestions

To improve principals' aesthetic leadership behaviours, principals should

- be aware of the teachers' feelings in their working conditions
- accept different behaviours and opinions of teachers to handle their opposition
- communicate with the teachers and students objectively and honestly
- arrange the social activities with the teachers
- tolerate, be patient, overcome a situation, build trust, share responsibility and accountability

To improve teacher morale, principals should

- build collaboration among students, teachers, parents and community
- help to reduce teachers' stress and workloads
- help young teachers to handle the discipline issues and misbehaviors of student
- should invite the community members to cooperate with the teachers
- appreciate the teachers' abilities and achievement

Need for Further study

This study should be conducted in other schools or states or districts or divisions extensively and deeply.

Acknowledgements

Firstly, we would like to express our gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to complete this paper successfully. We would like to express our gratitude to professor, Dr. Daw Htay Khin (Professor/Head of Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor of Department of Educational Theory, Yangon University of Education) for their great supports, invaluable guidance and encouragement. We are truthfully thankful Township Education Officer of Thanlyin Township, principals and teachers in selected Basic Education High Schools who actively participated in this study.

References

- Bentley, R., & Rempel, A. (1980). Manual for the Purdue Teacher Opinionnaire West Lafayette. *IN: Purdue University, Centre for Instructional Services.*
- Dangmei, J., & Singh, A. (2017). How aesthetic leadership style might relate to employee morale at workplace? An analytical study. *Asia Pacific Journal of Research*, 1, 203-206. Retrieved August 5, 2018, from <https://www.researchgate.net/publication/320190506>
- Güven, E., & Polat, S. (2016). Aesthetic Leadership Perceptions of High School Students Regarding Their Teachers. *Journal of Education and Training Studies*, 4(11), 109-118. Retrieved June 2, 2018, from <https://doi.org/10.11114/jets.v4i11.1839>
- Hansen, H., Ropo, A., & Sauer, E. (2007). Aesthetic leadership. *The Leadership Quarterly*, 18(6), 544-560. Retrieved July 5, 2018, from <https://doi.org/10.1016/j.leaqua.2007.09.003>
- Hindt, L. A. (2012). *The effects of principal leadership on teacher morale and student achievement* (Unpublished doctoral thesis), University of Houston, United State.
- Katz-Buonincontro, J. (2011). How might aesthetic knowing relate to leadership? A review of the literature. *International Journal of Education & the Arts*, 12(1), 1-18. Retrieved June 4, 2018, from <http://www.ijea.org/v12si1/>.
- Polat, S., & Kavak, Z. (2011). Aesthetic leadership (AL): Development and implementation of aesthetic leadership scale (ALS) of the school directors. *Educational Research and Reviews*, 6(1), 50-61. Retrieved June 2, 2018, from <http://www.academicjournals.org/ERR>
- Randolph-Robinson, V. T. (2007). *Leadership behaviors that contribute to teacher morale* (Electronic Theses & Dissertations, Georgia Southern University, Georgia). Retrieved August 5, 2018, from <https://digitalcommons.georgiasouthern.edu/etd/218>

RELATIONSHIP BETWEEN TEACHER SELF-EFFICACY AND CLASSROOM MANAGEMENT STYLES IN BASIC EDUCATION HIGH SCHOOLS

Soe Khant Lin¹, Khin Mar Ni² and Mai Lein Htung³

Abstract

The research aimed to study the levels of teacher self-efficacy, the variations of the levels of teacher self-efficacy grouped by age, teaching service, academic qualification, position, teaching subjects, marital status and school, to study the classroom management styles that the teacher mostly used and the relationship between the teacher self-efficacy and classroom management styles. From the selected seven Basic Education High Schools in Mingalardon Township, 82 senior teachers, 102 junior teachers and 48 primary teachers participated in this study by using proportional stratified sampling method. The study was based on two dimensions of self-efficacy (personal teaching efficacy and general teaching efficacy) and three types of classroom management styles (noninterventionist, interactionist and interventionist). In this study, the levels of teacher self-efficacy and classroom management styles were determined by the mean values responses to the questionnaire items. The reliability coefficients (Cronbach's alpha) of the instrument were 0.73 for self-efficacy and 0.77 for classroom management styles. For qualitative methodology, open-ended questions and partially structured interview were conducted. Descriptive statistics, Independent Samples *t*-Test, One-way ANOVA, Tukey post-hoc mean comparison and Pearson correlation were used to analyze the data. According to findings, the levels of teachers' overall self-efficacy were moderately high and among two dimensions, personal teaching efficacy had higher mean values than general teaching efficacy. There were no significant differences in overall self-efficacy of teachers grouped by age, teaching service, educational qualification, teaching subject and marital status. There were significant differences in overall self-efficacy of teachers grouped by position (between junior and senior teachers) and school (between school C and E). The type of classroom management style that was mostly used by teachers was noninterventionist style. There were no significant differences in classroom management styles grouped by age but there were significant differences in interventionist style grouped by service. Married teachers used interactionist style more than single teachers and there were significant differences between School E and School A, C in this style. There were also significant differences in classroom management styles grouped by educational qualification and position. There was positively weak correlation between teachers' overall self-efficacy and all styles of classroom management.

Keywords: teacher self-efficacy, classroom management

Introduction

Schools are second homes for young children. The teachers are the most important people in nurturing them in the classroom. Classroom management is one of the important areas in schools. It is not just one isolated action, or one particular skill. Classroom management is an essential part of teaching for creating an effective environment where teaching and learning can occur proficiently (Martin et al.,1998). Some teachers have faith in that they must take major responsibility for everything in the classroom. In order to get cooperation, students' participation and interesting, some teachers assumed that they must share responsibility with students Others

¹ U, Senior Teacher, BEHS Sarbudaung, Hlegu Township, Yangon Region

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

³ Daw, Associate Professor, Department of Educational Theory, Yangon University of Education

agree that children have innate potential to learn. And they permit students to take major responsibility for everything and they assist as a facilitator or guide.

The methods the teachers use to manage their classroom also rest on their efficacy belief. Therefore, efficacy plays an important aspect in the classroom management. Their styles of classroom management are influenced by their belief and their actions. Teacher self-efficacy is related to teacher practices as greater persistence with students who are struggling (Allinder, 1995). Self-Efficacy base on the belief that people attempt to exercise control over the events in their life (Bandura, 1977). It does not relate to the skills people have, but it is their beliefs about what they can perform in different situations.

Teacher self-efficacy in relation to classroom management becomes well-known. Teachers' ways of managing classrooms are affected by beliefs in their efficacy- especially in dealing with students' misbehavior (Armor, 1976). In order to be used better management approaches in the classroom, this study become essential.

Purpose of the Study

The purpose of the study are as follows:

1. To study the levels of teachers' self-efficacy in the basic education high schools in Mingalardon Township
2. To study the variations of the levels of teachers' self-efficacy in terms of demographic data.
3. To study the classroom management styles that the teachers mostly use in basic education high schools in Mingalardon Township.
4. To study the variations of teachers' classroom management styles in terms of demographic data.
5. To investigate the relationship between the teachers' self-efficacy and their classroom management styles.

Research Questions

1. What are the levels of teachers' self-efficacy in the basic education high schools in Mingalardon Township?
2. What are the variations of the levels of teachers' self-efficacy in terms of demographic data?
3. What styles do the teachers mostly use to manage the classroom in Mingalardon Township?
4. What are the variations of teachers' classroom management styles in terms of demographic data?
5. Is there any relationship between teachers' self-efficacy and their classroom management styles?

Theoretical Framework

(a)Teacher Self-Efficacy

A teacher belief in his/her ability to achieve goals is called teacher self-efficacy. Teachers' self-efficacy model was developed based on a widespread review of the literature by

Tschannen-Moran et al. (1998). Four major sources that have major influences on efficacy beliefs are included and each contribute to both the investigation of the teaching task and to self-perceptions of teaching competence.

Mastery Experiences, one of the most powerful sources, can be occurred when people challenge to do something and are successful. People believe more that they will be able to do something new if it is similar to something they have already done well. So, they are the most efficient way to increase self-efficacy. The second factor influencing self-efficacy is **Modeling and Vicarious Experiences**. Observation of the successes and failures of other people who are like to one's self affects self-perceptions of efficacy through two processes. First, it gives knowledge. Second, people partly evaluate their proficiencies using social comparisons. We often talk people into believing that they have the capacity to achieve what they want to accomplish. It is **Verbal Persuasion**. It may involve a pep talk or detailed performance comment from a supervisor or a colleague (Bandura, 1994). **Physiological and Emotional Cues**: The degree of emotional and physiological arousal that a person experiences in a teaching situation (either of anxiety or excitement) adds to self-perceptions of teaching competences. Self-efficacy is self-perception of competence. It is not actual level of competence (Bandura, 1977, cited in Tschannen-Moran et al., 1998).

The model has two dimensions (analyzing the teaching task and its context, and self-perceptions of teaching competence) that are consistent with two factors of general teaching efficacy (GTE) and personal teaching efficacy (PTE). Teacher efficacy is context-specific. The factors such as; the assessment of students' abilities, instructional strategies, resources provided by school, and physical condition of teaching environment are included in the analyzing of teaching task. Principal support, collegial support, and school climate are contextual factors. In addition, Bandura's (1994) four sources affect these two dimensions.

(b)Classroom Management Styles

The teachers' ability to cooperatively manage time, space, resources, students' roles and behaviors to provides a climate that encourages learning is classroom management (Alberto and Troutman, 1986). There are a large number of management styles that teachers reveal. In this study, the classroom management style was based on three types of noninterventionist, interactionist and interventionist by Wolfgang and Glickman (1980).

Wolfgang and Glickman (1980) took various psychological interpretations of child development and categorized them into three basic beliefs:

1. An inner unfolding of potential make the child develop
2. A result of external conditions make the child develop
3. The interaction of inner and outer forces make the child develop.

According to Wolfgang and Glickman (1980), the first one points out that the child has an inner potential that need to look for its appearance in real world to develop. Any such inner potential is rejected to admit by the second one. It just emphasizes the development of the human organisms as the cause of the outer environment in its unusual way. Third item highlights that the interaction of inner potential of an individual and external forces of the environment shapes the child.

Using these descriptions of social learning, three schools of psychological thought (the Noninterventionist, the Interventionist, and the Interactionist) were defined by Wolfgang and Glickman (1980). The Noninterventionist classroom management model is commonly referred to as humanistic or student-centered and it is based on a philosophical and psychological belief system. The Interactionist models of classroom management are based on both behavior and feelings. The Interventionist systems of classroom management are based on the basic tenets of behavioral psychology (Levin and Nolan, 1991).

Definition of Key Terms

Teacher Self-Efficacy

Teacher self-efficacy is the teacher's belief in his or her ability to bring about desired outcomes in students. Teacher self-efficacy consists of two concepts: personal teaching efficacy and general teaching efficacy. Personal teaching efficacy is defined as self-evaluation of one's ability to successfully bring about positive changes in students' behaviour in the classroom. General teaching efficacy is defined as teacher's belief in his or her ability to manage the classroom and to create teaching-learning process effectively regardless of external factors such as home environment and family background. In this study, it will be determined by the mean values of teachers' response to self-efficacy items in the questionnaire.

Classroom management Style

Classroom management style is defined as the styles that the teachers use to effectively support and facilitate academic, behavioural, social-emotional, and motivational outcomes of students. In this study, the most common type of teachers' classroom management style will be determined by the mean values of the selected teacher responses to the items of classroom management style (noninterventionist, interactionist and interventionist).

Methodology

Research Design

In this study, quantitative and qualitative methods were used to study the relationship between teacher self-efficacy and classroom management styles in Basic Education High Schools in Mingalardon Township, Yangon Region.

Sample

There are 7 Basic Education High Schools in Mingalardon Township, Yangon Region. All schools were chosen as a sample and selected teachers (total of 232) were participated in this study. Proportional stratified sampling method was used. The demographic information about the teachers who participated in this study was shown in table.

Table 1 Demographic Information about the Respondents

Variables	Group	Number	Percentage (%)
Age	21-30 years	21	9%
	31-40 years	60	26%
	41-50 years	51	22%
	51 years and above	100	43%
Academic Qualification	B.A, B.Sc., DTEd, DTEC	135	58%
	B.Ed.	76	33%
	M.A, M.Sc., M.Ed.	21	9%
Position	Senior Teachers	82	35%
	Junior Teachers	102	44%
	Primary Teachers	48	21%
Service	≤ 3 years	4	2%
	4-6 years	9	4%
	7-18 years	93	40%
	19-30 years	71	31%
	31-40 years	55	24%
Teaching Subject	Art	107	46%
	Science	107	46%
	All subjects	18	8%
Marital Status	Single	104	45%
	Marriage	128	55%
Total		232	100%

Instrumentation

The questionnaire consists of two parts. First part included (21) items related to teacher self-efficacy levels (general teaching efficacy and personal teaching efficacy). These items were rated on four-point Likert scales ranging from 1-strongly disagree to 4-strongly agree. The second part included (21) items related to classroom management styles (non-interventionist style, interactionist style and interventionist style) that the teachers used in Basic Education High Schools. These items were rated on four-point Likert scales ranging from 1-never, 2-sometimes, 3-often and 4-always. Open-ended questions and interview questions for teacher self-efficacy and classroom management styles were also used as part of this study for data triangulation.

Procedure

Firstly, the relevant literature concerning the research was explored. The instrument was constructed under the guidance of the supervisor to find out the required data. For the expert validity of the questionnaire, the advice and guidance were taken from twelve teacher educators who had sound knowledge and experiences in the field of study. After that, necessary changes were made under the guidance of supervisor. Pilot test was conducted with (40) teachers on the 3th week of September, 2018. The reliability of coefficient for teacher self-efficacy was 0.73 and for classroom management styles was 0.77. After making the necessary changes, the questionnaires were distributed to teachers on the 1st week of November, 2018 and the response rate was 100%. Interview was conducted on the 4th week of November for data triangulation.

3.5 Data Analysis

The data obtained from questionnaires were analyzed by using SPSS (Statistical Package for the Social Science) software version 25. Descriptive analysis techniques, One-way ANOVA, Tukey post-hoc mean comparison, Independent Sample *t*-Test and Pearson correlation was used. Answers of open-ended and interview questions were analyzed by using knowledge from review of related literature.

Findings

Quantitative Research Findings

Finding for Research Question (1)

Table 2 Mean Values and Standard Deviations of Teachers' Self-Efficacy (N=232)

Teachers' Self-Efficacy	Mean	SD	Level
General Teaching Efficacy	2.73	0.38	Moderately High
Personal Teaching Efficacy	3.06	0.31	Moderately High
Overall self-efficacy	2.89	0.24	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Finding for Research Question (2)

Table 3 Mean Values and Standard Deviations of Teachers' Self-Efficacy grouped by their Age (N=232)

Variables	Age	n	Mean	SD	Remark
Overall Self-Efficacy	21-30	21	2.88	0.20	Moderately High
	31-40	60	2.89	0.23	Moderately High
	41-50	51	2.86	0.24	Moderately High
	51years and above	100	2.90	0.25	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 4 Mean Values and Standard Deviations of Teachers' Self-Efficacy grouped by their Educational Qualification (N=232)

Variables	Qualification	n	Mean	SD	Remark
Overall Self-Efficacy	B.A, B.Sc., DTed, DTEC	135	2.91	0.27	Moderately High
	B.Ed.	76	2.84	0.20	Moderately High
	M.A, M.Sc., M.Ed.	21	2.89	0.17	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 5 Mean values and Standard Deviations of Teachers' Self-Efficacy grouped by their Positions (N=232)

Variables	Position	n	Mean	SD	Remark
Overall Self-Efficacy	Senior Teachers	82	2.84	0.19	Moderately High
	Junior Teachers	101	2.94	0.27	Moderately High
	Primary Teachers	48	2.85	0.22	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 6 ANOVA Results of Teachers' Self-Efficacy grouped by their Position (N=232)

Variable		Sum of squares	df	Mean Squares	F	p
Overall Self-Efficacy	Between Groups	.502	2	.251	4.453	.013*
	Within Groups	12.904	229	.056		
	Total	13.406	231			

* $p < .05$, ** $p < .01$, *** $p < .001$ ns=no significance

Table 7 Tukey HSD of Teachers' self-efficacy grouped by their Position (N=232)

Dependent Variables	(I) ST,JT,PT	(J) ST,JT,PT	Mean Difference (I-J)	p
Overall Self-Efficacy	Junior Teacher	Senior Teacher	.09559*	.019*
		Primary Teacher	.09029	ns

* $p < .05$, ** $p < .01$, *** $p < .001$ ns=no significance

Table 8 Mean values and Standard Deviations of Teachers' Self-Efficacy grouped by their Teaching Service (N=232)

Variables	Teaching Service	n	Mean	SD	Remark
Overall Self-Efficacy	≤3years	4	2.80	0.17	Moderately High
	4-6 years	9	2.80	0.29	Moderately High
	7-18 years	93	2.89	0.21	Moderately High
	19-30 years	71	2.89	0.27	Moderately High
	31years and above	55	2.89	0.25	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 9 Mean values and Standard Deviations of Teachers' Self-Efficacy grouped by their Teaching Subject (N=232)

Variables	Teaching Subject	n	Mean	SD	Remark
Overall Self-Efficacy	Art	107	2.87	0.26	Moderately High
	Science	107	2.91	0.22	Moderately High
	All subjects	18	2.82	0.25	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 10 Mean values and Standard Deviations of Teachers' Self-Efficacy grouped by their Marital Status (N=232)

Variables	Marital Status	n	Mean	SD	Remark
Overall Self-Efficacy	Single	104	2.86	0.25	Moderately High
	Marriage	128	2.91	0.23	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 11 Mean values and Standard Deviations of Teachers' Self-Efficacy grouped by their School (N=232)

Variables	School	n	Mean	SD	Remark
Overall Self-Efficacy	School A	33	2.88	0.22	Moderately High
	School B	35	2.87	0.17	Moderately High
	School C	39	3.02	0.31	Moderately High
	School D	25	2.84	0.18	Moderately High
	School E	51	2.84	0.24	Moderately High
	School F	21	2.84	0.23	Moderately High
	School G	28	2.88	0.25	Moderately High

Scoring Direction:

1.00-1.75=Low 1.76-2.50=Moderately Low 2.51-3.25=Moderately High 3.26-4.00=High

Table 12 ANOVA Results of Teachers' Self-Efficacy grouped by their School (N=232)

Variable		Sum of squares	df	Mean Squares	F	p
Overall Self-Efficacy	Between Groups	.893	6	.149	2.676	.016*
	Within Groups	12.514	225	.056		
	Total	13.406	231			

* $p < .05$, ** $p < .01$, *** $p < .001$ ns=no significance**Table 13 Tukey HSD of Teachers' self-efficacy grouped by their schools (N=232)**

Dependent Variable	(I) School of teacher	(J) School of teacher	Mean Difference (I-J)	P
Overall Self-Efficacy	School C	School E	.17596*	.010**

* $p < .05$, ** $p < .01$, *** $p < .001$ ns=no significance**Findings for Research Question (3)****Table 14 Mean Values and Standard Deviations of Teachers' Classroom Management Styles (N=232)**

Variables	Mean	SD	Performance
Noninterventionist style	3.35	0.37	Always
Interactionist style	3.13	0.49	Often
Interventionist style	2.45	0.47	Sometimes

Scoring Direction:

1.00-1.75=never 1.76-2.50=sometimes 2.51-3.25=often 3.26-4.00=always

Findings for Research Question (4)**Table 15 Mean values and Standard Deviations of Teachers' Classroom Management Styles grouped by their Age (N=232)**

Age	Noninterventionist Style		Interactionist Style		Interventionist Style	
	Mean	SD	Mean	SD	Mean	SD
21-30	3.33	0.36	3.29	0.37	2.38	0.41
31-40	3.29	0.43	3.12	0.50	2.35	0.44
41-50	3.34	0.39	3.08	0.54	2.41	0.50
51years and above	3.41	0.33	3.13	0.48	2.55	0.46

Scoring Direction:

1.00-1.75=never 1.76-2.50=sometimes 2.51-3.25=often 3.26-4.00=always

Table 16 Mean values and Standard Deviations of Teachers' Classroom Management Styles grouped by their Educational Qualification (N=232)

Educational Qualification	Noninterventionist Style		Interactionist Style		Interventionist Style	
	Mean	SD	Mean	SD	Mean	SD
B.A, B.Sc., DTED, DTEC	3.43	0.34	3.21	0.46	2.52	0.47
B.Ed.	3.26	0.37	2.99	0.51	2.40	0.43
M.A, M.Sc., M.Ed.	3.20	0.46	3.03	0.50	2.21	0.46

Scoring Direction:

1.00–1.75=never

1.76–2.50=sometimes

2.51–3.25=often

3.26–4.00=always

Table 17 ANOVA Results of Teachers' Classroom Management Styles grouped by Educational Qualification (N=232)

Variable		Sum of squares	df	Mean Squares	F	P
Noninterventionist Classroom Management Style	Between Groups	2.018	2	1.009	7.632	.001***
	Within Groups	30.142	228	.132		
	Total	32.161	230			
Interactionist Classroom Management Style	Between Groups	2.602	2	1.301	5.724	.004**
	Within Groups	51.835	228	.227		
	Total	54.437	230			
Interventionist Classroom Management Style	Between Groups	1.980	2	.990	4.700	.010**
	Within Groups	48.027	228	.211		
	Total	50.007	230			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance**Table 18 Tukey HSD of Teachers' classroom management styles grouped by their Educational Qualification (N=232)**

Dependent Variables	(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)	P
Noninterventionist classroom management style	B.A, B.Sc., DTED, DTEC	B.Ed.	.17644*	.003**
		M.A, M.Sc., M.Ed.	.22759*	.022*
Interactionist classroom management style	B.A, B.Sc., DTED, DTEC	B.Ed.	.22325*	.004**
		M.A, M.Sc., M.Ed.	.18198	ns
Interventionist classroom management style	B.A, B.Sc., DTED, DTEC	B.Ed.	.11531	ns
		M.A, M.Sc., M.Ed.	.30601*	.013*

* $p < .05$, ** $p < .01$, *** $p < .001$ ns=no significance**Table 19 Mean values and Standard Deviations of Teachers' Classroom Management Styles grouped by their Position (N=232)**

Position	Noninterventionist Style		Interactionist Style		Interventionist Style	
	Mean	SD	Mean	SD	Mean	SD
Senior Teachers	3.22	0.40	2.98	0.51	2.34	0.43
Junior Teachers	3.44	0.35	3.19	0.46	2.56	0.49
Primary Teachers	3.40	0.34	3.24	0.46	2.40	0.43

Scoring Direction:

1.00–1.75=never

1.76–2.50=sometimes

2.51–3.25=often

3.26–4.00=always

Table 20 ANOVA Results of Teachers' Classroom Management Styles grouped by their Position (N=232)

Variable		Sum of squares	df	Mean Squares	F	P
Noninterventionist classroom management style	Between Groups	2.151	2	1.076	8.173	.000***
	Within Groups	30.009	228	.132		
	Total	32.161	230			
Interactionist classroom management style	Between Groups	2.786	2	1.393	6.150	.003**
	Within Groups	51.651	228	.227		
	Total	54.437	230			
Interventionist classroom management style	Between Groups	2.360	2	1.180	5.646	.004**
	Within Groups	47.647	228	.209		
	Total	50.007	230			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 21 Tukey HSD of Teachers' classroom management styles grouped by their Position (N=232)

Dependent Variables	(I) ST,JT,PT	(J) ST,JT,PT	Mean Difference (I-J)	P
Noninterventionist style	Senior Teacher	Junior Teacher	-.21081*	.000***
		Primary Teacher	-.17705*	.021*
Interactionist style	Senior Teacher	Junior Teacher	-.21173*	.009**
		Primary Teacher	-.25799*	.009**
Interventionist style	Senior Teacher	Junior Teacher	-.22063*	.004**

* $p < .05$, ** $p < .01$, *** $p < .001$ ns=no significance

Table 22 Mean values and Standard Deviations of Teachers' Classroom Management Styles grouped by their Teaching Service (N=232)

Teaching Service	Noninterventionist Style		Interactionist Style		Interventionist Style	
	Mean	SD	Mean	SD	Mean	SD
≤ 3years	3.36	0.27	3.11	0.18	2.29	0.49
4-6 years	3.30	0.31	2.93	0.66	2.48	0.30
7-18 years	3.29	0.41	3.12	0.50	2.34	0.44
19-30 years	3.42	0.34	3.15	0.48	2.49	0.48
31years and above	3.38	0.36	3.13	0.46	2.60	0.47

Scoring Direction:

1.00–1.75=never

1.76-2.50=sometimes

2.51-3.25=often

3.26-4.00=always

Table 23 ANOVA Results of Teachers' Classroom Management Styles grouped by their Teaching Service (N=232)

Variable		Sum of squares	df	Mean Squares	F	p
Interventionist classroom management style	Between Groups	2.581	4	.645	3.075	.017*
	Within Groups	47.425	226	.210		
	Total	50.007	230			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 24 Tukey HSD of Teachers' Classroom Management Styles grouped by their Teaching Service (N=232)

Dependent Variables	(I) Service of Teachers	(J) Service of Teachers	Mean Difference(I-J)	<i>p</i>
Interventionist Style	31years and above	7-18 years	.26153*	.009**

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 25 Mean values and Standard Deviations of Teachers' Classroom Management Styles grouped by their Marital Status (N=232)

Marital Status	Noninterventionist Style		Interactionist Style		Interventionist Style	
	Mean	SD	Mean	SD	Mean	SD
Single	3.36	0.40	3.05	0.52	2.43	0.44
Marriage	3.35	0.35	3.19	0.45	2.47	0.49

Scoring Direction:

1.00–1.75=never 1.76–2.50=sometimes 2.51–3.25=often 3.26–4.00=always

Table 26 The Result of Independent Samples *t*-Test of Teachers' Classroom Management Styles grouped by their Marital Status (N=232)

Dimension	<i>t</i> Test for Equality of Means			
	<i>t</i>	<i>df</i>	Mean Difference	<i>p</i>
Interactionist Style	-2.16	203.738	-0.14	0.03*

* $p < .05$, ns=no significance

Table 27 Mean values and Standard Deviations of Teachers' Classroom Management Styles grouped by their School (N=232)

School	Noninterventionist Style		Interactionist Style		Interventionist Style	
	Mean	SD	Mean	SD	Mean	SD
School A	3.42	0.41	3.29	0.49	2.56	0.35
School B	3.31	0.33	3.20	0.52	2.47	0.59
School C	3.40	0.43	3.30	0.44	2.56	0.40
School D	3.37	0.27	3.00	0.36	2.28	0.49
School E	3.32	0.40	2.93	0.47	2.46	0.46
School F	3.23	0.27	3.15	0.53	2.42	0.47
School G	3.40	0.39	3.04	0.46	2.31	0.46

Scoring Direction:

1.00–1.75=never 1.76–2.50=sometimes 2.51–3.25=often 3.26–4.00=always

Table 28 ANOVA Results of Teachers' Classroom Management Styles grouped by their School (N=232)

Variable		Sum of squares	<i>df</i>	Mean Squares	<i>F</i>	<i>p</i>
Interactionist calssroom management style	Between Groups	4.975	6	.829	3.755	.001***
	Within Groups	49.462	224	.221		
	Total	54.437	230			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 29 Tukey HSD of Teachers' Classroom Management Styles grouped by their School (N=232)

Dependent Variable	(I) School of teacher	(J) School of teacher	Mean Difference (I-J)	p
Interactionist Style	School E	School A	-.36482*	.011*
		School C	-.37409*	.004**

* $p < .05$, ** $p < .01$, *** $p < .0001$, ns=no significance

Findings for Research Question (5)

Table 30 The Relationship Between Teachers' Self-Efficacy and Classroom Management Styles (N=232)

Variables	Noninterventionist Style	Interactionist Style	Interventionist Style
General Teaching Efficacy	0.072	0.178**	0.064
Personal Teaching Efficacy	0.340**	0.206**	0.173**
Overall Self-Efficacy	0.271**	0.274**	0.158**

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

Quantative Research Finding

Findings from Open-ended Questions

Five Open-ended questions were used in this study. Vairous response for open-ended questions are described as follows.

For the question **“Describe your strategies of handling students who are influenced by bad habits from their home environment.”** The 31% (n=73) of teachers discussed the problems with the students and gave them love, warmth, and more time. The 3% (n=6) of teachers treated students according to school discipline. For the question **“Do you believe you can help students get more qualities? Describe your strategies.”** The 31% (n=71) of teachers made competition between students, allowed them to participate, provided exact guidance and asked questions to students. The 6% (n=14) of teachers used reward and punishment system to get more quality of students.

For the question **“Who develop classroom rules and regulations to follow in the classroom? (Teacher or Teacher and students or Students). How?”** The 34% (n=80) of teachers developed rules themselves in the class. The 52% (n=121) of teachers developed rules by discussing them with the students and used their input. The 4% (n=10) of teachers allowed students to develop their classroom rules.

For the question **“How do you treat to students who do not obey rules?”** The 42% (n=98) of teachers privately discuss with the students, gave them examples and exact gudiances. The 3% (n=6) of teachers gave warning to the students who did not obey the rules. For the question **“you believe the students have individual differences? How do you treat them?”** The 38% (n=76) of teachers treated students according to their mind, feeling and differences. The 2% (n=5) of teachers did not believe that the students have individual differences.

Findings from Interview**Teachers' ways of developing classroom rules and procedure in their calssroom and solving the classroom problems**

The teachers of all schools set classroom rules and procedures from the beginning of the year by themselves. If the students broke the classroom rules or misbehaved in the classroom, teachers called out their names, asked them questions about lesson, changed seat or sent them near teacher's seat. If students quarrelled, teachers called and discussed about the problem with their parents and board of school discipline. Most teachers answered (n=9) that they bit the students who broke the rules occassionally.

Teachers' strategies to get their students' trust

The teachers said that they tried to improve their teaching skills to get trust from their students. Some of their students' lesson had already learned in their tuton and so they did not care what teachers said. In this situation, teachers asked question about subjects, ask them concepts of lessons to get their attention. Some teachers gave good care of their students' health, education, feeling and thought to get their trust.

The ways of handling students form dysfunctional families and problem makers

The teachers said that they had trouble makers form dysfunctional families in ther classroom. The teachers studied their environment, their family background, their feeling and thoughts and gave better care. Some teachers gave leader positions to the problem makers and allowed them to participate in the school activities.

The teachers' ways to become expert in their subjects and to help students get better understanding.

The teachers said that they tried to become experts in their subjects by buying books and studied them and prepared for the coming years. They studied from online. They discussed the subject with old and experienced teachers. Teachers firstly studied their students' conditions, their levels of knowledge before teaching. Some teachers connected current lessons with their knowledge of previous academic years.

Discussion

According to finding, the levels of teachers overall self-efficacy were moderately high but personal teaching efficacy had higher mean value than general teaching efficacy. In the study of teachers' self-efficacy grouped by their age, all groups were moderately high but teachers (51 years and above) got the highest mean value in overall self-efficacy. And in the study of teachers' self-efficacy grouped by their teaching service, all groups were moderately high but teachers at the stages of 7-18 years, 19-30 years and 31 years and above got the highest mean values. These may be because the older the teachers, the more experiences they got. According to Huguenard (1992), higher teacher efficacy scores also linked with higher age.

In the study of teachers' self-efficacy grouped by their educational qualification and their position, all groups were in the same level in both comparisons. But there were significant differences between junior and senior teachers in overall self-efficacy. These may be because of age differences of students. Junior teacher had to contact only with younger children than senior teachers. For senior teachers and master degree holders the students they had to teach were older, than the other teachers'. This result is the same with previous research conducted by Ross,

Cousins & Gadalla (1996). They found that elementary teachers got higher scores in self-efficacy than secondary teacher.

In the study of teachers' self-efficacy grouped by teaching subject, all groups were in the same level (moderately high) and there were no significant differences between two groups. In the study of teachers' self-efficacy according to marital status, both groups were moderately high but married teachers got the higher mean value than single teachers. The result was similar to finding by Islahi and Nasreen (2013), Schoenbon (2004). However, it was contrary to the finding of Wafula (2010), Njoka (2007) and NgiNah (2012). The reason may be that the married teachers were seen as emotionally stable and having children makes them more tolerant and they are more sympathize with the students.

In the study of teachers' self-efficacy according to school, all groups were moderately high but School C got significantly higher mean value than School E in overall self-efficacy as said by ANOVA and Tukey result. The reason may be that there are more experienced teachers there. The result of interview found that they have the opportunities for collaboration with other teachers. The school teachers are like a family. Everyone can take part in decision making process. Most students are clever and good.

According to finding, teachers always used noninterventionist classroom management style, often used interactionist classroom management style and sometimes used interventionist styles. The result of previous research conducted by Bibi et.al. (2017) showed that interactionist style was used by the teachers at high school level more than noninterventionist style. So the outcomes of this research did not support the result of previous research. The cause of situation may be diverse situation in high schools. The second reason may be that the study was grounded on self-reported data of teachers.

In the study of teachers' classroom management styles grouped by their age and teaching services, teachers in all groups got the highest mean values in noninterventionist classroom management styles and there were significant differences between teachers (≥ 31 years) and teachers (7-18 years) of teaching service in interventionist style.

In comparing the mean values of teachers' classroom management styles grouped by teachers' educational qualification and their position, all groups gets the highest mean values in noninterventionist classroom management style. But among them, mean values of senior teachers was the lowest in all styles. This may be because of our school system. The result of interview showed that most senior teachers were very busy. They had to try to finish their course in time and they had to teach so many classes in a day and there are so many students in each class. These may be the reason why they got the lowest mean score in all style among three groups.

In teachers' marital status, all groups got the highest mean values in noninterventionist styles but there were significant differences in interactionist style, the married teachers got higher values. This could be concluded that married teacher had to interact with their own children and that helped them to interact with their students and to understand them. They are more sympathetic to children and understand more about their feeling and mind.

In comparing the mean values of classroom management styles grouped by school, all schools got the highest mean values in noninterventionist classroom management style. One-way ANOVA results showed that there were significant differences between School E and both School A and C in interactionist style. According to interview, the demographic structure and

facilities of school are difference between these schools. And teachers in school A and C are older and more experienced than teacher in school E. The classroom, infrastructure of school E and most students in the school come from dysfunctional families and live in orphanage. This may be the reason why school E got lower value.

There was positively low correlation between teachers' overall self-efficacy and all styles of classroom management. Woolfolk, Rosoff and Hoy (1990) reported that the greater the teachers personal teaching efficacy, the more humanistic the teachers' pupil control orientation. The stronger the teachers' belief in general teaching efficacy as teaching can be successful, even with difficult and unmotivated students, the more humanistic the teachers' pupil control orientation and more teachers supported student autonomy in solving problems.

Recommendation

To improve teachers' self-efficacy; Every principal should support collaboration among teachers, foster peer coaching, allow them to take part in decision making process and encourage them to visit other schools and observe classrooms to improve modeling and vicarious experiences. All stakeholders and township officer should be aware of programs for improving self-efficacy, not only sharing knowledge about subject matter skill but also sharing the ways to overcome classroom problems. For preservice teachers, they should be given more opportunities to interact with students and solve classroom problems in real situation by teacher training colleges and universities. For in-service novice teachers, the up-to-date professional development and refresher course should be given with major emphasis for improving their self-efficacy.

In practicing teachers' classroom management styles; Old and experienced teachers who are familiar with teacher-centered approach should be given refresher courses to be able to create classroom environment leading to self-governing society. All teachers should have positive relationships with students through mutual understanding and good communication. All teachers should pay attention and promote self-esteem of students and to transform into life-long learners. All teachers should read books, magazines and journals related with classroom management to have sound knowledge.

Need for Further Study

The research focused on the relationship between teachers' self-efficacy and their classroom management styles in Basic Education High School, Mingalardon. Thus, further researches should be conducted to investigate the relationship between the teachers' self-efficacy and student achievement, to investigate the effects of teachers' classroom management styles on student achievement, to investigate teachers' self-efficacy and job satisfaction and students' perception of teachers' classroom management styles.

Acknowledgements

First and foremost, we would like to express our gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to do this thesis successfully. We would like to offer our note of respectful appreciation to Dr. Daw Htay Khin (Professor, Head of Department of Educational Theory, Yangon University of Education) and external examiner Dr. Aye Aye Cho (Retired Professor, Head of Department of Educational Theory, Yangon University of Education), for her great help, invaluable advices and guidance. Moreover, we would like to offer our thanks to the people who in one way or another gave physical and moral support throughout our research journey.

References

- Alberto, P.A. & Troutman, A.C. (1986). *Applied Behavior Analysis for Teachers*. Columbus, OH: Charles Merrill.
- Allinder, R. M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student achievement. *Remedial and Special Education*, 16(4).
- Armor, D. (1976). Analysis of the school preferred reading program in selected Los Angeles minority schools. Retrieved January 10, 2019 from <https://files.eric.ed.gov/fulltext/ED130243.pdf>
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2).
- Bandura, A. (1994). Self-efficacy. *Encyclopedia of human behavior*, 4(1). Retrieved August 15, 2018 from https://www.unitar.org/hiroshima/sites/unitar.org/hiroshima/files/18.AF_2010_WS2-3_Self-Efficacy.pdf
- Huguenard, T. (1992). *The relationship between teacher efficacy, certification, and student achievement* (Doctoral dissertation, Baylor University).
- Islahi, F. & Nasreen, D. (2013). Who make effective teachers, men or women? An Indian perspective. *Universal Journal of Educational Research*, 1(4).
- Levin, J., & Nolan, J. F. (1991). *Principles of classroom management: A hierarchical approach*. Prentice Hall.
- Martin, N. K., Yin, Z., & Baldwin, B. (1998). Construct validation of the attitudes & beliefs on classroom control inventory. *The Journal of Classroom Interaction*.
- Nginah, M. N. (2012). *Influence of work-family conflicts on secondary school teachers' level of job satisfaction in Machakos District, Kenya*. Unpublished Thesis. Department of Educational Administration, University of Nairobi.
- Njoka, E. (2007). *Guiding and Counselling Pupils in Kenyan Public Primary Schools: Head Teachers and Teacher Counsellors Role Perceptions and Experiences*. Published Doctoral Thesis. Durham University.
- Ross, J., Cousins, J. B., & Gadalla, T. (1996). Within-teacher predictors of teacher efficacy. *Teaching and Teacher Education*, 12(4).
- Schoenborn, C. A. (2004). *Marital status and health: United States, 1999–2002. Advance Data from Vital and Health Statistics, Number 351*. Hyattsville, Maryland: National Center for Health Statistics.
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of educational research*, 68(2).
- Wafula, A. N. (2010). *Work-family conflict among women from a collectivistic culture*. Department of Industrial Psychology, University of the Western Cape.
- Wolfgang, C. H., & Glickman, C. D. (1980). *Solving Discipline Problems: Strategies for Classroom Teachers*. Allyn and Bacon, Inc., Longwood Division, College and Professional Publications, 470 Atlantic Avenue, Boston, MA 02210.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and teacher Education*, 6(2).

TEACHERS' PERCEPTION ON FACTORS AFFECTING EXPERIENCED TEACHER ATTRITION

Htet Paing Oo¹ and Aung Lin²

Abstract

The main aim of the study was to find out teachers' perception on factors affecting experienced teachers attrition in Hlaing Thar Yar Township, Yangon Region. The specific aim was to find out the teachers' perception on human, social, structural and psychological capital factors, and the most important factors for attrition. Quantitative and qualitative methods were used in this study. The questionnaire were developed by Mason, S., & Matas, C.P (2015). It consists of 35 items about teachers' perception on factors affecting experienced teacher attrition with two open-ended questions. Cronbach's alpha value was 0.80. The 90 Senior teachers and 201 Junior teachers were selected by using proportionate sampling method. Descriptive Statistics, Independent Samples *t*-test and One-way ANOVA were conducted to analyze the data. One to One Interviews were conducted. In this research, teachers' perception on Human Capital Factor was low (Mean=2.23, SD=0.57), perception on Social Capital Factor was low (Mean=2.48, SD=0.52), perception on Structural Capital Factor was high (Mean=2.93, SD=0.58), and perception on Positive Psychological Capital Factor was low (Mean=2.37, SD=0.62). According to overall findings, inadequate salary, excessive workloads and over unnecessary workloads were considered as the most important factors for experienced teacher attrition in the priority level.

Keyword: Experienced teacher attrition

Introduction

The loss of experienced teachers is seen as a threat to instructional quality. Even more importantly, attrition is seen as a waste of scarce resources, as replacement teachers have to be recruited and trained. Teacher training can be expensive. That investment goes to leak when the teachers trained enough leave teaching.

When we are talking about experienced teachers, we first need to know the cycle of career. In Donald's cycle, there are five stages: growth, exploration, establishment, maintenance, and decline. But, Renando (2018) generalized career cycles into three age ranges: Early stage (0-5 years in the workforce), Mid stage (6-15 years in the workforce), and Mature stage (more than 16 years in the workforce). To be able to get more sharpened picture of teacher attrition, all fields that are related with attrition push into the zone of consideration.

Significance of the Study

Education is not a single factor but it is a multi-dimensional effects. For conveniently and smoothly running the education system, strong force of qualified teachers is necessary. And then, teaching is not a short-term process, it is a long-term process.

Ultimately, the problem of teacher attrition becomes critical in light of forecasted teacher shortages. As teacher attrition rates rise up, the drain on an already diminished teaching force becomes a situation which cannot and should not be ignored. If the teaching profession is to survive, means must be devised for keeping active teachers in the field. This can only be accomplished by identifying the causes of teacher attrition.

Most of the studies are emphasized in early career ages, if so, insight concerning

¹ Senior Teacher, No-5, Basic Education High School, Hlaing Thar Yar Township, Yangon Region

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

experienced teachers' attrition is sadly missing (Beaugez, 2012). To get a more obvious picture, attrition of experienced teachers is pushed into consideration. By analyzing the factors of teacher attrition, this research may be one of the contributions to policy makers and in-service teachers.

General Objective

- To study teachers' perception on factors related to experienced teacher attrition in Hlaing Thar Yar Township, Yangon Region.

Specific Objectives

- To study the teachers' perception on the human capital factor that affects experienced teacher attrition.
- To study the teachers' perception on the social capital factor that affects experienced teacher attrition.
- To study the teachers' perception on the structural capital factor that affects experienced teacher attrition.
- To study the teachers' perception on the positive psychological capital factor that affects experienced teacher attrition.
- To find out the most affecting factors on experienced teacher attrition.

Research Questions

- (1) To what extent do teachers perceive the human capital factor affect on experienced teacher attrition?
- (2) To what extent do teachers perceive the social capital factor affect on experienced teacher attrition?
- (3) To what extent do teachers perceive the structural capital factor affect on experienced teacher attrition?
- (4) To what extent do teachers perceive the positive psychological capital factor affect on experienced teacher attrition?
- (5) What are the most affecting factors on experienced teacher attrition?

Limitations of the Study

This study is concerned with senior and junior teachers' perceptions on factors affecting experienced teacher attrition and, it is concerned with teachers from Basic Education High Schools and Branch-High Schools in Hlaing Thar Yar Township, Yangon Region.

Theoretical Framework

To be formulated as the advance model of attrition, Mason, S., & Matas, C. P (2015) made a new theoretical framework based on the previous 20 researches on attrition in Australian. It has four dimensions: human capital themes, social capital themes, structural capital themes, and positive psychological capital (psycap) themes.

Human Capital Themes

In the school context, human capital is defined as "an individual's cumulative abilities, knowledge, and skills developed through formal and informal experiences". There are two factors for considering those themes. Professional Skills and Knowledge and Continuous Professional Development Opportunities are two themes.

Social Capital Themes

Social capital in a school context has been described as “a trusting climate in the school – one where teachers talked to each other, shared the same norms, and had strong agreement in their descriptions of the culture of the school”. The four themes are Gaps in Relationships, Low Social Recognition, Gender, and Family Encumbrance .

Structural Capital Themes

While human and social capital factors are generally considered ‘teacher factors’, a significant part of the literature on teacher attrition also looks at the role of context in which teachers’ work. The four themes are Salary and Other Benefits, Poor Physical Conditions, Promotion or Transfer, and Workloads

Positive Psychological Capital Themes

The inclusion of PsyCap factor in the teacher attrition theoretical model is important because it acknowledges the fact that variables that are internal to the teacher also play a part in their career path choices. They are Satisfaction, Motivation, Resilience, and Commitment.

Definition of Key terms

Key term

Teacher Attrition- Teacher attrition is the leaving of teaching, quitting teaching or moving away from the teaching fraternity to retire or to undertake other responsibilities of jobs. (Mulei, 2012)

Operational definition

Teacher Attrition – Teacher attrition refers to all the phenomena that teachers leave the teaching fraternity to be performed professional and procedural responsibilities, or to be accommodated with personal and family problems.

Methodology

Quantitative Study

Sample

There were 374 senior teachers and 746 junior teachers. According to Gay and Airaisan (2003), the required sample size is 291. In this research, proportionate stratified sampling method is used; hence, 97 (33.40% of population) senior teachers and 194 (66.60% of population) junior teachers were selected. In choosing these participants, random sampling was used. The detail demographical conditions are described in table 1.

Table 1 Demographic Information about the Respondents

Variables	Group	No of respondents
Gender	Male	19
	Female	272
Teaching Experience	1-10 years	40
	11-20years	112
	Over 21 years	139
Rank	J.T	194
	S.T	97
School Location	Urban	171
	Rural	120

Instrumentation

Teacher attrition questionnaire was developed by the researcher based on the Mason, S., & Matas, C.P (2015) theoretical framework. It framework was based on the previous 20 researches about attrition in Australian. In this questionnaire, there are two parts: demographic data and factors related to experienced teacher attrition.

Demographic data was composed of the respondents' gender, year of experience, position, degree obtained, teaching subject, and specialized subject.

To find out the attrition factors, there were 35 items with four-point Likert scaling technique that ranging from strongly disagree to strongly agree. In these items, item 1-6 were related to Human Capital Factor, item 7-16 were related to Social Capital Factor, item 17-28 were related to Structural Capital Factor, and item 29-35 were for Positive Psychological Factor. In developing the questionnaire, balancing the items or weighing the items were mainly emphasized. Normally, the Structural and Social factors may be caused for many reasons rather the other. That is why the items of these factors were more than the others. Open-ended questions were stated at the end of questionnaire to get a compact view.

Instrument Validity

Instrument validity was obtained from eight specialists who have sound knowledge and experience in this field from Department of Educational Theory, Yangon University of Education before testing internal consistency of the questionnaire.

Instrument Reliability

After validating the questionnaires, 40 teachers were selected to measure the reliability of the questionnaire. To measure it, Cronbach's alpha coefficient was used. Based on the pilot research, the Cronbach's alpha value was .80.

Procedure

Firstly, the relevant literature and related researches were explored and read thoroughly. Based on these related literature, theoretical framework was formulated. Questionnaire with 35 items was built under the guidance of supervisor in aligning with other previous questionnaires. Instrument validation was obtained from eight experts.

After completing this step, 40 teachers were selected to do a pilot survey. After obtaining the legal allowance, the questionnaires were distributed for data collection. One week later, the research questionnaire papers were recollected and the respondents' rate is 98%.

Data Analysis

The data obtained from the research questionnaire was analyzed with the aid of SPSS (Statistical Package for the Social Science) version 24. Descriptive Statistics, Independent Samples *t*-test and One-Way ANOVA were used to interpret the factors for attrition and to examine whether any significant difference was or not according to the respondents' personal factors like gender, years of experience, school geographical location, and rank.

Qualitative Study

Qualitative methodology was used to investigate factors affecting experienced teachers attrition. The sample for one-to-one interview, six former teachers (leaver) are selected to find out the cause to attrition.

Instrumentation

For qualitative purpose, semi-structured interview guidelines and open-ended questionnaires were used. In order to explore the root cause of experienced teacher attrition, the questionnaire included two open-ended questions. To obtain deep and uncovered opinions, additional data were collected from one to one interview. Interview pattern was constructed under the guidance of supervisor.

Procedure

Interview was held by the researcher on January 9, 2019. The interviews were conducted on each participant. Note taking and recording methods were used to collect data.

Data Analysis

For data analysis, evidences from open-ended questionnaires and note taking from one-by-one interview were reloaded. The researcher read and carefully analyzed to increase the trustworthiness of the collected data.

Findings

(1) Teachers' Perception on the Human Capital Factor that affects Experienced Teacher Attrition

Respondents' rate on this factor in the strongly disagree scale as a cause to experienced teacher attrition was 20%. Disagree scale was 33.7% and Agree scale was 27.6%. And then, 17.5% of the respondents strongly agreed this factor and 1.2% was missing to response.

Findings for research question (1) were presented in Table 2.

Table 2 Mean Values and Standard Deviations of the Human Capital Factor about Experienced Teacher Attrition based on Teachers' Perception (N= 291)

No.	Human Capital Factor Items	Mean	SD
1.	Teaching experience	1.89	0.91
2.	Teacher Training	2.06	0.93
3.	Professional development program	2.02	0.85
4.	Age and health problems (e.g., pension)	2.80	1.01
5.	Adequateness of time preparation	2.20	0.90
6.	Little chance to advance career	2.40	0.96
	Overall Mean	2.23	0.57

1.00-1.49 Very Low, 1.50-2.49 Low, 2.50-3.49 High, 3.50-4.00 Very High

Hence, teacher perceived as human capital factor had **low** inclination that cause experienced teacher attrition according to the table 2. To analyze and evaluate whether the degree of teacher' perception on human capital factor grouped by gender, school location and rank, the Independent Samples *t*-test was used.

Table 3 Results of the Independent Samples *t*-test for Human Capital Factor Grouped by Gender, School Location and Rank (N= 291)

No	Groups	t	df	p	Mean Difference
1.	Gender	1.026	289	0.36(ns)	0.141
2.	School Location	-3.058	289	0.002**	-0.209
3.	Rank	-0.019	289	0.98(ns)	0.074

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no-significance

According to this table, there was no significance difference between male and female teachers, and between senior and junior teachers on the factor of experienced teacher attrition. But, rural schools teacher's perception was significantly different from urban schools' teacher perception on Human Capital Factor. To analyze the difference among three groups of years of experience, One-Way Analysis of Variance (ANOVA) was used.

Table 4 The ANOVA Result for the Perception on Human Capital Factor Grouped by Years of Experience (N= 291)

Factor		Sum of Square	df	Mean Square	F	p
Human Capital	Between Groups	3.885	2	1.942	5.943	0.003*
	Within Groups	94.132	288	0.327		
	Total	98.017	290			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no-significance

According to table 4, there was significantly difference on the Human Capital Factor grouped by Years of experiences.

Table 5 The Result of Tukey HSD Multiple Comparison of Teachers' Perception on Human Capital Factor Grouped by Years of Experience (N= 291)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	<i>p</i>
Human Capital Factor	5-10 years	Over 16 years	0.246*	0.102	0.045*
	11-15 years	Over 16 years	0.225*	0.072	0.006**

p* < .05, *p* < .01, ****p* < .001, ns=no-significance

According to table 5, 5-10 years of experienced teachers were significantly different from over 16 years of experience group. And, 11-15 years of experienced teachers were significantly different from over 16 years group.

(2) Teachers' Perception on the Social Capital Factor that affects Experienced Teacher Attrition

Respondents' rate on this factor in the strongly disagree scale as a cause to experienced teacher attrition was 16.09%. Disagree scale was 30.72% and Agree scale was 37.53%. And then, 14.7% of the respondents strongly agreed this factor and 0.96% missed to response.

Table 6 Mean Values and Standard Deviations of the Social Capital Factor about Experienced Teacher Attrition based on Teachers' Perception (N= 291)

No	Social Capital Factor Items	Mean	SD
1.	Principal's subjective administration and poor support	2.37	0.96
2.	Relationship with principal	2.25	0.93
3.	Having a decision making authority at the some extent	2.33	0.90
4.	Unsupportive colleagues with no mutual understanding	2.29	0.93
5.	Poor communication with pupils	1.99	0.88
6.	Weak of parents' interest in their children's education	2.85	0.88
7.	Little respect and recognition of community on teaching	2.59	0.89
8.	Having family problems (like child rearing, pregnancy etc.)	2.75	0.83
9.	Unable to shuttle between home and school	2.90	0.79
10.	Gender Issue in Family Encumbrance	2.37	0.96
	Overall Value	2.48	0.52

1.00-1.49 Very Low 1.50-2.49 Low 2.50-3.49 High 3.50-4.00 VeryHigh

According to table 6, Social Capital Factor had low inclination to be possible factor to experienced teacher attrition.

According to Independent Samples *t*-test, there was no significantly difference on Social Capital Factor grouped by gender, school location and rank. And then, there was no significant difference on Social Capital Factor grouped by Years of Experience according to One-Way ANOVA result.

(3) Teachers' Perception on the Structural Capital Factor that affects Experienced Teacher attrition

Respondents' rate on this factor in the strongly disagree scale as a cause to experienced teacher attrition was 7.49%. Disagree scale was 23.35% and Agree scale was 51.5%. And then, 26.43% of the respondents strongly agreed this factor and 1.09% missed to response.

Table 7 Mean values and Standard Deviations of the Structural Capital Factor about Experienced Teacher Attrition based on Teachers' Perception (N= 291)

No.	Structural Capital Factor Items	Mean	SD
1.	Inadequate salary	3.35	0.82
2.	Other benefits	3.36	0.73
3.	School physical infrastructures	2.77	0.88
4.	Teaching, technological and laboratory materials	2.78	0.88
5.	Appointing in other districts that are too far	2.94	1.91
6.	Promotion to higher ranks	2.46	0.78
7.	Transfers to other places or educational related fields	2.69	0.82
8.	Excessive workloads.	3.06	0.89
9.	Over paperwork and procedural works	3.32	0.84
10.	Having disobedient students too much	3.02	0.91
11.	Worry about students' achievement	2.57	0.98
12.	Having difficulty to control students	2.68	0.76
	Overall Value	2.93	0.58

1.00-1.49 Very Low 1.50-2.49 Low 2.50-3.49 High 3.50-4.00 Very High

Therefore, according to the table 7, Structural Capital Factor had **high** inclination on experienced teacher attrition. There was no significantly difference on this factor grouped by gender, school location and rank according to Independent Samples *t*-test.

Table 8 The ANOVA Result for the Perception on Structural Capital Factor Grouped by Years of Experience (N=291)

Factor		Sum of Square	df	Mean Square	F	p
Structural Capital	Between Groups	2.350	2	1.175	3.706	0.026*
	Within Groups	90.988	287	0.317		
	Total	93.338	289			

*p< .05, **p< .01, ***p< .001, ns=no-significance

But, there was significant difference on this factor grouped by Years of Experience according to ANOVA result as in table 8.

Table 9 The Result of Tukey HSD Multiple Comparison of Teachers' Perception on Structural Capital Factor Grouped by Years of Experience (N=291)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	p
Structural Capital	11-15 years	Over 16 years	0.1949*	0.0716	0.019*

*p< .05, **p< .01, ***p< .001, ns=no-significance

Hence, 11-15 years of experienced teachers was significantly different from over 16 years of experienced teachers on the Structural Capital Factor.

(4) Teachers' Perception on the Positive Psychological Capital Factor that affects Experienced Teacher attrition

Respondents' rate on this factor in the strongly disagree scale as a cause to experienced teacher attrition was 19.58%. Disagree scale was 34.32% and Agree scale was 34.27%. And then, 11.04% of the respondents strongly agreed this factor and 0.79% missed to response.

According to table 10, Positive Psychological Factor had low inclination to become the root cause to experienced teacher attrition.

Table 10 Mean values and Standard Deviations of the Inclination of the Positive Psychological Capital Factor about Experienced Teacher Attrition based on Teachers' Perception (N= 291)

No.	Positive Psychological Capital Factor Items	Mean	SD
1.	Satisfaction in the workplace	2.61	0.77
2.	Rare enthusiasm in teaching	2.25	0.82
3.	Choosing the teaching profession without intrinsic motivation	2.04	0.87
4.	Resilience	2.20	0.82
5.	Commitment	1.91	0.88
6.	A tremendous wave of incentives from other professions	2.53	0.87
7.	Huge diffraction in benefits between public and private	2.85	0.86
	Overall Value	2.37	0.62

1.00-1.49 Very Low 1.50-2.49 Low 2.50-3.49 High 3.50-4.00 Very High

There were no significance difference between male and female teachers, and urban schools and rural schools, and senior and junior teachers' perception on this factor about experienced teacher attrition. And also, there was no significantly difference on the positive psychological factor grouped by Years of Experience.

(5) The Most Affecting Factors on Experienced Teacher Attrition based on Teachers' Perception

Human Capital Factor had 2.23 of 4 in mean value. Social Capital Factor had 2.48 of 4 in mean value. Structural Capital Factor has 2.93 of 4 in mean value, and Positive Psychological Capital Factor had 2.37 of 4 in mean value. Hence, Structural Capital Factor was the most affecting factor on experienced teacher attrition.

Findings from Open-ended Questions

Respondents ranked inadequate salary, excessive workloads and over necessary workloads (e.g., paperwork, procedures etc.) as in the priority level. Respondents ranked salary, reducing workloads, and having the chance for working near home as in the priority level for retention.

Findings from Interviews

The interviews focused on Human, Social, Structural and Positive Psychological Capital Factors about their perceived level of these factors' inclinations to attrition.

Human Capital Factor: Most of the teachers said that teaching experience and teacher training were enough but, some perceived that they could not be used in practice. Continuous professional development program were suitable for subject matter mastery. Some problems were inhibited to advance to career development but most of them could be overcome with negotiations. Others went for further studies to improve their skills and competences in anticipation for a better paying job.

Social Capital Factor: Some participants said that their principals had no enough management skills and could not control the school system. Some participants said that they got mutual negative competitions among colleagues rather than their support. Some respondents said that

recognition and community respect on teaching should be promoted by the State. Community respect and recognition was one of the most important causes for attrition. In gender issue, male teachers were more willing to quit out for family earnings. Long distance between home and school was not important for them. Family encumbrance problem is not quite difficult not only for females but also for males. But, it is not intended for family earnings and financial matters.

Structural Capital Factor: They commented that times had changed, the students were more difficult and teachers can no longer be expected to handle 30 or more students, like they once might have been able to do. Males are more prone to leave and transfer from profession than females. Some respondents want the pride of teaching profession rather than high salary. Other benefits were expected but they were easy if they won't have it. Matriculation exam made some teachers to worry for students' achievement. Bureaucratically, all procedures and orders should be given and performed with respect. To reduce urgent workloads, the plans, activities and procedures related with office works are not steady and cannot be predicted.

Positive Psychological Capital Factor: They have acceptable workplace and satisfy and can accept it. They showed off no serious impact of positive psychological capital factor for experienced teacher attrition. Some respondents said that there are little huge expectations for man teachers and the Government should be prepared for their family encumbrances.

Discussion

According to the findings, the overall mean value for human capital factor is 2.23. Teacher training and other professional program are somewhat enough for experienced teachers. But, age and health problem may attribute to attrition because most of the respondents are older than teachers with less years of experience and novice teachers. Rural teachers perceived human capital factor as a cause for attrition more than urban teachers. This may be possibility for training and professional development program are not reachable. 5-10 years of experienced teachers are more prone to leave than the other groups. Because they are more energized and they may face more inhibitions than the other group as in accordance with Grissmer & Kirby (1987).

The overall mean value for social capital factor is 2.48. The inclination of that factor to be a possible factor is low. In this factor, Teachers need principal expectations defined to decrease pressure and allow teachers to obtain school goals and administrative support is a key factor for teachers' decision to continue in teaching (Beaugez, 2012). In Avalos & Valenzuela (2016) s' research, degree of control and autonomy in class was a major cause for teacher satisfaction. In this research, it was not come to light.

Parents' interest and support are quite important for attrition. The rural region of targeted area is the high poverty area and so, parent interest is relatively small than urban region. Social recognition and respect on teaching is highly important for experienced teachers. Male teachers have higher mean value in that factor of declining recognition on teaching. In our targeted area, family responsibilities were less emphasized than family encumbrance. Distance between home and school was not quite being a problematic for attrition because the targeted area had only the schools that were situated in around 10 miles area. In comparison about family encumbrance, males are more prone to leave or transfer from profession. Hence, the social capital factor may contribute to experienced teacher attrition but it was not the root cause for attrition.

The overall mean value for structural capital factor was 2.93 and so, this inclination of this factor is high. Male teachers in this survey strongly agreed that salary for family

encumbrance as a root cause more than females. But, some were more proud of their decent life rather than high salary and is consistent with Karesnti & Collin (2103). And then, by the open-ended result, salary is the root cause for experienced teacher attrition in this research. Most of the participants were not far away from schools and so, housing and other temporary livings would not be needed for some. But, they thought health care and other financial support should be allowed to them. Hence, this factor may be one of the attrition factors. Workloads and over paperwork and procedural workloads seriously made experienced teacher attrition. Most of the schools were not balanced in student-teacher ratio. After adding the compulsory subjects combination, some triplets such as history, geography had lack of teachers and teachers were shared these subjects to teach. By these all issue, excessive workload put as second emphasized factor. 11-15 years of experienced teachers were mid-aged with capabilities, had huge alternatives ways to change career, and they were more experienced for family encumbrance and some were prone to higher ranks or other private sectors. Hence, structural capital factor is the most important factor to attrition.

The overall mean value for positive psychological capital factor was 2.37 and the inclination of this factor to be possible is low. Enthusiasm, intrinsic motivation, resilience and commitment were not lower because all teachers had chosen the teaching profession among the tremendous waves of other professions and jobs. This factor doesn't matter what the personal factors of participants would be. Hence, positive psychological factor was not the possible factor for experienced teacher attrition. As the root causes to experienced teacher attrition, salary, excessive workloads, and over paperwork and procedural works were mainly emphasized on the teachers' perception.

Recommendation

Based on the analyses of the survey, the following suggestions and recommendations were presented. To overcome the teaching difficulties, teachers should collaborate to perform the professional development activities. Teachers should be treated respectfully and teacher roles needed to be raised not only by teacher selves but also by the Nation Wide. Adequate salary is important for most teachers, neither it be; they could not withstand the incentives of other private and professions. Salary is the Republic Financial issue; even though salary cannot be raised for certain, other benefits should be kept in line with other departmental staffs. In schools, teacher-subject ratio, student-teacher ratio and teacher-teaching period ratio should be balanced. Office duties and procedural works should be used with the technology aided). The plans and procedures should be steady and urgent works should be minimized by the well-planned strategy and bureaucratic manners. Heads and colleagues need to build the satisfactory working environment even though the physical materials are not adequate. Community authorized personnel or organizations should be cooperated with the schools to support the schools. Parents' interest and cooperation is important and teachers should try to get it.

Need for Further Study

The followings are the needs for additional research. Further research should be done in other areas and in large especially for nation-wide. The policy makers should be added to explore the possible ways to retain teachers in further researches. It is mainly target on the senior and junior experienced teacher attrition; if so, primary experienced teachers and entry level teacher attrition should be investigate to capture the whole picture of attrition problem. School heads and

community personnel should be added to explore more reliable attrition factors. This research is based on current and former (leaver) teacher perceptions, so, further researches should be targeted more on former (leaver) teachers to get a sharp shoot.

Acknowledgement

First, we would like to thank to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to complete this paper successfully.

We would like to present our respect and special thanks to our beloved professor, Dr. Daw Htay Khin (Professor/Head of the Department of Educational Theory, Yangon University of Education) and our professor, Dr. Su Su Thwin (Department of Educational Theory, Yangon University of Education) for their great guidance. Finally, we would like to thank everyone who gave us help especially our teachers from Department of Educational Theory and all participants to complete our research.

References

- Avalos, B., & Valenzuela, J. P. (2016). Education for all and attrition/retention of new teachers: A trajectory study in Chile. *International Journal of Educational Development* 49(2016) 279-290. Retrieved on 5th July 2018, from <https://de.doi.org/10.1016/j.ijedudev.2016.03.0120738-0593/>
- Beaugez, L. A. (2012). *A Study of Factors Related to Teacher Attrition* (Dissertation, University of Southern Mississippi, USA) Retrieved on 25 June 2018, from <https://aquila.usm.edu/dissertations/831>.
- Gay, L. R & Airasian, P. (1992). *Educational Research: Competencies for analysis and Applications*, 7th Ed., Merrill Prentice Hall, New Jersey.
- Grissmer, D. W., & Kirby, S. N. (1987). *Teacher Attrition: The Uphill Climb To Staff the Nation's Schools*. Santa Monica, The RAND Corporation.
- Karesnti, T., & Collin, S. (2013). *Why are New Teachers Leaving the Profession? Results of a Canada-Wide Survey*. *Education* 2013, 3(3): 141-149. DOI: 10.5923/j.edu. 20130303.01
- Mason, S., & Matas, C. P. (2015). Teacher Attrition and Retention Research in Australia: Towards a New Theoretical Framework. *Australian Journal of Teacher Education*, 40(11). Retrieved on 27th June 2018, from <http://de.dci.org/10.14221/ajte.2015v40n11.3>
- Mulei, K. O. (2012). *Factors Influencing Teacher Attrition at Public Secondary Schools in Mbooni East District, Kenya*. (Master Thesis, University of Nairobi, Kenya).
- Redando, Chad. (2018). Where are you in your career cycle? Super's career stages and Levinson's life development models. Retrieved on 30th August 2018, from: <https://www.sideways-thoughts.com/blog/2013/06/Where-are-you-in-your-career-cycle-supers-career-stages-and-Levinsons-life-development-models/>

RELATIONSHIP BETWEEN TEACHERS' EMPOWERMENT AND TEACHERS' PROFESSIONAL COMMITMENT

Honey Shwe Sin San Mg¹ and Khin Mar Ni²

Abstract

The objective of this research is to study the relationship between teachers' empowerment and teachers' professional commitment. In this study, quantitative and qualitative research methods were used. Questionnaire survey was carried out in this study. One hundred and fifty-two teachers were selected as participants from ten Basic Education High Schools in Kawhmu Township, Yangon Region by using proportional stratified sampling method. The questionnaire was comprised of three sections. Section A included 7 items for teachers' demographic variables. Section B included 35 items for teacher empowerment. Section C included 17 items for teachers' professional commitment and 8 open-ended questions. The questionnaires were piloted with 40 senior teachers from Basic Education High School. The reliability coefficients (Cronbach's α) for teachers' empowerment and teachers' professional commitment were 0.89 and 0.71 respectively. In this study descriptive statistics, one-way ANOVA, Tukey HSD test and Pearson-product moment correlation were used to analyze the data. For qualitative study, semi-structure questions were used. According to the findings, the level of teachers' perceptions on their empowerment was somewhat empowerment. There were slight differences on teachers' empowerment grouped by age, qualification, position and teaching services. Also the level of teachers' professional commitment was high. And then there were also slight differences on teachers' professional commitment grouped by age, qualification, position and teaching services. There was positive and moderate relationship between teachers' empowerment and teachers' professional commitment.

Key Terms: Teacher empowerment, Professional Commitment

Introduction

The construction of every human society lies upon its country education. Education make certain effective transmission of knowledge, culture, values, capabilities and skills to new generations. It shapes the behavior and personality attributes at every age level and prepares them to become well-adjusted and productive members of their social orders. All such goals can attain through the work of teachers and educators. So, teachers have a greater role and responsibilities in the process of education. Teacher play an important in schools. Teachers are now expected to play a vital role in implementing these and preparing students for the new scenario in the education system. Teachers must have the capacity to perform their duties effectively. So, teachers must be an empowered person (Neelama Devi, 2017). The idea behind the concept of empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work. Through empowerment, people are encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom (Greasley et al., 2004, cited in Boey, 2010). When empowerment existed in professional environment, the individuals within that profession tend to feel as their own ownership on their profession and they will change their personal feelings towards their responsibilities and commitment to

¹ Daw, Senior Teacher, B.E.H.S Hngetawsan, Kawhmu Township, Yangon Region

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

their profession. These situations both from the side of the individuals and their profession give to a win-win situation for both parties involved. Moreover, teacher empowerment takes two important dimensions: that of self-efficacy and status. These two dimensions are very important in forecast various school outcomes. So, school administrators require to draw attention on teacher empowerment if they wish for to raise teachers' professional commitment to their profession and to increase teachers' motivation toward the advantage of school. So, if school administrators want to empower teachers, they will need to establish this kind of working conditions that will bring teachers to perceive themselves as having a high level of competency, and experiencing high status and self-esteem (Bogler & Somech, 2004).

Importance of the Research

Teacher empowerment creates a positive learning environment (Martin, Crossland & Johnson, 2001, cited in Squire-Kelly, 2012). Empowered teachers are more devoted to their organization and they have a readiness to become a membership in their organization. In addition, empowered teachers are always ready to help the students' learning difficulties. Empowered teachers encourage colleagues to improve student achievement (Anderson, 2004, cited in Squire-Kelly, 2012). It is necessary to study the relationship between teachers' empowerment and teachers' professional commitment. So, this research was intended to study the relationship between teachers' empowerment and teachers' professional commitment in Basic Education High Schools, Kawhmu Township, Yangon Region.

Objectives of the Research

General Objective

To study the relationship between teachers' empowerment and teacher's professional commitment

Specific Objectives

The specific objectives of this study were as follows:

1. To study the level of teachers' perception on their empowerment in Basic Education High Schools
2. To study the differences of teachers' perception on their empowerment according to their personal factors
3. To study the level of teachers' perception on their professional commitment in Basic Education High Schools
4. To study the differences of teachers' perception on their professional commitment according to their personal factors

Research Questions

The following research questions were formulated as follows:

1. What is the level of teachers' perception on their empowerment in Basic Education High Schools?
2. Is there any significant difference of teachers' perception on their empowerment according to their personal factors?

3. What is the level of teachers' perception on their professional commitment in Basic Education High Schools?
4. Is there any significant difference of teachers' perception on their professional commitment according to their personal factors?
5. Is there any relationship between teachers' empowerment and teachers' professional commitment?

Limitations of the Study

The scope of this study is limited to Basic Education High Schools in Kawhmu Township, Yangon Region. The findings of this study applied to Kawhmu Township only and could not be generalized to any other townships.

Theoretical Framework

This study was concerned with teachers' empowerment and teachers' professional commitment in Basic Education High Schools of Kawhmu Township, Yangon Region.

Dimensions of teacher empowerment

In this study, the teacher empowerment attributes are decision-making, opportunities for professional growth, teacher status, teacher self-efficacy, autonomy and teacher impact (Short, 1992).

Decision Making

The first dimension, decision-making, refers to the level of participation of teachers in decisions that are directly related to their work. When teachers are provided the opportunity to play a more influential role in the decision-making process, they impact more than just classroom activities and methodology. Teachers also influential budgeting, curriculum, scheduling and other programmatic areas. At this level of involvement, teachers are more prone to take responsibility for the decisions they make. The more teachers are directly connected to student learning and the more teachers indicate they should be held responsible for their work. The decision-making process requires trusting that teacher possess the skills and knowledge to make good sound decisions. Teachers were allowed to work collaboratively, control time schedules and student groupings and develop curriculum and instruct students on a collaborative basis. Teachers were able to control instructional decisions and monitor the progress of students. When teachers are viewed as professionals and are welcome to participate in active leadership roles that directly impact educational decisions, their self-efficacy increases.

Professional Growth

As a dimension of empowerment, professional growth refers to teachers' perceptions that the school in which they work provides them with opportunities to grow and develop professionally, to learn continuously, and to expand one's own skills through the work life of the school. Professional development is impacted by the teachers' ability to share as well as to expand their skills and knowledge. Professional growth is partially dependent on self-assessment. Empowered teachers are realized that evaluating and assessing progress is necessary for professional growth and development. Students are directly affected by such empowerment.

Empowered teachers desire to grow professionally, therefore activities and teaching methods improve that directly affect student's educational experience and performance.

Status

Status as a dimension of empowerment refers to teacher perceptions that they have professional respect and admiration from colleagues. Status includes the amount of respect teachers receive from others such as students, parents, administrators and community members. Status increases when teachers feel that they are working in a respected and supported profession. Recognition of teacher status can be found in comments and attitudes from the various constituents of the school environment and student response to the teachers' instructions. A combination of high public expectations and poor working conditions, as perceived by teachers creates tension that reduces the status that teachers may feel. Another important aspect of the status attribute of empowerment is having the ability to overcome the fear or resistance from faculty members. On the other hand, there are teachers who look to teacher-leaders for support and encouragement which often leads to teacher-leader's perceptions that colleagues respect the knowledge and expertise they have displayed in decision making. Teachers come to recognize the strengths of their colleagues and their respect for team members grew. Teachers receive recognition from the administration for their efforts enhancing their status among faculty members.

Self-Efficacy

Self-efficacy refers to teachers' perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students and can effect changes in student learning. Self-efficacy develops as an individual acquires self-knowledge and the belief that they are personally competent and has mastered skills necessary to effect desired outcome. Teachers' sense of self-efficacy and professional certainty relates to teachers' decisions to remain in teaching. Teacher certainty about professional abilities and skills is highly correlated to student achievement.

Autonomy

Autonomy, as a dimension of empowerment, refers to teachers' belief that they can control certain aspects of their work life. The foundation for autonomy is the sense of freedom to make certain decisions and the confidence to express opinions while also learning from and engaging with others in learning. Autonomy is fostered when school environments support risk taking and experimentation by teachers. Teachers need the autonomy to respond to the highly individualized dynamics of the classrooms, to re-teach using different strategies when students struggle, and to divert from the lesson plan during those magic moments when student interest takes an idea in a new direction.

Impact

Impact refers to teachers' perception that they have an effect and influence on school life. Teachers' self-esteem grows when they feel that they are doing something worthwhile, that they are doing it in a competent manner, and that they are recognized for their accomplishments. Teachers in good schools advanced in the practice of teaching by receiving respect from parents and community members. Teacher impact means that teachers influence other faculty members

to take part in reform efforts and school improvement initiatives. Impact relates to a determinate of effectiveness and how teachers perceive that they are able to change a students' life.

Components of Professional Commitment

Meyer et al., 1993 defined three distinct components of professional commitment (they used the equivalent term: occupational commitment). These components are called affective professional commitment, continuance professional commitment, and normative professional commitment.

Affective Professional Commitment

Affective professional commitment refers to identification with, involvement in, and emotional attachment to the profession. Thus, employees with strong affective professional commitment remain members of their profession because they want to do so. For example, professionals with a strong sense of affective commitment to their profession will keep up with developments in their profession, subscribe to trade journals, attend professional meetings, and participate in their professional association.

Continuance Professional Commitment

Continuance professional commitment refers to commitment based on the employee's recognition of the costs associated with leaving their profession. Employees with strong continuance commitment remain with their profession because they realise that they have much to lose by not doing so. For example, professionals with high levels of continuance commitment might be less inclined to involve themselves in professional activities other than those required to retain membership of their profession (Meyer et al., 1993).

Normative Professional Commitment

Normative professional commitment refers to commitment based on a sense of obligation to the profession. Employees with strong normative professional commitment remain members of their profession because they feel they ought to do so. Normative professional commitment may develop because of effective professional socialisation or the sacrifices involved in becoming a member of a particular profession (Meyer et al., 1993).

Definitions of Key Terms

(a) Teacher Empowerment

Teacher empowerment is defined as a process whereby school participants developed the competency to take charge of their own growth and resolve their own problems (Short, Greer & Melvin, 1994).

(b) Professional Commitment

Professional Commitment is defined as a person's belief and acceptance in the values of his or her chosen profession or line of work, and willingness to maintain membership in that profession (Vandenberg & Scarpello, 2004).

Research Methodology

Both quantitative and qualitative research methods were used to collect the required data in this study. Quantitative measurements were used to measure teachers' perceptions on their empowerment and professional commitment. Data were collected through questionnaire survey in quantitative study and open-ended questions were used in qualitative study.

Sample

In this study, proportional stratified sampling method was used. There are ten Basic Education High Schools in Kawhmu Township. The target population was all teachers from high schools in Kawhmu Township, Yangon Region. The total of 250 teachers in ten high schools kawhmu Township, 152 teachers were participated as respondents in this study.

Instrumentation

In this study, questionnaire survey method was used to collect quantitative data for teachers' perceptions of empowerment and professional commitment in Basic Education High Schools, Kawhmu Township, Yangon Region. Short & Rinehart (1992) School Participants Empowerment Scale (SPES) and Meyer & Allen (1993) Professional Commitment questionnaire (PCQ) was used as the main instruments. SPES consists of 37 items instrument on a four-point Likert scales and PCQ which involves 17 items on a four point Likert scales. The questionnaire was divided into three parts. The first part was concerned about demographic characteristics of teachers such as age, level of qualification, total teaching services and position of teachers. In Part-B, SPES was used to measure the dependent variable of the study on the basic of six subscales namely; 6 items for involvement in decision making, 6 items for opportunities for professional growth, 6 items for status, 6 items for self-efficacy, 6 items for autonomy and 5 items for impact. Values of scoring were 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. It contains 37 items that asked teachers to describe how they felt about responsibility, participation, teacher selection, fiscal involvement, professionalism, student learning, empowerment difference making control, innovation and collaboration in their school. PCQ in part C was used to measure the dependent variable of the study in which the teachers were asked to refer to the strength of their identification with and involvement in a particular profession in order to measure their affective, normative and continuance commitment. In Likert scale items, there were 6 items for affective commitment, 6 items for normative commitment, and 5 items for continuance commitment that include 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree.

Procedure

In the first week of November, 2018, the modified questionnaires were gave out to the selected schools. All questionnaires were gathered after two weeks and were completely answered. After the questions have been returned, the data were processed and analyzed using the Statistical Package for the Social Science (SPSS) software version 25. Descriptive analysis was used to compute means and standard deviations. One-way ANOVA was used to analyze the significant difference between teachers' personal factors groups. And then, Pearson product moment correlation was used to know the relationship between teachers' empowerment and teachers' professional commitment.

Findings

Quantitative Research Findings

The analysis of data gathered from the perceptions of teachers on their empowerment and professional commitment in Kawhmu Township will discuss as research findings.

Table 1 Mean Scores of Teachers' Empowerment

Subscales	DM	PG	S	SE	A	I	Total
School A	3.19	3.39	2.99	3.11	3.21	2.97	3.15
School B	3.13	3.43	3.13	3.18	3.34	2.97	3.21
School C	3.29	3.36	3.08	3.23	3.30	2.76	3.19
School D	3.09	3.21	3.11	3.18	3.16	3.01	3.13
School E	3.18	3.25	3.09	3.12	3.19	2.93	3.13
School F	3.16	3.27	3.18	3.19	3.18	2.91	3.15
School G	3.01	3.30	3.21	3.26	3.20	3.04	3.17
School H	3.09	3.19	3.08	2.96	3.10	3.03	3.07
School I	3.18	3.42	3.19	3.34	3.26	2.88	3.22
School J	3.19	3.31	3.44	3.49	3.23	3.19	3.31
Total	3.15	3.31	3.15	3.21	3.22	3.22	3.18
Teachers' Empowerment Level	SE	SE	SE	SE	SE	SE	SE

Note: SE= Somewhat Empowerment

Scoring Direction: 1.00-1.49=No Empowerment

1.5-2.49=A Little Empowerment

2.5-3.49=Somewhat Empowerment

3.5-4.00=Strong Empowerment

Note: DM-Decision Making

PG- Professional Growth

S-Status

SE-Self-Efficacy

A-Autonomy

I-Impact

To summarize, Table1 above illustrates that the mean score for the level of empowerment as perceived by teachers in Basic Education High Schools of Kawhmu Township is somewhat empowerment.

Table 2 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Age

Age	21-30 years	31-40 years	41-50 years	51 years and above
	Mean(SD)	Mean(SD)	Mean(SD)	Mean(SD)
Total	3.17 (0.27)	3.27 (0.32)	3.19 (0.28)	3.07 (0.19)

According to Table 2, The age group was divided into four groups such as (21 to 30), (31 to 40), (41 to 50) and (51 and above). Teacher with (31-40) age group got the mean value was a little more than other age groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by age. Table3 shows the ANOVA result for six subscales of teacher empowerment grouped by age.

Table 3 ANOVA Table of Mean Comparison for Six-Subscales of Teachers' Empowerment by Age

Six subscales of Teacher Empowerment		Sum of Squares	df	Mean Square	F	p
Decision Making	Between Groups	0.609	3	0.203	1.801	ns
	Within Groups	16.682	148	0.113		
	Total	17.291	151			
Professional Growth	Between Groups	2.003	3	0.668	5.656	.001(**)
	Within Groups	17.472	148	0.118		
	Total	19.475	151			
Status	Between Groups	0.751	3	0.250	2.308	ns
	Within Groups	16.057	148	0.108		
	Total	16.808	151			
Self-Efficacy	Between Groups	1.659	3	0.553	4.417	.005(**)
	Within Groups	18.533	148	0.125		
	Total	20.193	151			
Autonomy	Between Groups	0.171	3	0.057	0.458	ns
	Within Groups	18.451	148	0.125		
	Total	18.622	151			
Impact	Between Groups	0.437	3	0.146	0.940	ns
	Within Groups	22.936	148	0.155		
	Total	23.373	151			

Note: ** $p < 0.01$, ns=not significant

Table 3 show that the significant difference at $p < 0.01$ in professional growth and self-efficacy variables. And then, Tukey HSD test was also conducted to know the difference between teachers' age group. Significant difference was found in professional growth variable at $p < 0.01$ level between the teachers' age group (21-30) and (51+), (31-40) and (51+). Also, significant difference was found in self-efficacy variable at $p < 0.01$ level between the teachers' age group (21-30) and (31-40), (31-40) and (51+).

Table 4 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Position

Position	P.T	J.T	S.T
	Mean (SD)	Mean(SD)	Mean (SD)
Total	3.16 (0.25)	3.17 (0.28)	3.19 (0.28)

According to Table 4, Teachers' position group was divided into three groups such as (P.T, J.T and S.T).The teachers with (S.T) group got the mean value was a little more than other position groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by position. Table 5 shows the ANOVA result for six subscales of teacher empowerment grouped by position.

Table 5 ANOVA Table of Mean Comparison for Six-Subscales of Teachers' Empowerment by Position

Six subscales of Teacher Empowerment		Sum of Squares	df	Mean Square	F	p
Decision Making	Between Groups	0.509	2	0.254	2.260	ns
	Within Groups	16.782	149	0.113		
	Total	17.291	151			
Professional Growth	Between Groups	0.362	2	0.181	1.410	ns
	Within Groups	19.113	149	0.128		
	Total	19.475	151			
Status	Between Groups	0.022	2	0.011	0.098	ns
	Within Groups	16.786	149	0.113		
	Total	16.808	151			
Self-Efficacy	Between Groups	0.521	2	0.260	1.972	ns
	Within Groups	19.672	149	0.132		
	Total	20.193	151			
Autonomy	Between Groups	0.142	2	0.071	0.572	ns
	Within Groups	18.480	149	0.124		
	Total	18.622	151			
Impact	Between Groups	0.886	2	0.443	2.936	ns
	Within Groups	22.486	149	0.151		
	Total	23.373	151			

Note: ns= not significant

Table 5 show that there is no significant difference in all area of teachers' empowerment grouped by position. Significant difference was not also found in overall teachers' empowerment.

Table 6 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Qualification

Qualification	B.A,B.Sc,B.Com	B.A,B.Sc,B.Ed	M.Sc,M.Ed
	Mean (SD)	Mean(SD)	Mean (SD)
Total	3.16 (0.28)	3.22 (0.28)	3.23 (0.16)

According to Table 6, Teachers' qualification was divided into three groups such as (B.A,B.Sc, B.Com, B.A,B.Sc, B.Ed and M.Sc, M.Ed). The teachers with (M.Sc, M.Ed) group got the mean value was a little more than other qualification groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by qualification. Table 6 shows the ANOVA result for six subscales of teacher empowerment grouped by qualification.

Table 7 ANOVA Table of Mean Comparison for Six-Subscales of Teacher Empowerment by Qualification

Six subscales of Teacher Empowerment		Sum of Squares	df	Mean Square	F	p
Decision Making	Between Groups	0.926	2	0.463	4.217	.017 (*)
	Within Groups	16.365	149	0.110		
	Total	17.291	151			
Professional Growth	Between Groups	0.478	2	0.239	1.873	ns
	Within Groups	18.997	149	0.127		
	Total	19.475	151			
Status	Between Groups	0.120	2	0.060	0.535	ns
	Within Groups	16.688	149	0.112		
	Total	16.808	151			
Self-Efficacy	Between Groups	0.119	2	0.060	0.443	ns
	Within Groups	20.073	149	0.135		
	Total	20.193	151			
Autonomy	Between Groups	0.317	2	0.159	1.291	ns
	Within Groups	18.305	149	0.123		
	Total	18.622	151			
Impact	Between Groups	0.040	2	0.020	0.126	ns
	Within Groups	23.333	149	0.157		
	Total	23.373	151			

Note: * $p < 0.05$, ns=not significant

Table 7 show that the significant difference at $p < 0.05$ level in the area of decision making. And then, Tukey HSD test was also conducted to know the difference between teachers' qualification group. The result revealed that there was no significant difference in teachers' qualification group.

Table 8 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Services

Services	1-10 years	11-20 years	21-30 years	31 years and above
	Mean (SD)	Mean(SD)	Mean (SD)	Mean(SD)
Total	3.19 (0.28)	3.21 (0.31)	3.14 (0.24)	3.06 (0.20)

According to Table 8, The teachers' position group was divided into four groups (1-10), (11-20), (21-30) and (31+). The teachers with (11-20) service group got the mean value was a little more than other services group. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by teaching services. The significant difference was found at $p < 0.01$ level in the area of professional growth. And then Tukey HSD test was also conducted to know the difference between teachers' service groups. Significant difference was found at $p < 0.01$ level between the teachers' service group (1-10) and (31+) and (11-20) and (31+).

Table 10 Mean Scores of Teachers' Professional Commitment by Schools

Three Components	AC	NC	CC	Total
School				
School A	3.23	2.92	1.91	2.79
School B	3.46	3.04	2.00	2.92
School C	3.38	3.17	2.29	3.01
School D	3.41	3.19	2.27	3.02
School E	3.23	3.13	2.18	2.92
School F	3.17	3.08	2.04	2.84
School G	3.10	2.92	1.97	2.72
School H	3.10	2.96	2.01	2.78
School I	3.56	3.00	2.12	2.97
School J	3.51	3.50	1.86	3.07
Total	3.31	3.09	2.06	2.91
Teachers' Professional Commitment Level	High	High	Low	High

Scoring Directions: 1.00-1.49=Very Low
1.50-2.49=Low

2.50-3.49=High
3.50-4.00=Very High

To summarize, Table 10 above illustrates that the mean score for the level of professional commitment as perceived by teachers in Basic Education High Schools of Kawhmu Township is high ranging between 2.5 and 3.49.

Table 11 Means and Standard Deviations of Teachers' Professional Commitment Grouped by Age

Age	21-30 years	31-40 years	41-50 years	51 years and above
	Mean (SD)	Mean(SD)	Mean (SD)	Mean(SD)
Total	2.87(0.31)	2.95(0.27)	3.02 (0.26)	2.81(0.18)

According to Table 11, The age group was divided into four groups such as (21-30), (31-40), (41-50) and (51+). Teachers with age group (41-50) got the mean value was a little more than other age groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by age. But, there is no significant difference in all area of teachers' empowerment grouped by age.

Table 12 Means and Standard Deviations of Teachers' Professional Commitment Grouped by Position

Position	P.T	J.T	S.T
	Mean (SD)	Mean(SD)	Mean (SD)
Total	3.00 (0.26)	2.88(0.26)	2.84 (0.29)

According to Table 12, The position group was divided into three groups such as (P.T, J.T, S.T). Teachers with (P.T) got the mean value was a little more than other position groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by position. But, there is no significant difference in all area of teachers' empowerment grouped by position.

Table 13 Mean Values and Standard Deviation of Teachers' Professional Commitment Grouped by Qualification

Qualification	B.A,B.Sc,B.Com	B.A,B.Sc,B.Ed	M.Sc, M.Ed
	Mean (SD)	Mean(SD)	Mean (SD)
Total	2.93 (0.26)	2.82 (0.32)	2.92 (0.25)

According to Table 12, The qualification group was divided into three groups such as (B.A, B.Sc, B.Com, B.A, B.Sc, B.Ed and M.Sc, M.Ed). Teachers with (B.A, B.Sc, B.Com) got the mean value was a little more than other qualification groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by qualification. But, there is no significant difference in all area of teachers' empowerment grouped by qualification.

Table 14 Mean Values and Standard Deviation of Teachers' Professional Commitment Grouped by Services

Services	1-10 years	11-20 years	21-30 years	31 years and above
	Mean (SD)	Mean(SD)	Mean (SD)	Mean(SD)
Total	2.91 (0.32)	2.94(0.25)	2.90(0.26)	2.80 (0.14)

According to Table 13, the service group was divided into four groups such as (1-10), (11-20), (21-30) and (31+). Teachers with (11-20) years group got the mean value was a little more than other teaching service groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by teaching services. But, there is no significant difference in all area of teachers' empowerment grouped by teaching services.

Table 14 Correlation between Teachers' Empowerment and Teachers' Professional Commitment

		TE	PC
TE	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.000
	N	152	152

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

Table 14 proves that the sample of this study (N=152), there is a significant positive relationship between teachers' empowerment and teachers' professional commitment. There is a significant correlation but the strength of the correlation is moderate ($r=.455$, $p=0.01$). It may be concluded that there is a positive and significant relationship between teachers' empowerment and teachers' professional commitment.

Qualitative Research Findings

Eight open-ended questions were used in this study. Various responses for open-ended questions are described as follows.

For the question, **"Which areas do you participate to make decision for school and student improvement programs?"**, 34% of teachers answered that they engaged in school improvement programs. For the question, **"Which opportunities do you have to improve your professional skills?"**, 73% of teachers answered that they read and learned journals and

knowledgeable books to develop their professional skills. And then, they studied syllabus related with their teaching subjects and learned old questions to improve their teaching skills, marker and ink-well etc. For the question, **“Do you get respect and admiration from others in your school and community?”**, 32% of teachers responded that they got the respect and facilitating from principals and colleagues because they performed their duties professionally and they respected each other. For the question, **“Do you believe that you can perform to improve school and student achievement?”**, 68% of teachers responded that they could teach to improve students’ achievement. Moreover, they could create teaching aids and teaching methods for students’ instructional improvement. For the question, **“Which areas do you have autonomy to perform school and student achievement?”**, 60% of teachers wrote that their principals gave autonomy for selecting teaching aids and teaching strategies. For the question, **“Which activities do you perform to improve the school and student achievement?”**, 26% of teachers responded that they guided the students who facing the difficulties such as teaching learning activities, and related with home problems. For the question, **“What do you understand Professional Commitment?”**, 53% of teachers wrote that professional commitment is teachers’ enthusiasm of school affairs and improvement. For the question, **“What factors do you think are the most influential factors on Teachers’ Professional Commitment?”**, 26% of teachers responded that getting the respect from students, colleagues and parents influence on teachers’ professional commitment.

Conclusion and Discussion

The first objective of this research is to study the level of teachers’ perceptions on their empowerment. The result showed that the level of teachers’ empowerment was somewhat empowerment.

The second objective of this research is to study the differences of teachers’ perceptions on their empowerment according to their personal factors. According to teachers’ age, (31-40) years group got the mean value was a little more than other age groups. According to the results, it may be said that younger teachers were more willing to participate in staff development activities, professional development classes and to attend refresher courses. According to teachers’ position, S.T group got the mean value was a little more than other position groups. According to the results, it may be interpreted that high school teachers had more chances to participate in decision making process and had more opportunities to attend professional development classes and then they were more respected from other people according to their position than other school teachers. According to teachers’ qualification, (M.Sc, M.Ed degree holders) group got the mean value was a little more than other qualification groups. According to the results, it may be said that master degree holders were more chances to decide in school wide decision making process such as instructional programs, school’s affairs than lower degree holders. According to teachers’ services, (11-20) years group got the mean value was a little more than other teaching service groups. According to the results, it may be interpreted that teachers were more willing to participate for their professional development activities and then they had high self-efficacy in their initial teaching stages.

The third objective of this research is to study the level of teachers’ perceptions on their professional commitment. The result showed that the level of teachers’ professional commitment was high.

The fourth objective of this research is to study the differences of teachers' perceptions on their professional commitment according to their personal factors. According to teachers' age, (41-50) group got the mean value was a little more than other age groups. According to the results it may be said that (41-50) group teachers were more enthusiastic, more energetic, more responsible and active to their profession. According to teachers' position, (P.T) group got the mean value was a little more than other position groups. According to the results, it may be said that primary teachers were more committed than other school teachers. According to teachers' qualification, (B.A, B.Sc, B.Com degree holders) got the mean value was a little more than other qualification group. The present results were not corresponded with the findings of Beri and Beri (2016), in their findings they found that teachers holding doctoral degree were more committed than lower degree holders. According to teachers' services, (11-20) years group got the mean value was a little more than other service groups. This finding contradicts with the findings of Arjunan and Balamurugan (2013). According to the results, it may be said that more experienced teachers gathered unfavourable experiences in their teaching life.

The last objective of this research was to study the relationship between teacher's empowerment and teacher's professional commitment. The findings of this study revealed that a correlation exist between teachers' empowerment and teachers' professional commitment, although correlation between them is positive but it was moderate correlation. So, it may be said that if teachers were more empowered, they will be more committed to their profession. Moreover, according to Firestone (1990), committed teachers are expected to believe strongly in the goals or purposes associated with teaching as an object, be willing to exert considerable effort in its pursuit, and possess a desire to remain involved with it. Moreover, teachers are more empowered, their performance will be more excellent.

Recommendations

Education is powerful and life without education is like air without oxygen. Moreover, teachers are the only person to attain these educational aims. Teachers must have the capacities to help students learn. In this century teachers need be an empowered person. Only teachers are empowered teachers, students can be an empowered student. So, principals need to know the importance of empowerment concept and they require to give more attention on their assistant teachers to become empowered teachers. So, principals need to give the opportunities to the teachers to participate in school-decision making process and financial decisions. Because decision making is the powerful source of teacher's empowerment. The principal is the primary decision maker in their schools. This doesn't mean that teachers shouldn't be included in the decision making process. Although, a principal may have the final say, teachers should be given a platform to express their feelings or provide advice for the principal, especially when the issue will directly affect the teachers. Moreover, a principal should use the resources at hand when making decisions. Moreover, principals should know that teachers have brilliant ideas. By involving in decision making process, teachers will feel more believe in themselves and they will become a proactive person in their environment. Having a supportive principal can make all the difference for a teacher.

Need for Further Research

It is only admitted that this study was to examine the relationship between teachers' empowerment and teachers' professional commitment in Basic Education High Schools of

Kawhmu Township, Yangon Region. Therefore, this result cannot be generalized to any wider population. The first recommendation for further study is to conduct the research in more than one state. The second recommendation for further study is to conduct group interviews and observation to gain additional understandings about the relationship between teachers' empowerment and teachers' professional commitment.

Acknowledgements

First and foremost, we would like to express our gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing us to do this thesis successfully. We would like to offer our note of respectful appreciation to Dr. Daw Htay Khin (Professor, Head of Department of Educational Theory, Yangon University of Education) for her great help, invaluable advices and guidance. Moreover, we would like to offer our thanks to the people who in one way or another gave physical and moral support throughout our research journey.

References

- Al-Doski, S., Nazar, A., & Aziz, K. F. (2010). JOB SATISFACTION AMONG NURSES IN IRAQ-ERBIL CITY. *International Journal of academic research*, 2(5).
- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of vocational behavior*, 49(3), Retrieved November 15, 2018 from <https://www.researchgate.net/file.PostFileLoader.html?id=56f9cc985b4952105156b3c0&assetKey=AS:344771819261952@1459211416328>
- Archer, M. T. (2014). *Teachers' Perception of Empowerment in Christian Schools accredited by Tennessee Association of Christian Schools*. Retrieved October 14, 2018 from <http://dc.etsu.edu/cgi/viewcontent.cgi?article=3813&context=etd>
- Baloff, N., & Doherty, E. M. (1989). Potential pitfalls in employee participation. *organizational Dynamics*, 17(3). Retrieved July 25, 2018 from <http://scholar.google.com>

A STUDY OF TEACHERS' PEDAGOGICAL KNOWLEDGE AND PRACTICES IN BUILDING STUDENTS' CHARACTER

Shwe Yee Hnin¹ and Aung Lin²

Abstract

The main aim of this study to study the junior teachers' pedagogical knowledge and practices in building students' character in Basic Education Middle/ High (Branch) and High Schools in Hlaing Thar Yar Township, Yangon Region. Quantitative and qualitative research methods were used in this study. Two sets of questionnaire were used to collect data. This questionnaire consisted of demographic data, Yes or No items, Four-point Likert scale and open-ended questions. By using cluster sampling method, (246) junior teachers from the selected schools in Hlaing Thar Yar Township were chosen as the participants. Among them, 4 junior teachers and 6 middle school students were purposively selected for qualitative study. Descriptive Statistics was used to tabulate the mean values and standard deviations for groups of items. Then, one-way ANOVA, post-hoc test by Tukey and Independent Samples *t*-Test were used to evaluate and tabulate whether there were significant differences among demographic descriptions. Pearson product moment correlation was used for the analysis of data. Questionnaires were validated by six experienced teacher educators from Department of Educational Theory. The reliability coefficient of the questionnaire was 0.83. It was found that most of the participant junior teachers had above satisfactory level in pedagogical knowledge and their actual practices were high level. There were significant differences in junior teachers' pedagogical knowledge for building civic virtue and citizenship according to their school location at $p < .05$, in building trustworthiness and civic virtue and citizenship according to their gender at $p < .05$ and in building caring according to their teaching subjects at $p < .05$. There were significant differences in junior teachers' actual practices for building civic virtue and citizenship according to their academic qualification at $p < .05$ and for building responsibility according to their teaching service at $p < .05$. According to the open-ended questions and interview, most of junior teachers provided relevant responses. It can be recognized that their opinions were consistent and supportive to the quantitative findings.

Keyword: character building

Introduction

In our society, the social problems which are related to the students such as cheating, bullying, violence, crime, fight mass which are often linked with the failure of character building in education process, particularly in teaching and learning process between teacher and students. According to Adi (2011), social problems and antisocial behaviors like violence, sex crimes, corruption, drug abuse are often connected to the moral and character education and building.

Melinda and Amir (2013) concluded that the lack of attitude among students happens because of several factors. First is lack of attention from parents at home, second is due to financial problem and the last is the educator himself or the teacher who does not give the attention to the students that is why they are free to do whatever they want without obeying the rules that they must give attention. The role of the teacher is very crucial in our society. Because the teacher is not only sharing about the knowledge and information through the lesson or the material but also more than they have to change students' behaviors or build students' character into the good way as a responsibility.

¹ Senior Teacher, No. (12) Basic Education High School (Branch), Hlaing Thar Yar Township

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

Significance of the Study

Thomas Lickona (1991) states that good character consists of “knowing the good, desiring the good and doing the good – habits of mind, habits of heart and habits of action”.

Every day, students are touched with violence, crime and other social problems in the media and the real world. If the character traits are built in student, it would be fewer of these problems. Building strong character traits in students is an important issue in today world. Thus, education should address building character in child. To build students' character, teacher must have the pedagogical knowledge about the good character and also provide the activities that support the good character.

Quantitative Methodology

Quantitative research method was used to study teachers' pedagogical knowledge in building students' character. Required data were obtained through open-ended questionnaire about teachers' knowledge and practices in building students' character.

Purpose of the Study

The purposes of this study are as follows:

1. To study the junior teachers' pedagogical knowledge levels in building students character
2. To study the junior teachers' practice levels in building students' character
3. To study the significant differences in junior teachers' pedagogical knowledge in building students' character according to their demographic data
4. To study the significant differences in junior teachers' practice levels in building students' character according to their demographic data
5. To study the variations of junior teachers' practices in building students' character according to their knowledge levels
6. To study the relationship between junior teachers' pedagogical knowledge levels and practice levels in building students' character

Research Questions

The following research questions were formulated:

1. To what extent do the junior teachers have the pedagogical knowledge levels in building students' character?
2. What are the practice levels of junior teachers in building students' character?
3. Are there any significant differences in junior teachers' pedagogical knowledge in building students' character according to their demographic data?
4. Are there any significant differences in junior teachers' practice levels in building students' character according to their demographic data?
5. What are the variations of junior teachers' practices in building students' character according to their knowledge levels?
6. Is there any relationship between junior teachers' pedagogical knowledge levels and practice levels in building students' character?

Theoretical Framework

In every country, developing the human resource is the development of human character. The quality of human resource depends mainly on the character goodness of the citizens. Character building is essentially needed to face the challenges of globalization era.

There are six core universal moral values outlined by a group of twenty-nine youth leaders and educators at the Aspen Conference held in Aspen, Colorado on July 22-25, 1992. These six core values are the followings.

Trustworthiness

It deals with four components namely; honesty, integrity, promise-keeping, loyalty.

Respect

It is a restraining value. It consists of respect for self, respect for others and respect for the environment. It also means respect each other's privacy including not interfering or interrupting.

Responsibility

Ability to respond means responsibility. It implies being dependable, reliable and keeping commitments. It needs taking into consideration the consequences of various alternatives before choosing a course of action. When a decision is made, it should take the responsibility for the outcome, even if the outcome looks like little what was predicted.

Justice and fairness

Justice means that a person can get equal treatment under the laws of our country and giving deserved rewards and punishment impartially. It also means that treating people with fairness and without prejudice or favoritism. It includes respecting individual differences and acting responsibly toward one another.

Caring

Caring attitude that cannot be taught simply. Caring and kindness are demonstrated through helping others unconditionally and expecting nothing in return. It refers to a person who has empathy for and shows a compassion to others. From this attitude, kind, compassionate and generous behaviors are arisen. A person who has caring attitude regards for the well-being of others.

Civic virtue and citizenship

The meaningful civic values could help the children to define their relationship with their immediate environment. These values could logically and developmentally be extended to the community, the nation and the world.

The value of citizenship can be learned by the students by experiencing the impact of their individual efforts in the close knit community of the classroom and in the larger school community. They could learn that they could make a difference when they obey a rule, voice their opinion, vote, properly dispose of trash, work and play cooperatively with other students, listen and stay informed.

The Role of the Teacher as Character Educator

Using the word, “Be on time,” “Treat others fairly,” “Do your best work,” “Keep your word,” can state the character goals as positive imperatives. Teacher can create the environment for the students in which students knowing each other and experiencing a sense of full inclusion in the group. Teacher can create the environment for the students in which students knowing each other and experiencing a sense of full inclusion in the group. To improve the skill in decision making process, the skills of listening, communication, assertiveness, problem solving, conflict resolution and resistance should be taught. Through reading, writing and discussion, moral reflection can be encouraged.

Definitions of Key Terms

Character

Character is combination of traits and qualities distinguishing the individual nature of a person. (Adi, 2011)

Character Building

Character building called character education are proposed at promoting good manners and compliance with rules, not at developing students of strong, independent character. (Eric Schaps et al., 2001).

Pedagogical Knowledge

Pedagogical knowledge is teachers’ deep knowledge about the processes and practices or methods of teaching and learning. (Koehler & Mishra, 2009)

Methodology

Quantitative Methodology

Sample

246 junior teachers participated in this study. Cluster sampling method was used in this study. The selected number of junior teachers were expressed according to their demographic data.

Table 1 Demographic Information about the Respondents

Variables	Group	No. of respondents
Gender	Male	10
	Female	236
Age	25-36	53
	37-48	88
	Above 48	105
Academic qualification	B.A./B.Sc.	233
	PGDMA	5
	B.Ed.	8
Teaching service	1-14	79
	15-28	105
	Above 28	62
School location	Urban	144
	Rural	102

Instrumentation

In this study, questionnaire was used to collect the quantitative data. The questionnaire was divided into two parts. The first part is to collect the demographic information concerning the personal factors. The latter is teachers' knowledge and practices in building students' character and is divided into two sections. The first comprised 45 true-false items for the teachers' pedagogical knowledge level and the second consisted of 45 items for Four-point Likert scale ranging from (1= rarely, 2= sometime, 3=often, 4= always) for the teacher's practices in building students' character. For qualitative study 4 open-ended questions were developed.

Instrument Validity

Before piloting, for the validation of research instrument, six teacher educators who have sound knowledge and experience in Department of Educational Theory, Yangon University of Education examined the instrument.

Instrument Reliability

In order to test the internal consistency reliability, Cronbach's coefficient alpha was used. In questionnaire for teachers' practices in building students' character, the overall value of Cronbach's alpha was 0.83.

Procedure

Firstly, relevant literature associated with the research was explored. Next, the instrument was conducted in order to select the required data. After getting the validation, pilot test was conducted. Then, necessary changes were made under the guidance of supervisor. To conduct the research in Hlaing Thar Yar Township, Yangon Region, questionnaires were distributed to the schools in Hlaing Thar Yar Township (on the First week of October, 2018). After one week, these questionnaires were collected from the schools. The respondent rate was 100%.

Data Analysis

The Statistical Package for the Social Science (SPSS) version 25 was used to analyze the data. Item percent correct (IPC) was used to study the number and percentage of junior teachers who give correct answer on each item concerning pedagogical knowledge in building students' character. Furthermore, descriptive analysis was used to calculate the means and standard deviations for the group of items.

Moreover, to study the perceived level of pedagogical knowledge of junior teachers and their practices in building students' character in terms of school location, gender, age, teaching service, qualification and teaching subject were revealed by comparing the mean values and standard deviations.

Qualitative methodology was applied to explore the junior teachers' pedagogical knowledge and practices in building students' character in the selected schools. The needed data were collected through open-ended questions and interviews.

Findings

Research findings were described by calculating descriptive statistics: means and standard deviations, independent samples *t*-Test, One-Way ANOVA, Tukey HSD and Pearson product moment correlation. Teachers' responses on open-ended and interview questions were also presented.

Table 1 Number and Percentage of the Junior Teachers Showing their Level of Pedagogical Knowledge in Building Students' Character (N=246)

No.	Scoring Range	No. of Teachers(%)	Knowledge Level
1.	1%-49%	0	Below Satisfactory
2.	50%-74%	12 (4.9%)	Satisfactory
3.	75%-100%	234 (95.1%)	Above Satisfactory

Table 1 indicated that the numbers and percentage of junior teachers were clustered by their level of pedagogical knowledge in building students' character.

Table 2 Mean Values and Standard Deviations of Junior Teachers Showing their Levels of Practices in Building Students' Character (N=246)

No.	Variables	Mean	SD	Level
1.	Trustworthiness	2.85	0.50	Moderate
2.	Respect	3.00	0.44	Moderate
3.	Responsibility	3.23	0.37	High
4.	Justice and Fairness	3.31	0.42	High
5.	Caring	3.97	0.50	High
6.	Civic Virtue and Citizenship	2.74	0.63	Moderate
Total		3.15	0.31	High

1.00-2.00=low level

2.01-3.00=moderate level

3.01-4.00=high level

Table 2 indicated mean values and standard deviations of the junior teachers grouped by their practice levels in building students' character.

Table 3 Independent Samples *t*-Test Result Showing Junior Teachers' Pedagogical Knowledge in Building Students' Character Grouped by School Location (N=246)

Variables	Location	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Civic Virtue and Citizenship	Urban	144	6.58	0.82	-2.01	240	0.046*
	Rural	102	6.75	0.50			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

A significant difference was found in building civic virtue and citizenship as shown in table 3.

Table 4 Independent Samples *t*-Test Result Showing Junior Teachers' Pedagogical Knowledge in Building Students' Character Grouped by Gender (N=246)

Variables	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Trustworthiness	Male	10	4.91	0.83	-2.12	9.95	0.035*
	Female	236	5.55	0.98			
Civic Virtue and Citizenship	Male	10	6.91	0.30	2.63	13.31	0.019*
	Female	236	6.64	0.71			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

According to the table 4, a significant difference in trustworthiness was seen by the gender at 0.035 and also a significant difference in civic virtue and citizenship was seen by the gender at 0.019.

Table 5 One-Way ANOVA Result Showing Teachers' Pedagogical Knowledge in Building Students' Character Grouped by Teaching Subject (N=246)

Variables		Sum of Squares	df	Mean Squares	F	p
Caring	Between Group	1.57	5	0.262	2.33	0.03*
	Within Group	28.49	240	0.113		
	Total	30.06	245			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

According to the table 5, there was a significant difference in caring by teaching subjects at 0.03.

Table 6 Tukey HSD Multiple Comparison Result Showing Teachers' Pedagogical Knowledge in Building Students' Character Grouped by Teaching Subject (N=260)

Variables	Subject (I)	Subject (J)	Mean Difference (I-J)	P
Caring	History	Science	0.290	0.030*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

According to the Tukey HSD result, there were significant differences in junior teachers' pedagogical knowledge in building students' character between junior teachers who teach History and Science as shown in table 6.

Table 7 One-Way ANOVA Result Showing Teachers' Actual Practices in Building Students' Character Grouped by Qualification (N=246)

Variables		Sum of Squares	df	Mean Squares	F	p
Civic Virtue and Citizenship	Between Group	2.33	2	1.17	2.97	0.049*
	Within Group	100.76	243	0.39		
	Total	103.09	245			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

There was significant difference in civic virtue and citizenship by qualification at 0.049 as shown in the table 7.

Table 8 Tukey HSD Multiple Comparison Result Showing Teachers' Actual Practices in Building Students' Character Grouped by Qualification (N=260)

Variables	Qualification (I)	Qualification (J)	Mean Difference (I-J)	P
Civic Virtue and Citizenship	B.Ed.	B.A./B.Sc.	0.5253	0.049*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

As shown in the table 8, there were significant differences in practices of building students' character between B.A./B.Sc. and B.Ed. holders.

Table 9 One-Way ANOVA Result Showing Teachers' Actual Practices in Building Students' Character Grouped by Teaching Service (N=246)

Variables		Sum of Squares	df	Mean Squares	F	p
Responsibility	Between Group	1.07	2	0.54	3.91	0.021*
	Within Group	35.10	242	0.14		
	Total	36.17	244			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

There was a significant difference among teaching service groups with regard to practicing responsibility in building students' character at 0.021 as shown in table 9.

Table 10 Tukey HSD Multiple Comparison Result Showing Teachers' Actual Practices in Building Students' Character Grouped by teaching Service

Variables	Teaching service (I)	Teaching Service (J)	Mean Difference (I-J)	p
Responsibility	Above 31	15-28	0.1531	0.026*

* $p < .05$, ** $p < .01$, *** $p < .001$, ns= not significant

The junior teachers in teaching service of (15-28) and (above 31) differed significantly in their actual practices ($p < .05$) in the table 10.

Table 11 Overall Mean Values and Standard Deviations of Junior Teachers' Practices in Building Students' Character Grouped by Knowledge Levels (N=246)

Variables	Group	Knowledge Level	Mean	SD
Overall Practices	Group A	Above Satisfactory	3.15	0.30
	Group B	Satisfactory	2.96	0.26

1.00-2.00=low level

2.01-3.00=moderate level

3.01-4.00=high level

According to the table 11, the practice of group B is moderate and the practice of group A is high level.

Table 12 Pearson Correlation Matrix between Junior Teachers' Pedagogical Knowledge and their Actual Practices in Building Students' Character

Variables	Pedagogical Knowledge	Actual Practices
Pedagogical Knowledge	1	.354**
Actual Practices	.354**	1

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

As shown in the table 12, the junior teachers' pedagogical knowledge was positively correlated with actual practices in building students' character ($r = .354$).

Qualitative Findings

Findings from Open-ended Questions

There are four open-ended questions in the instrument. Junior teachers expressed their perception in building students' character as follows.

Question (1) is "Describe the good characters." Junior teachers responded as follows.

(62.9%)(N=141) of the junior teachers responded that the good characters were being responsible, being religious, having polite manners, having a good relationship and helping others. (32.1%)(N=72) responded that having a sense of empathy, having a sense of tolerance, having a good moral, obeying the rules of school and trying hard in academic. (2.2%)(N=5) of the junior teachers responded that the good characters were the followings. Not stealing others' materials and listening to the teachers' words.

Question (2) is **“What conditions are needed to form the good characters in the students and how should you make?”** Junior teachers responded as follows.

(N=90) of the junior teachers responded that having a good environment (N=49) (54%), making collaboration with the family (N=20) (22%), teaching of the parents to the students (N=17) (19%), having an appropriate family income (N=2) (2.2%), having a library in all schools (N=2) (2.2%)

(N=152) of the junior teachers responded that they make the following activities. Telling the moral knowledge (N=35) (23%) Telling speech to the students in school assembly or in the class (N=31) (20.4%), teaching moral and civic as a main subject (N=23) (15.1%), being a model for the students (N=24) (15.8%), teaching students to make all round development (N=11) (7.2%), making students to read the knowledgeable books (N=8) (5.3%), telling about the hero of the country (N=6) (3.9%), making students to say prayer and attend the dharma schools (N=4) (2.6%), holding a debate in school (N=3) (2%), encouraging the students to participate in volunteering (N=3) (2%), not treating the students differently (N=2) (1.3%) and saying apology to the students when making the errors (N=2) (1.3%).

Question (3) is **“Do you think that the words and the manners of the teachers associate with the formation of good characters in the students? Explain your opinion.”** Junior teachers responded as follows.

(97%)(N=213) of the junior teachers responded that the words and manners of the teachers associate with the formation of good characters in the students. (3%)(N=6) of the junior teachers responded that the words and manners of the teachers do not associate with the formation of good characters in the students.

The junior teachers explained their opinions. (50%)(N=78) of the junior teachers responded that the students imitate the behaviors of their teachers. (40%) (N=61) of the junior teachers responded that the teachers are model for the students. (9%) (N=13) of the junior teachers responded that the teachers influence the students' behavior. (1%) (N=2) of the junior teachers responded that the parents' behaviors and environment are also important to form the good characters in the students.

Question (4) is **“Do you think that you can teach your students to form the good characters in them with the teaching subjects?”** Explain your opinion. Junior teachers responded as follows.

(95%) (N=180) of the junior teachers responded that they think that they can teach their students to form the good characters in them with the teaching subjects. (5%)(N=9) of the junior teachers responded that they cannot teach their students to form the good characters in them with the teaching subjects.

The junior teachers explained their opinions. (38%)(N=43) of the junior teachers responded that moral and civics, and Lawkaniti should be taught as the main subjects to develop the good characters in them. (20%) (N=23) of the junior teachers responded that the teaching subjects have many exercises that can be imitated. (17%) (N=20) of the junior teachers responded that the teaching subjects are very closely associated with the living environment. (15%) (N=17) of the junior teachers responded that teaching History can motivate the students to admire the moral of the Hero by imitating their sense of scarifying. (16%) (N=18) of the junior teachers responded that the students can get the moral values and the strength of moral by teaching Myanmar. (5.3%) (N=6) of the junior teachers responded that the students can solve the life problems systematically by solving Mathematics problems in the class. (3.5%) (N=4) of the junior teachers responded that the students can be taught to love and respect their Nation and environment by teaching Geography. (1.8%) (N=2) of the junior teachers responded that the junior teachers responded the students can be taught to develop their sense of investigation by imitating scientists through teaching Science.

The Results of Interviews

The interview form was developed by the supply of school for character building, the support of principals and teachers in character formation in students, the teaching-learning situation and the location of the school.

Firstly, the principal from the school in which the pedagogical knowledge and practices of the junior teachers was the highest mean score gave the prize as “Moral Boy” and “Moral Girl” to the students who give back others’ money or materials when they get anyway. Moreover, from this school, students said, “We can read the knowledgeable books from the library once in a week. If we got the school later than the school starts, we would paint the school garden and trash the rubbish.” Also, the junior teacher who teaches Myanmar from this school said, “She discussed and explained about the general knowledge and the facts that related with the lessons. If the students asked about the facts that I don’t know, I search this on the Internet and read or make the student who know about this explain. But I don’t answer as I don’t know. The next day, I will explain this.” Moreover, the teacher who teaches English from this school said, “A good citizen is the strong moral value and also in physical. And also he should make contribution and make persuasion to the public.” He also said, “As a teacher, he should use alternative ways to persuade the students. For example, some students don’t want to collect the rubbish in the school. At such time, I said about the consequences of pollution. The result of pollution can cause the loss of fresh water. The students must live more than us. So, they should preserve the fresh water by cleaning the environment without throwing the rubbish illegally.” He said, “The male teachers can build character for the students than the female teachers because students pay more respect and obey to the male teachers’ words according to their physical structure.” The students from this school said, “The teacher who teaches English is very active for the school activities and the role model for us and the teacher who teaches Myanmar explain about the general knowledge and extra knowledge associated with the lessons.”

The teacher who teaches History from the school which had the lowest mean score in pedagogical knowledge said, “I would use the possible ways to get my students’ trust,” “I would say and live feely in front of my students,” and “I couldn’t guide the students who had bad behaviors all the time because I had so may work load,” “I couldn’t explain the students about the taxation because I am not interested in it,” “I couldn’t explain the students about the

importance of voting for our country because even I hadn't voted and don't know the importance of voting," and "I suppose that a good citizen is a dutiful and responsible one."

The boy student who wore the one earring from the school which had the lowest mean score in practice said, "My class teacher told me that the earring I wore wouldn't be wore when I attend the next standard," "We had no chance to use the library since our school had no library," and "My teachers don't explain about the general knowledge." The teacher who teaches Geography in this school told that, "I stop the teaching and tell the students not to make misbehaviors during teaching," "I do not take the actions of the students who don't pay respect to the National flag," and "I don't explain about the taxation to the students because I don't know accurately and the students are young."

Conclusion

Summary of Findings

From this study, the level of junior teachers in building students' character can be found that 4.9% (N=12) of the junior teachers had average level of pedagogical knowledge and 95.1% (N=234) of the junior teachers had above satisfactory level of pedagogical knowledge in building students' character. Therefore, it can be concluded that most of the junior teachers had above satisfactory level of pedagogical knowledge in building students' character.

The practice levels of junior teachers were high levels in building responsibility, justice and fairness, and caring, among them caring was the highest. The practice levels of junior teachers were average levels in building trustworthiness, respect and civic virtue and citizenship. Overall mean value of the junior teachers' practice level was high level in building students' character.

For the junior teachers' pedagogical knowledge in building students' character grouped by school location, there was significant difference in building civic virtue and citizenship. Grouped by gender, there were significant differences in building trustworthiness, and civic virtue and citizenship. Grouped by teaching subjects "Myanmar, English, Mathematics, Geography, History and Science," there was significant difference in building caring among the teaching subjects.

For the junior teachers' practice levels in building students' character grouped by academic qualification, there was significant differences in building civic virtue and citizenship among the three academic qualification groups.

For the junior teachers' practice levels grouped by teaching service, there was significant difference in building responsibility among three teaching service groups at $p=0.021$.

Regarding junior teachers' practices in building students' character grouped by their knowledge levels, it was found that the mean value of the junior teachers from Group A was 3.15 and that of junior teachers from Group B was 2.96. Therefore, the level of junior teachers from Group A was higher than that of junior teachers from Group B.

It was found that there was a significant and positive relationship between junior teachers' pedagogical knowledge and practices in building students' character ($r = 0.354$).

Discussion

According to the findings, the levels of junior teachers' pedagogical knowledge regarding question for building students' character, there is no teachers in below satisfactory level, 4.9% of the participant junior teachers in satisfactory level and 95.1% of the participant junior teachers in above satisfactory level.

Overall mean value of the junior teachers' practice level was 3.15. Therefore, the junior teachers were high level in practicing students' character building.

For the junior teachers' pedagogical knowledge grouped by school location, the junior teachers from the schools in rural had more knowledge than the junior teachers from the schools in urban but they did less practice in building trustworthiness, respect, responsibility, and civic virtue and citizenship. It can be interpreted that the participant junior teachers from the schools in urban should study about the building in trustworthiness, respect, responsibility, and civic virtue and citizenship. There is significant difference in building civic virtue and citizenship at ($p=0.046$) between urban and rural.

According to the gender, the male junior teachers did more practices than the female junior teachers in building respect, responsibility, justice and fairness, caring, and civic virtue and citizenship.

According to the age groups, the group of the junior teachers who were 25-36 had the least knowledge and practices in building trustworthiness among the three groups. the junior teachers who were 37-48 had the least knowledge and practices in building respect among the three groups. After that the junior teachers from 37-48 had the least and practices in building responsibility among the groups. Although the junior teachers who were 25-36 had the most knowledge in building responsibility, the junior teachers who were above 48 did the most practice. Because the junior teachers who were above 48 had the high sense in commitment for the school according to interview. In building justice and fairness, the junior teachers who were 25-36 had the most knowledge while the junior teachers who were above 48 did the most practice. Although the teachers who were 25-36 solved the students' problems aggressively frequently, junior teachers who were above 48 solved less aggressive and patiently according to the age interval. In building caring, junior teachers who were 25-36 had the least knowledge and practices. It can be concluded that they had a few experience in service. The junior teachers who were 37-48 had the most knowledge and above 48 did the most practice. In building civic virtue and citizenship, junior teachers who were 25-36 had the most knowledge and above 48 did the most practice. So, the junior teachers who were 25-36 need to make more practices.

According to the academic qualification, junior teachers who got B.Ed. degree had the most knowledge but did the least practices in building trustworthiness. So, they should do more practice. In building respect, junior teachers who got PGDMA degree had the most knowledge and did the most practice. In building responsibility, junior teachers who got B.A./B.Sc. degree had the most knowledge and did the most practices. In building justice and fairness, junior teachers who got B.Ed. degree do the most practices but the PGDMA had the most knowledge. So, the junior teachers who got B.Ed. holders should learn and study about justice and fairness. In building caring and civic virtue and citizenship, the junior teachers who got B.Ed. holders did equally with their knowledge. There was significant difference in practicing civic virtue and citizenship at ($p=0.05$).

Recommendations

1. The teachers should be expert in subject matter and also realize that the subject matter can make the students to form good characters in them.
2. The teachers should be knowledgeable and require to explain about civic and citizenship.
3. The teachers should manage the class activities together with the students.

Needs for further Research

It is necessary to investigate at primary and senior teachers in Basic Education. So, further studies are recommended to explore the teachers' knowledge and practices in every area for the development of Basic Education in Myanmar.

Acknowledgements

First of all, I would like to express my respectful thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of education) for allowing me to complete this paper successfully.

I would like to offer my respectful gratitude to Dr. Daw Htay Khin (Professor/ Head of Department, Department of Educational Theory, Yangon University of Education) for her expert in teaching, administrative support and expert guidance in the preparation of this study.

First, we would acknowledge to the responsible persons from the selected Basic Education High School and High school (Branch) who actively participated in this study, the librian and the staff members of Yangon University of Education.

References

- Adi, S., S. (2011). *Integrating character building into language learning activities*. 58th TFLIN International Conference, IKIP PGRI Semarang, 5-7 November 2011. Retrieved June 20, 2018, From https://www.researchgate.net/publication/309556734_INTEGRATING_CHARACTER_EDUCATION_VALUES_I_N_LANGUAGE_TEACHING_WHY_AND_HOW
- Akin, T., Dunne, G. & Schilling, D. (1995). Character education in america's schools. *Guides- Classroom Use- Teaching Guides (For Teacher)*. Retrieved June 11, 2018, From https://books.google.com.mm/books/about/Character_Education_in_America_s_Schools.html?id=e3vIPQAACAAJ&redir_esc=y
- Lickona, T., (1991). *What is effective character education*. Retrieved from <https://athenaeum.edu/pdf/what%20is%20effective%20character%20education.pdf>
- Melinda and Amir, Zainuddin. (2013). *The Integration of Character Education into Teaching Reading Hortatory Text*. Journal of English Language Teaching, 2(1). Retrieved May 26, 2018, From <http://ejournal.unp.ac.id/index.php/jelt/article/view/2605>
- Schaps, E., Schaeffer, E. F. & McDonnell. S.N. (2001). *What's right and wrong in character education today*. Retrieved June 11, 2018, From <https://mobile.edweek.org/c.jsp?cid=25919971&bcid=25919971&rssid=25919961&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Ffew%2F%3Fuuid%3D6F69B6FC-2FB7-11DB-BD55-CC2980C3ACA9>
- Kohler, M.J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70. Retrieved February 5, 2019, From http://scholar.google.com/scholar_url?url=https://www.learntechlib.org/p/29544/article_29544.pdf&hl=en&sa=X&scisig=AAGBfm1NqnsldnomL0IWzoFHuXBOcq5f3Q&nossl=1&oi=scholar

RELATIONSHIP BETWEEN PRINCIPALS' MANAGEMENT PRACTICES AND STUDENTS' ACHIEVEMENT

Tha Zin Htay¹ and Phyu Phyu Yin²

Abstract

The main aim was to study the relationship between principals' management practices and students' achievement in Basic Education High Schools, Laymyethna Township, Ayeyarwaddy Region. The specific aims were to study the teachers' perceptions on the degree of importance of principals' management practices, to study the teachers' perceptions on principals' management practices and to study the relationship between principals' management practices and students' achievement. Quantitative and qualitative methods were used in this study. The participants of this study were 103 Seniors teachers from 8 Basic Education High Schools of Laymyethna Township by using purposive sampling. The questionnaire was based on the Principals' Management Practices and review of related literature. There were 40 items for principals' management practices and the reliability coefficient (Cronbach's Alpha) was 0.89 for the degree of importance of principals' management practices and 0.87 for principals' management practices. Descriptive statistics and Spearman's rho Correlation were used to analyze to data. By using SPSS version 23.0, principals' distributed leadership practices were found out with the descriptive statistics. According to findings, high school principals continually performed management practices by their teachers' perceptions (Means=3.96, SD=0.65). There was significant correlation between principals' management practices and student achievement ($r=0.359$, $p<0.01$). The information from open-ended questions were complementary to the quantitative findings.

Keywords: management practices, student achievement

Introduction

Every organisation strives to enhance the effectiveness through focused attention on managerial effectiveness aimed at helping managers to get best out of their team as well as themselves. Olorisade (2011) argues that any organisation exists to accomplish a purpose in the larger society which is usually stated in the form of objectives or goal. This is also the same in schools.

According to Mintzberg, (1975), a manager is everyone who has an influence on others in the organisation, can be the president, prime minister, administrator, official, principal, director, executive of an institution and so forth. The head of the school in this matter is the manager that requires a set of qualities to manage the school to achieve its intended goal.

Managers may directly influence the workers' attitude, interest, and change their behaviour towards commitment to work and objectives. A school can stand to bear changes only if there are right managerial styles and behavior since the performance of an organisation depends on the entire support of employees, customers (students), community and investors. To deal with them effectively requires special skills which make the manager successful in their task.

Principal occupies a position of great importance in the set up of an educational institution. He/She is an educator with executive authority and ought to have a clear vision for the future of his school. Therefore, he/she seeks the support of the faculty to channelize their

¹ M.Ed. Second Year Student, EAS 28, Department of Educational Theory, Yangon University of Education

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

professional energies towards the achievement of clear objectives of the schools and learning needs of students. His/Her role is important and his/her intervention counts in school improvement efforts. It is his/her leadership role that makes different from manager because a manager just plans, organizes and controls the resources available to him. Leaders have ability to influence and motivate others to achieve organizational goals, influences minds of subordinates who follow their leaders duly inspired by their personalities.

One of the key factors which may influence school effectiveness is the ability of the principal to perform managerial functions. Effective school management are key to improve school performance, particularly of students in both academically and discipline wise. Therefore, the principal has to learn some management practice which has effect on employees' behaviour and attitudes so that the organisation can be much benefited by their labour.

Importance of the Study

Education is one of the pre-requisite for ensuring sustainable development in a country. It ensures individual development, and promotes quality human resource. According to Holmes (2000), in a school set up, management practices refer to the way a school principal uses the human resources and other resources and promotes best value and the way the school works with its governing body.

The principals' management practices that set the tone of the school, the climate for teaching, the level of professionalism, the morale of teachers and the degree of concern for what students may or may not become.

Principals' management practice is a significant factor in students' achievement. In an effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment, procedures and accountability Lezotte (2001). Principal creates an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development both within and without the school they teach in, leads teachers towards excellence. There should be a climate of high expectations in which the staff believes and demonstrates that all learners can obtain mastery of the school's essential curriculum (Lezotte, 2001).

An effective principal communicates the school's mission and vision, by persistently creating a shared sense of purpose and establishing a set of common core values among the instructional staff. There is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. School climate is not oppressive, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.

Educators and members of public acknowledge that different schools achieve different degrees of success even with similar learning facilities. There is great competition today among schools all trying to produce better results in national examinations. Some have maintained better results while others have dropped due to different management practices of principal in the schools. Success in producing good results in national examinations is largely determined by the principal and the type of management practices in the school. The principals' management practices are important in shaping the school's organizational climate and the students' academic performance.

This study was to benefit the principal by providing information on those factors that affect performance of students in their schools. It was hoped to help the policy makers in general to assess performance of the principal with a view of promoting only those who have high organizational ability and good in achieving high academic performance. It would also be by principal to improve on their supervisory and motivation techniques with a view to enhance quality teaching and learning in the schools.

The study addresses the management practices of principals. It highlights the management practices of principals which can result to improved achievement in national examinations in the township. The findings of the study could shed light to the rest of the schools outside the township on management practices which can bring about better students' academic achievement. The study will be useful to the educators when formulating ways of improving performance in the country and elsewhere.

Aims of the Study

Main Aim

To study the relationship between principals' management practices and students' achievement in Basic Education High Schools, Laymyethna Township.

Specific Aims

The specific aims of the study are

- To study the perceptions of teachers on the degree of importance of principals' management practices
- To study the teachers' perceptions on principals' management practices
- To study the relationship between principals' management practices and students' achievement

Research Questions

The research questions are

- To what extent do the teachers perceive on the degree of importance of principals' management practices?
- To what extent do the teachers perceive the principals' management practice?
- Is there any relationship between principals' management practices and students' achievement?

Theoretical Framework of the Study

Based on McGregor's theory, principals' management practices developed by Ndiza Kasyoka (2015) are used as theoretical framework in this study. Principals' management practices are:

- (1) Supervision
- (2) Communication
- (3) Motivation

Supervision

Principals should supervise teaching and learning in the school by ensuring that early lesson planning is always done, ensuring that lessons are structured with an interesting beginning, revision of previous lesson, teacher voice variations and summary of major points are done, that there is use of backups (teaching aids by teachers) properly and that there is good relationship between teachers, students and that teachers follow up curriculum strictly.

Supervision is a major function that the school head must carry. It includes supervision of activities supportive of improving instruction that is curriculum and material development, evaluation of programmes and instructional planning.

Examinations are generally accepted as valid measures of achievement. The responsibility of checking professional documents like teachers' schemes of work and lesson plans lies in the hands of the principal. This may be done in person or he may delegate to the deputy principal or the senior the teacher. Preparation and use of schemes of work by the teachers, enhances sequential teaching and results to improved academic achievement. This should be done frequently to allow the principals to monitor curriculum implementation.

Communication

Successful principals communicate the school vision effectively, provide resources for instruction, act as instructional resources and maintain a high visible presence in all aspects of the school.

A manager who knows his job well must brief members of the teaching staff of their responsibilities. He must inform his staff about events and activities and avoid last minute communication. Principals as managers of schools among other things must explain and clarify the objectives of ongoing innovations to the teachers and students in the school if these innovations are to be carried out successfully.

The importance of communication through staff meetings, which should aim at: programming for the future events and examinations in the school, making official announcements to teachers on the content of circulars from the ministry, discussing subject allocations and fostering friendship among staff.

Most people would like a clear understanding of what is expected of them in the workplace. To provide the best education or care for students, principals need to communicate clearly and regularly communicate to share the frustrations and disappointment of the teachers and other workers.

Motivation

Motivation is the complex forces, incentives, needs, desires, tensions and other mechanisms which start and maintain voluntary activity by members of an organization such as a school, for purpose of attaining personal aims, organisational goals, targets, professional roles and status.

Motivation of human resources in any work place is associated with high productivity. Rewards may be used for motivation either financial or non-financial rewards. Rewards should be given on the basis of effort and performance of personnel.

Motivation in the school should not only be through monetary rewards but it should also involve the proper use of verbal praise and other non-monetary rewards such as letters of appreciation and presentation of gifts. Principals should also recommend promotion of teachers who have shown excellent performance to boost their morale and productivity.

Definition of Key Terms

Management Practice

Management practice is the management skills/behaviour exercised by a principal in a school (Brookover, 1979).

Student Achievement

Student achievement means students' scoring at or above the minimum level of proficiency as defined by standardized test. It is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points average and degrees (Bennet, 2001).

Methodology

Research Design

This study was conducted with descriptive research design. Quantitative and qualitative methods were used to collect the required data. Questionnaire survey was used in quantitative study and open-ended questions were also used in qualitative study.

Sample

There are totally 8 Basic Education High Schools and 103 senior teachers in Laymyethna Township, Ayeyarwaddy Region. The sample was comprised of 103 senior teachers from 8 Basic Education High Schools by purposive sampling method.

Instrumentation

The questionnaires included demographic information composed with gender, age, academic qualification, service, subjects, and training. It consists of 40 items related with Principals' management practices. These items were rated on five-point Likert scales. 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, North Okkalapa Township, Yangon Region. The questionnaires were distributed to the teachers on 23rd September, 2018. They were returned on 3rd October, 2018. According to the pilot study, the reliability coefficients (Cronbach's alpha) were (0.89) for the degree of importance of principals' management practices and (0.87) for the principals' management practices. After that, the necessary modifications were made with the directions and guidelines of the supervisor.

On 7th November, 2018, the questionnaires were distributed to 103 senior teachers in the schools. On 15th November, 2018, the distributed questionnaires were returned. The respondent rate was (100%).

Data Analysis

The collected data of this study were systematically analyzed using the Statistical Package for the Social Science (SPSS) version 23. The descriptive analysis technique was used to find out the principals' management practices. The findings were presented in table, graph, means and standard deviations. The open-ended questions were analyzed and interpreted to check their responds.

Findings

This chapter deals with research findings based on the quantitative and qualitative studies.

Findings for Principals' Management Practices in Basic Education High Schools

The mean values and standard deviations of teachers' perceptions on the degree of importance and principals' management practices are presented in Table 4.1.

Table 4.1 Comparison of Mean Values of Teachers' Perceptions on the Degree of Importance and Principals' Management Practices (N= 103)

No.	Principals' management practices	Importance		Practices	
		Mean (SD)	Degree	Mean (SD)	Level
1	Supervision	3.95 (0.53)	Moderately high	4.03 (0.63)	Often
2	Communication	4.01 (0.44)	Moderately high	4.03 (0.70)	Often
3	Motivation	3.98 (0.49)	Moderately high	3.79 (0.92)	Often
	Overall	3.94 (0.47)	Moderately high	3.96 (0.65)	Often

Scoring Direction:

For Degree of Importance of Principals' Management Practices

1.00 to 1.49 = Low

1.50 to 2.49 = Moderately low

2.50 to 3.49 = Average

3.50 to 4.49 = Moderately high

4.50 and more = High

For Practices of Principals

1.00 to 1.49 = Never

1.50 to 2.49 = Seldom

2.50 to 3.49 = Sometimes

3.50 to 4.49 = Often

4.50 and more = Always

According to table (4.1), for teachers' teachers' perception on the degree of importance of principals' management practices, the mean value of communication had the highest mean value ($M=4.01$), but supervision had the lowest mean value ($M=3.95$). For teachers' perception on their principals' management practices, the mean value of supervision and communication had the highest mean value ($M=4.03$), but motivation had the lowest mean value ($M=3.79$).

Comparisons of mean values of teachers' perceptions on the degree of importance and principals' management practices were shown in figure 4.1.

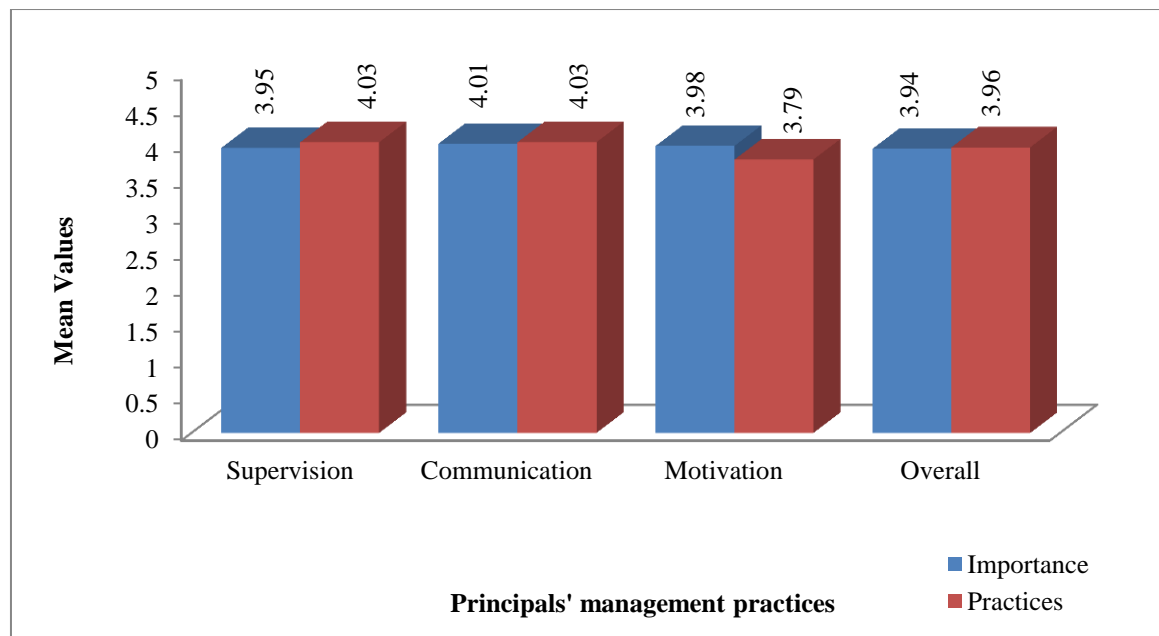


Figure 4.1 Comparison of Mean Values of Teachers' Perception on the degree of Importance and Principals' Management Practices

The mean values and standard deviations of teachers' perception on their principals' management practices by school are presented in Table 4.2.

Table 4.2 Mean Values and Standard deviation of Teachers' Perception on their Principals' Management Practices by School

No	Principal' management practices		School A	School B	School C	School D	School E	School F	School G	School H
1	Supervision	Mean (SD)	4.06 (0.31)	4.15 (0.49)	4.35 (0.74)	3.82 (0.65)	4.22 (0.54)	4.34 (0.41)	3.44 (0.66)	3.88 (0.53)
2	Communication	Mean (SD)	4.12 (0.48)	4.08 (0.69)	4.09 (0.79)	3.79 (0.63)	4.02 (0.59)	4.36 (0.50)	3.55 (0.59)	4.19 (0.95)
3	Motivation	Mean (SD)	3.88 (0.83)	3.78 (0.92)	4.03 (0.68)	3.35 (1.16)	3.69 (1.06)	4.34 (1.23)	3.48 (0.66)	3.65 (0.61)
4	Overall	Mean (SD)	4.08 (0.34)	4.01 (0.65)	4.17 (0.70)	3.66 (0.77)	3.99 (0.72)	4.35 (0.60)	3.49 (0.57)	3.89 (0.51)

According to the table (4.2), it was found that in School "A", the mean values of communication had the highest mean value 4.12 but motivation had the lowest mean value 3.88.

In School "B", it was found that the mean values of supervision had the highest mean value 4.15 but motivation had the lowest mean value 3.78.

In School "C", it was found that the mean values of supervision had the highest mean value 4.35 but motivation had the lowest mean value 4.03.

In School "D", it was found that the mean values of supervision had the highest mean value 3.82 but motivation had the lowest mean value 3.35.

In School "E", it was found that the mean values of supervision had the highest mean value 4.22 but motivation had the lowest mean value 3.69.

In School “F”, it was found that the mean values of communication had the highest mean value 4.36 but supervision and motivation had the lowest mean value 4.34.

In School “G”, it was found that the mean values of communication had the highest mean value 3.55 but supervision had the lowest mean value 3.44.

In School “H”, it was found that the mean values of communication had the highest mean value 4.19 but motivation had the lowest mean value 3.65.

In general, it was found that the total mean values of supervision, communication and motivation were 4.08, 4.01, 4.17, 3.66, 3.99, 4.35, 3.49 and 3.89 respectively.

According to table (4.2), School F had the highest mean values ($M=4.35$) and School G had the lowest mean values ($M=3.49$).

The mean values of teachers’ perception on their principals’ management practices by school were shown in figure 4.2.

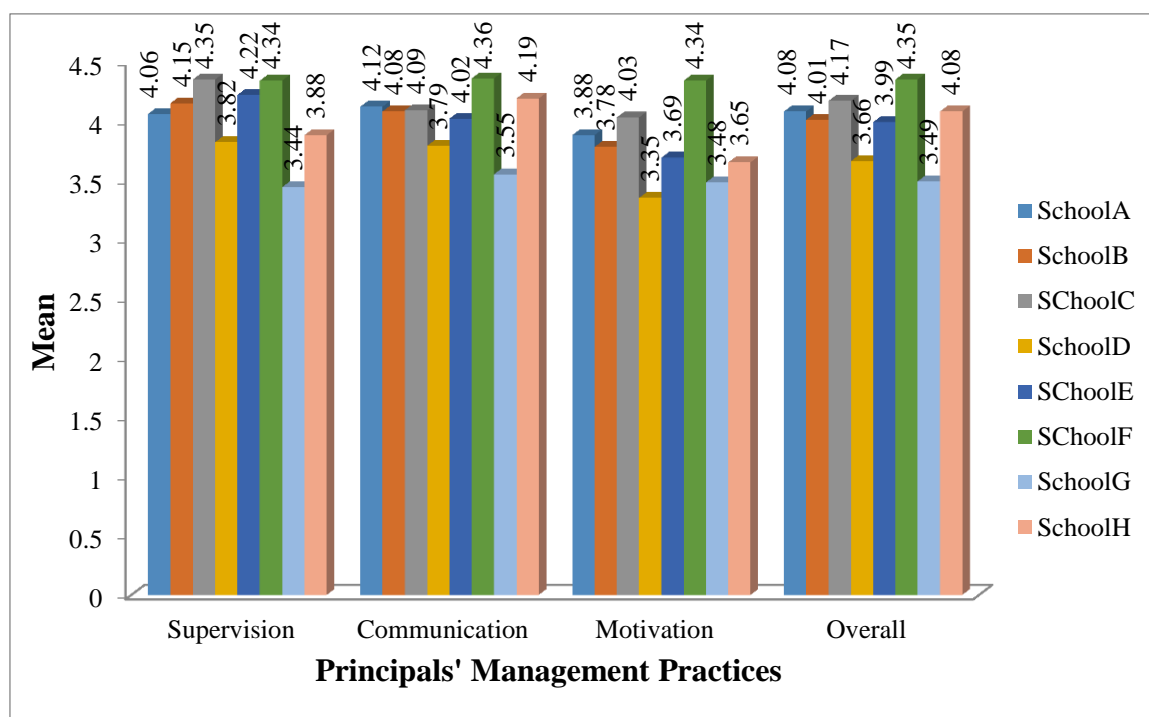


Figure 4.2 Mean Values of Teachers’ Perceptions on Principals’ Management Practices by School

In this study, the student achievement refers to the pass rate of Matriculation Examination of 2018. The average township pass rate of 2018 is 21.13% in Laymyethna Township, Ayeyarwaddy Region. Thus, the schools with the average pass rate below 21.13% are below average group, and the schools with the pass rate above 21.13% are above average group. (See Table)

Table 4.3 The Pass Rate Level of Schools in Laymyethna Township (2018 AY)

School	Pass Rate of 2018	Township Pass Rate	Pass Rate Level
A	28.84	21.13	Above Average
B	28.95	21.13	Above Average
C	29.82	21.13	Above Average
D	24.39	21.13	Above Average
E	24.00	21.13	Above Average
F	21.72	21.13	Above Average
G	22.92	21.13	Above Average
H	29.37	21.13	Above Average

Average Pass Rate; Below 21.13%=Below Average, Above 21.13%=Above Average

To examine the relationship between the teachers' perception on principals' management practices and student achievement, Spearman's rho Correlation was used. It was shown in table.

Table 4.4 Relationship between Principals' Management Practices and Students Achievement

		Principals' Management Practices	Students Achievement
Principals' Management Practices	Spearman's rho Correlation Sig.(2-tailed) N	1.000 . 103	.359** .000 103
Students Achievement	Spearman's rho Correlation Sig.(2-tailed) N	.359** .000 103	1.000 . 103

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

Table proved that the sample of this study (N=103), there was a significant relationship ($r=.359$), ($p=0.01$) between principal's management practices and student achievement. It can be concluded that there is a significant relationship between principals' management practices and student achievement. The result indicates positive correlation. This means that if the teachers' perceptions on principals' management practices are high, the student achievement is likely to be high or if the teachers' perceptions on principals' management practices are low, the student achievement is likely to be low.

Finding for Open-ended Questions

There are five open-ended questions in the instrument. The 103 teachers can express their perception on their principals' management practices.

Question 1-What are some of the methods that principal use in your school to ensure academic improvement?

The 100 teachers (97.09%) stated that their principals arranged night-study, organized guardianship system to get the high pass rate. The 80 teachers (77.67%) answered that their principals discussed with the teachers, students and parents and then planed for improvement of the school. The 80 teachers (77.67%) responded that their principal supervised teaching and

learning. The 70 teachers (67.96%) responded that their principals coordinated with the teacher, parents and students for improvement of the school.

Question 2-What kind of responsibilities does the principal gives to the teachers?

The 100 of teachers (97.09%) described that their principals lead teachers to take the leadership role in school disciplinary, activities of school council and school health. The 80 teachers (77.67%) answered that their principal encouraged sport, school activities and school competitions.

Question 3-State any three ways among your principal can do to improve academic performance in your school?

The 100 teachers (97.09%) described that their principals often consult with the students' parents about the students' weakness. The 80 teachers (77.67%) answered that their principal informed parents the students' exam result, organized guardianship system, provided extra teaching and regular remedial teaching. The 90 teachers (87.38%) described that their principals cooperated with parents, teachers and students. The 70 teachers (67.96%) responded that their principals checked the teaching-learning situation, syllabus coverage, students' attendance and exercise books.

The 60 teachers (58.25%) stated that their principals praise and give appropriate rewards to the teachers with high performance, always reward the outstanding teachers and students in school family day. The 50 teachers (48.54%) responded that their principals continuously evaluate the students' progress.

Question 4-How does your principals perform in your school to improved subject's pass rate?

The 100 teachers (97.09%) described that their principals monthly conducts subject meeting. The 80 teachers (77.67%) answered that their principal are encouraged teachers to teach the lessons in accordance with monthly plan and to study the journals and articles related to their teaching subject. The 85 teachers (82.52%) responded that their principals encouraged teachers to teach the students by separating the class according to their ability.

The 80 teachers (77.67%) answered that their principals usually guided the teachers to teach by trying their best in the teaching process. The 75 teachers (72.82%) answered that their principals regularly consult with teachers about the students' strength and weakness and then fulfill the students' needs. The 70 teachers (67.96%) responded that their principals used to discuss with the teachers who have difficulties in teaching process and other responsibilities and then give suggestions. They always provide many books for teachers in order to improve their subject knowledge and teaching aids and other necessary support. The 57 teachers (55.34%) described that their principals often evaluate the strengths and weakness of the students.

Question 5-Do you think that principal's management practices is correlated with students' achievement? Why?

The 100 teachers (97.09%) described that principal is the responsible person for all activities that occur in and around in a school. The 80 teachers (77.67%) answered that principal is the person of authority in school. The 70 teachers (67.96%) responded that principals are greatly accountable for academic achievements of their students. The 60 teachers (58.25%) stated that principal is to be vital to the successful functioning of many aspects of a school.

Conclusion and Discussion

Through the 1970s and 1980s, researchers began defining school effectiveness and ways to bring about school improvement. One study posited that effective principals emphasized student achievement (Edmond, 1979). Roberts Brailsford (2001) specified that the principal is the person who is directly responsible for student achievement.

In this study, the extent of principals' management practices based on their teachers' responses, the mean values of teachers' perception on the degree of principals' management practices such as supervision, communication and communication were 3.95, 4.01 and 3.98 respectively. The total mean values of the teachers' perception on the degree of importance of principals' management practices are 3.94. Thus, it can be said that the teacher perceived that the overall dimension of principal management practices is moderately high. The dimension of *communication* has the highest mean values and the dimension of *supervision* has the lowest mean values.

In According to teachers' perception, The extent of principals' management practices based on their teachers' responses, the mean values of teachers' perception on the principals' management practices such as supervision, communication and communication were 4.03, 4.03 and 3.96 respectively. The total mean values of the teachers' perception on their principals' management practices are 3.96. Thus, it can be said that the teachers perceive that the overall dimension of principal management practices is *often* performed by the principals.

According to teachers' rating scale, the dimensions of *supervision* and *communication* have the highest mean. So, it can be said that the teacher perceived that the dimensions of *supervision* and *communication* are the most performed by their principals among three dimensions of principals' management practices.

According to teachers' rating scale, the dimension of *motivation* had the lowest mean. So, it can be said that the teachers perceive that the dimension of *motivation* is the least performed by their principals among three dimensions of principals' management practices.

Thus, the principals' management practices are often performed by the principals as the teacher perceived that the degree of importance of principals, management practices is moderately high.

In general, the total mean values of principals' management practices in Basic Education School in Laymyethna Township were 4.08, 4.01, 4.17, 3.66, 3.99, 4.35, 3.49 and 3.89 respectively. Among them, School F had the highest mean values ($M=4.35$) and School G had the lowest mean values ($M=3.49$).

It was found that there was a significant relationship between principals' management practices and student achievement. The result indicates positive correlation. This means that if the teachers' perceptions on principals' management practices are high, the student achievement is likely to be high or if the teachers' perceptions on principals' management practices are low, the student achievement is likely to be low.

Suggestions

Based on the analyses of the survey, the following suggestions and recommendations are presented to improve the principals' management practices for the improvement of students' achievement.

- The principals ought to closely supervise teachers and students not only for achieving effective teaching and learning but also to consistently do well by students in the examinations.
- Principals should create opportunities for understanding the needs, aspirations and frustrations of each staff member through effective communication, mutual trust and openness among all the stakeholders.
- They should meet often with teachers and students and discuss the problems and possibilities of solving them. They should reward students as much as possible to recognize regarding their academic achievement. They should create an environment where teachers and students are motivated to work together with momentum.
- The ministry of education should organize in service courses for principals on management practices with a view to improving academic performance in their institutions.

Need for Further Research

This research focused on the principals' management practices and students achievement in Basic Education High Schools, Laymyethna Township, Ayeyarwaddy Region. It will provide the foundation for future research concerning principals' management practices. The following recommendations are made for further research based on the findings of this study.

- The research on principals' management practices should be conducted in the Basic Education School of other townships, states and regions in Myanmar.
- A study of primary school principals', middle school principals' management practices should be conducted.

Acknowledgements

First and foremost, we would like to express my gratitude to Dr. Aye Aye Myint, (Rector, Yangon University of Education) and Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education).

We are especially pleased to thank Dr. Daw Htay Kinn (Professor and Head, Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Associate Professor, Department of Educational Theory, Yangon University of Education) for their expert advice, valuable and timely advice, excellent comments and precious academic guidance.

We would like to express my special thanks to Dr. Tin Tin Hla (Retired Lecturer, Department of Educational Theory, Yangon University of Education) for her expert judgments and invaluable suggestions in this thesis.

References

- Brookover, W. (1979). *Changes in Schools Characteristics: A Coincidence with Changes in Student Achievement. Occasional Paper no.17 East Lansing Michigan Institute of research on teaching*, Michigan University way ed.181:005.
- Holmes, R. (2000) *Is Learning a "Contaminated Concept"*. A handbook for Schools: London.
- Lezotte, L. (2001). *Correlates of Effective Schools: The First and Second Generation*. Okemos (Michigan): Effective School Products, Ltd.
- Mintzberg, H. (1975). "The manager's job: Folklore and fact." Harvard Business Review
- Ndinza, K. (2015). *Influence of headteachers' management practices on students' academic performance*. Retrieved December 12, 2018 from <http://www.respository.seku.ac.ke/.../Ndinza>
- Olorisade, O. G. (2011). *Influence of managerial skills of middle level managers on organizational effectiveness*, in Nigerian colleges of Education. Academic Research International Journal.

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

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 (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.

Acknowledgement

Many along the path of this journey have faithfully assisted me in getting to this destination. My initial thanks must be to Rector, Dr. Aye Aye Myint and Pro-Rector, Dr. Pyone Pyone Aung and Dr. Kay Thwe Hlaing, Yangon University of Education who have been very encouraging to do this study.

We would also to express my sincere appreciation to Dr. Daw Htay Khin (Professor and Head of Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor, Department of Educational Theory) for their administrative support and expert guidance and navigation along each step of the way in doing this study.

References

- Doll, R. C. (1972). *Leadership to improve schools*. Worthington, Ohio: Charles A. Jones Publishing Company.
- Goldring, T., & Greenfield, W. (2002). *Understanding the evolving concept of leadership in Education: Roles, Expectations and Dilemmas*. Chicago: University of Chicago Press.
- Hoy, W. K, Miskel, C. G, & Trater, C.J. (2013). *Educational Administration: Theory, Research, and Practice* (9th edition). United States of America: The McGraw-Hill Companies, Inc.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement* Alexandria, VA:
- Leithwood, K. (2012). *The Ontario leadership framework 2012*, University of Toronto. Retrieved, October 14, 2018 from <http://iel.immix.ca/storage/6/1380680840/OLFUserGuide FINAL.pdf>
- Louis, K. S, & Kruse, S (2000). *Creating communities in reform: Images of organizational learning in urban school. Organizational learning in Strategies*. Lisse, The Nertherlands: Swets and Zeitlinger.
- Sarason, S. B (2004). *And what do you means by learning?* Portsmouth, NH: Heinemann.

TEACHER SELF-EFFICACY FOR PROMOTING STUDENT MOTIVATION

Wut Yee Phy¹, Khin Mar Ni²

Abstract

The purposes of this study are to study the levels of teacher self-efficacy in Basic Education High Schools, Sanchaung Township, Yangon Region and to study the variations of the levels of teacher self-efficacy in terms of demographic data. Quantitative and qualitative methods were used in this study. 165 teachers were applied as participants from four Basic Education High Schools by using census method. One set of questionnaire for teachers' perception on their self-efficacy for promoting student motivation was applied for this study. The reliability coefficient (Cronbach's alpha) of the whole scale of teacher self-efficacy was 0.78. The teachers perceived that the level of overall dimension of teacher self-efficacy was moderately high for student motivation in Basic Education High Schools, Sanchaung Township. Descriptive statistics was applied in exploring the levels of teacher self-efficacy in schools. The total mean values of teacher self-efficacy according to respective schools, School B had the highest mean value and School D had the lowest mean value among these schools. Concerning the ANOVA result of teacher self-efficacy grouped by service, there were significant differences on the dimensions of teachers' motivation belief and teachers' perceived level of power. Regarding the ANOVA result of teacher self-efficacy grouped by position, there were significant differences on the dimensions of teachers' motivation belief, teachers' perceived level of power and teacher morale. A qualitative follow up study was conducted by open-ended questions. In their responses, some teachers said that they want opportunities that can assist to make decision making.

Keywords: Self-Efficacy, Motivation

Introduction

Education is the crucial instrument that is used in the contemporary world to succeed. It is importance because it is used to ease most of the challenges faced in life. For education system to be changed, the teacher is one of the variables that must be changed. Moreover, teachers are a key element for quality education because they orchestrate instructional interactions influence student learning. This study observes teacher self-efficacy for promoting student motivation by looking at a number of external factors that influence a teacher's belief in their ability to motivate children to perform. Efficacy is one of the most popular research terms used in educational studies to show a teacher's beliefs in his/her abilities and how those beliefs can ultimately modify the level of success students may practice within the classroom.

Bandura (1997) defines self-efficacy as the organization of social, technical, and behavioral skills to achieve targets. Self-efficacy in the context of teaching refers to the ability to decide the outcomes of the students' work. Bandura (2002) states that forethought and outcome expectations can help to master a situation and achieve the desired targets. In the past, a teacher's responsibility was only to teach (Gul, 2014); but today, special skills require to be taught to the students like decision making, critical analysis, and a balanced mindset, which will assist students in both professional and personal life. Observation of these factors could possibly assist develop methods to minimize high teacher turnover rates, increase teacher longevity, and ultimately improve student achievement in most districts if administrators and educators become

¹ Daw, Senior Teacher, No (1) Basic Education High School, Wakema Township, Ayeyarwady Region

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

proactive in their efforts to maintain teachers through methods that directly improve efficacy beliefs. Determining if the factors significantly impact efficacy is the first step to identifying and developing the methods that can be employed to improve the motivation of students in schools.

Significance of the Study

Bandura (1997) stated that individual efficacy is highly correlated with teacher motivation, which in turn affects student achievement. Teachers with a strong sense of individual efficacy tend to use more time planning, designing, and organizing what they teach. They are open to new ideas, willing to attempt new strategies, set high goals, and persist through setbacks and times of change (Goddard, Hoy & Woolfolk Hoy, 2000). In the classroom, motivation is the key to assuring students will put forth the effort to do well on state mandated tests or even pursue the honor roll. If teachers are unable to motivate their students to perform, the child stands to lose a year of needed subject specific skills to help them later in their academic career. Moreover, if the teacher is not encouraged to teach, she will not put forth the efforts necessary to build relationships, arrange effective lessons or develop management strategies to give surety minimum classroom disruption.

Understanding to what extent certain factors impact efficacy has implications for not only the teachers, but administrators as well. If certain factors, such as administrative support or teaching style, change efficacy more significantly, then administrators can better plan their school year to include additional efforts to improve support activities geared to the needs of their staff. This study could also support administrators in revealing the building collective efficacy measures as well. If the majority of their staff has low individual efficacy, the buildings collective efficacy is definitely impacted. With that information, further research can be prepared to better understand why there is low efficacy and what can be done to increase individual and building efficacy levels to have a higher likelihood of increasing overall student achievement.

Aims of the Study

The main aim of the study is to study the teacher self-efficacy for promoting student motivation.

The specific aims are

- To study the perceived levels of teacher self-efficacy that promotes student motivation
- To study the variations of the levels of teacher self-efficacy in terms of demographic data

Research Questions

- What are the perceived levels of teacher self-efficacy that promotes student motivation?
- What are the variations of the levels of teacher self-efficacy in terms of demographic data?

Theoretical Framework

In this study, the investigation of teacher self-efficacy will be based on the teacher self-efficacy model developed by Bandura (1986). There are five dimensions in this model. They are:

Teachers' Motivation Beliefs: Schlecty (1994) found that students who are motivated to learn are very engaged in their work.

Administrative Support: The role of the principal was instrumental in the development of teacher self-efficacy (Walker, 2009).

Perceived Teacher Power: Wilson and Coolican (1996) found that the high self-empowered teachers felt that working with principals was important to improve decisions made about students or the school.

Teacher Morale: William Miller (1981) found that teacher morale can have a positive effect on pupil attitudes and learning.

Teachers' Teaching Methods: Bandura (1995) stated that effective behavior may heighten teacher self-efficacy and, in turn, higher self-efficacy beliefs support self-confident and effective behaviour.

Definitions of the Key Terms

- (1) Teacher Self-Efficacy: Teacher self-efficacy is teachers' confidence in the ability to promote student learning (Hoy, 2000).
- (2) Motivation: The forces that account for the arousal, selection, direction and continuation of behavior (Biehler & Snowman, 1997).

Methodology

Research Method

Both quantitative and qualitative methods were used to study the teacher self-efficacy for promoting student motivation in Sanchaung Township, Yangon Region. Questionnaire survey was used in quantitative study and open-ended questions was used in qualitative study.

Sample

The target population of this study occupied fifty four Senior Teachers (ST), seventy four Junior Teachers (JT) and thirty seven Primary Teachers (PT) from four basic education high schools in Sanchaung Township, Yangon Region. Census method was used in this study.

Instrumentation

In this study, questionnaire survey was used to gather the required data concerning the research focus. The set of questionnaire was expanded based on the review of related literature. This questionnaire consists of 50 items in 5 dimensions (teacher beliefs in their ability to motivate students, teacher's perceived level of power, administrative support, teacher morale and a teacher's teaching methods) and 3 open-ended questions. The items in each dimension were rated on four-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). This questionnaire contained demographic data. It composed of gender, service, qualification and position. All items in the instruments can be seen in Appendix.

Analysis of Data

The collected data of this study were systematically analyzed by using the Statistical Package for the Social Sciences (SPSS) software version 22 as it is widely applied in quantitative research. To find out the levels of teacher self-efficacy in Basic Education High Schools in Sanchaung Township, descriptive statistics such as means and standard deviations were computed. In scoring the level of teacher self-efficacy in schools, the average score from 1.00 to 1.49 showed low, from 1.50 to 2.49 moderately low, from 2.50 to 3.49 moderately high, and from 3.50 to 4.00 high. After that descriptive statistics, One-way ANOVA analysis and Tukey

HSD test were used to decide the level of significance of differences in teacher self-efficacy while controlling for demographics. The 0.05 Alpha level was applied as the minimum criteria for statistical significance.

Findings

Quantitative Findings

Teacher self-efficacy mean values from schools were achieved to find out the level of teacher self-efficacy scale in each school and to contrast their self-efficacy levels for promoting student motivation.

Table 1 Mean Values and Standard Deviations Showing the Level of Teacher Self-Efficacy Among Schools (N=165)

School	N	Mean	SD
School A	20	2.94	.20
School B	86	3.03	.18
School C	31	2.87	.17
School D	28	2.83	.14
Total	165	2.96	.19

Scoring Direction: 1.00 - 1.49 = low 1.50 - 2.49 = moderately low
2.50 - 3.49 = moderately high 3.50 - 4.00 = high

According to Table 4.5, the mean values of School A was ($\bar{X} = 2.94$), School B was ($\bar{X} = 3.03$), School C was ($\bar{X} = 2.87$) and School D was ($\bar{X} = 2.83$) respectively. It was found that School B had the highest mean value and School D had the lowest mean value.

Table 2 Mean Values and Standard Deviations of Five Dimensions on Teacher Self Efficacy Among Schools (N=165)

Dimensions	School	Number	Mean	SD
Motivation Belief	A	20	2.73	.29
	B	86	3.03	.26
	C	31	2.89	.28
	D	28	2.79	.19
	Total	165	2.93	.28
Teacher Power	A	20	3.07	.36
	B	86	3.00	.30
	C	31	3.03	.27
	D	28	3.15	.31
	Total	165	3.04	.31
Administrative Support	A	20	2.86	.46
	B	86	2.99	.31
	C	31	2.75	.24
	D	28	2.99	.29
	Total	165	2.93	.33
Teacher Morale	A	20	3.01	.32
	B	86	3.06	.32
	C	31	2.83	.28
	D	28	2.64	.16
	Total	165	2.94	.33

Dimensions	School	Number	Mean	SD
Teaching Methods	A	20	3.15	.39
	B	86	3.06	.35
	C	31	2.98	.37
	D	28	2.64	.27
	Total	165	2.99	.38

According to Table 2, overall mean values of motivation belief, teacher power, administrative support, teacher morale and teaching methods were 2.94, 3.03, 2.87 and 2.83. It was found that School A, B, C and D were moderately high level.

Table 3 Mean Values and Standard Deviations of Teacher Self-Efficacy Grouped by Service (N=165)

No	Dimensions	Service Group	N	Mean	SD	Level of Self-Efficacy
1	Motivation Belief	1-6	5	2.96	.45	Moderately high
		7-18	46	2.85	.28	Moderately high
		19-30	47	2.85	.23	Moderately high
		31+	67	3.03	.27	Moderately high
2	Teacher Power	1-6	5	3.15	.22	Moderately high
		7-18	46	2.91	.24	Moderately high
		19-30	47	3.05	.29	Moderately high
		31+	67	3.11	.33	Moderately high
3	Administrative Support	1-6	5	2.89	.16	Moderately high
		7-18	46	2.97	.29	Moderately high
		19-30	47	2.86	.30	Moderately high
		31+	67	2.95	.37	Moderately high
4	Teacher Morale	1-6	5	2.91	.47	Moderately high
		7-18	46	2.95	.33	Moderately high
		19-30	47	2.95	.34	Moderately high
		31+	67	2.93	.32	Moderately high
5	Teaching Methods	1-6	5	3.24	.30	Moderately high
		7-18	46	2.91	.34	Moderately high
		19-30	47	2.99	.40	Moderately high
		31+	67	3.01	.39	Moderately high
	Overall	1-6	5	2.99	.12	Moderately high
		7-18	46	2.92	.18	Moderately high
		19-30	47	2.93	.17	Moderately high
		31+	67	2.99	.22	Moderately high

Scoring Direction: 1.00 - 1.49 = low 1.50 - 2.49 = moderately low
2.50 - 3.49 = moderately high 3.50 - 4.00 = high

Table 3 shows that the mean values of motivation belief were (\bar{X} = 2.96), (\bar{X} = 2.85), (\bar{X} = 2.84) and (\bar{X} = 3.03), teacher power were (\bar{X} = 3.15), (\bar{X} = 2.91), (\bar{X} = 3.05) and (\bar{X} = 3.11), administrative support were (\bar{X} = 2.89), (\bar{X} = 2.97), (\bar{X} = 2.86) and (\bar{X} = 2.95), teacher morale were (\bar{X} = 2.91), (\bar{X} = 2.95), (\bar{X} = 2.95) and (\bar{X} = 2.93), teaching methods were (\bar{X} = 3.24), (\bar{X} = 2.91), (\bar{X} = 2.99) and (\bar{X} = 3.01) in (1 - 6) years teaching service group, (7-18) years teaching service group, (19 - 30) years teaching service group and (31+) years teaching service group respectively.

Table 4 ANOVA Result of Teacher Self-Efficacy Grouped by Service

Dimensions		Sum of Squares	df	Mean Square	F	p
Motivation Belief	Between Groups	1.299	3	.433	5.905	.001***
	Within Groups	11.801	161	.073		
	Total	13.099	164			
Teacher Power	Between Groups	1.204	3	.401	4.540	.004**
	Within Groups	14.233	161	.088		
	Total	15.437	164			
Administrative Support	Between Groups	.295	3	.098	.918	ns
	Within Groups	17.271	161	.107		
	Total	17.567	164			
Teacher Morale	Between Groups	.024	3	.008	.072	ns
	Within Groups	17.657	161	.107		
	Total	17.680	164			
Teaching Methods	Between Groups	.625	3	.208	1.459	ns
	Within Groups	22.986	161	.143		
	Total	23.611	164			

* $p < .05$, ** $p < .01$, *** $p < .001$ at the significant level and ns = no significance

Table 4 shows that there was a significant difference between the level of motivation belief and teacher self-efficacy grouped by service at the 0.001 level. And there was a significant difference between the level of teacher power and teacher self-efficacy grouped by service at the 0.01 level.

Table 5 Tukey HSD Results of Teacher Self-Efficacy Grouped by Service

Dependent Variable	(I) Service 1	(J) Service 2	Mean Difference (I-J)	P
Motivation Belief	7-18 years	1-6 years	-.11	ns
		19-30 years	-.00	ns
		31+ years	-.18*	.003**
	19-30 years	1-6 years	-.11	ns
		7-18 years	-.00	ns
		31+ years	-.18*	.003**
	31+ years	1-6 years	.07	ns
		7-18 years	.18*	.003**
		21-30 years	.18*	.003**
Teacher Power	7-18 years	1-6 years	-.24	ns
		19-30 years	-.14	ns
		31+ years	-.20*	.003**
	31+ years	1-6 years	.04	ns
		7-18 years	.20*	.003**
		19-30 years	.06	ns

According to Table 5, teachers whose teaching service ranged from (31+) years teaching service group was significantly different from teachers whose teaching service ranged from

(7-18) years teaching service group and whose teaching service ranged from (21-30) years teaching service group in the motivation belief. Teachers whose teaching service ranged from (31+) years teaching service group have higher motivation belief than other teachers in their schools.

And teachers whose teaching service ranged from (31+) years teaching service group was significantly different from teachers whose teaching service ranged from (7-18) years teaching service group in teacher perceived level of power. Teachers whose teaching service ranged from (31+) years teaching service group have higher perceived level of power than other teachers in their schools.

Table 6 Mean Values and Standard Deviations of Teacher Self-Efficacy Grouped by Position (N=165)

No	Dimensions	Group	N	Mean	SD	Level of Self-Efficacy
1	Motivation Belief	PT	8	3.07	.28	Moderately high
		JT	104	2.97	.27	Moderately high
		ST	53	2.83	.27	Moderately high
		Total	165	2.93	.28	Moderately high
2	Teacher Power	PT	8	2.75	.17	Moderately high
		JT	104	3.11	.32	Moderately high
		ST	53	2.96	.24	Moderately high
		Total	165	3.04	.31	Moderately high
3	Administrative Support	PT	8	2.85	.19	Moderately high
		JT	104	2.89	.35	Moderately high
		ST	53	3.01	.28	Moderately high
		Total	165	2.93	.33	Moderately high
4	Teacher Morale	PT	8	3.29	.24	Moderately high
		JT	104	2.94	.33	Moderately high
		ST	53	2.91	.32	Moderately high
		Total	165	2.94	.33	Moderately high
5	Teaching Methods	PT	8	3.00	.32	Moderately high
		JT	104	3.03	.39	Moderately high
		ST	53	2.90	.35	Moderately high
		Total	165	2.99	.38	Moderately high
	Overall	PT	8	3.03	.12	Moderately high
		JT	104	2.96	.20	Moderately high
		ST	53	2.93	.18	Moderately high
		Total	165	2.96	.19	Moderately high

Scoring Direction: 1.00 - 1.49 = low 1.50 - 2.49 = moderately low
2.50 - 3.49 = moderately high 3.50 - 4.00 = high

Table 6 shows that the mean values of motivation belief were (\bar{X} = 3.07), (\bar{X} = 2.97), (\bar{X} = 2.83) and (\bar{X} = 2.93), teacher power were (\bar{X} = 2.75), (\bar{X} = 3.11), (\bar{X} = 2.96) and (\bar{X} = 3.04), administrative support were (\bar{X} = 2.85), (\bar{X} = 2.89), (\bar{X} = 3.01) and (\bar{X} = 2.93), teacher morale were (\bar{X} = 3.29), (\bar{X} = 2.94), (\bar{X} = 2.91) and (\bar{X} = 2.94), teaching methods were (\bar{X} = 3.00), (\bar{X} = 3.03), (\bar{X} = 2.90) and (\bar{X} = 2.99) in Primary Teachers (PT) group, Junior Teachers (JT) group and Senior Teachers (ST) group respectively.

Table 7 ANOVA Result of Teacher Self-Efficacy Grouped by Position

Dimensions		Sum of Squares	df	Mean Square	F	p
Motivation Belief	Between Groups	.897	2	.449	5.957	.003**
	Within Groups	12.202	162	.075		
	Total	13.099	164			
Teacher Power	Between Groups	1.504	2	.752	8.743	.000***
	Within Groups	13.933	162	.086		
	Total	15.437	164			
Administrative Support	Between Groups	.536	2	.268	2.549	ns
	Within Groups	17.031	162	.105		
	Total	17.567	164			
Teacher Morale	Between Groups	1.063	2	.531	5.179	.007**
	Within Groups	16.618	162	.103		
	Total	17.680	164			
Teaching Methods	Between Groups	.567	2	.284	1.994	ns
	Within Groups	23.043	162	.142		
	Total	23.611	164			

* $p < .05$, ** $p < .01$, *** $p < .001$ at the significant level and ns = no significance

Table 7 shows that there were significant differences between the level of teachers' motivation belief, teacher morale and teacher self-efficacy grouped by position at the 0.01 level. And there was a significant difference between the level of teacher power and teacher self-efficacy grouped by position at the 0.001 level.

Table 8 Tukey HSD Results of Teacher Self-Efficacy Grouped by Position

Dependent Variables	(I) Position 1	(J) Position 2	Mean Difference (I-J)	P
Motivation Belief	JT	PT	-.10	ns
		ST	.14*	.006**
	ST	PT	-.24	ns
		JT	-.14*	.006**
Teacher Power	PT	JT	-.36*	.003**
		ST	-.21	ns
	JT	PT	.36*	.003**
		ST	.15*	.008**
	ST	PT	.21	ns
		JT	-.15	.008**
Teacher Morale	PT	JT	.38*	.004**
		ST	.36*	.012*
	JT	PT	-.38*	.004**
		ST	-.03	ns
	ST	PT	-.35*	.012*
		JT	.03	ns

According to Table 8, Junior Teachers' (JT) motivation belief was significantly different from Senior Teachers (ST). Junior Teachers' (JT) perceived level of power was significantly

different from Primary Teachers (PT) and Senior Teachers (ST) in their schools. And Primary Teachers' (PT) morale level was significantly different from Junior Teachers (JT) and Senior Teachers (ST).

Findings from Open-ended Questions

The open-ended Question (1) is **“Do you believe you can make your students engaged in your teaching? If so, how can you make your students to become interested in your teaching?”** For this question, the teachers participated in this study answered as follows.

The 72% (n=53) of teachers stated that they can offer students opportunities to participate in teaching-learning process. The 42% (n=37) of teachers answered that they can use various teaching aids. The 20% (n=34) of teachers replied that they can explain subject matter by linking with outside events and external knowledge. The 13% (n=21) of teachers stated that they can stimulate all students to collaborate and cooperate in the activities. The 10% (n=16) of teachers answered that their students were interested in their teaching.

The open-ended Question (2) is **“How does your principal help and support in your teaching?”** For this question, the teachers participated in this study answered as follows.

The 81% (n=36) of the teachers responded that their principal provided advices in his teachers' teaching. The 19% (n=31) of the teachers answered that their principal didn't permit them to participate in the decision making process of the school. The 18% (n=29) of the teachers answered that their principal supplied necessary teaching aids. The 18% (n=29) of the teachers answered that their principal detained school assembly regularly and told students to study lessons and be polite. The 12% (n=20) of the teachers responded that their principal gave professional development opportunities for the teachers. The 5% (n=8) of the teachers responded that their principal often gave suggestions and praised teachers for their success.

The open-ended Question (3) is **“What kind of instructional strategies can use for student achievement?”** For this question, the teachers participated in this study answered as follows.

The 29% (n=48) of the teachers answered that they decided teaching methods that were appropriate with the students' intellectual level. The 20% (n=33) of the teachers answered that they employed explanation method in their teaching. The 18% (n=30) of the teachers answered that they applied student-centered approaches rather than traditional teaching methods. The 13% (n=21) of the teachers answered that they utilized questioning method in their teaching. The 7% (n=11) of the teachers answered that they connected subject matter to real life situation.

Conclusion

In this chapter, discussion, recommendation, and needs for further research for improving teacher self-efficacy for promoting student motivation are presented in detail.

Discussion

The purpose of this study is to study the teacher self-efficacy for promoting student motivation. A total of 165 teachers from four high schools in Sanchaung Township, Yangon Region participated in this study. Questionnaire Survey Method was applied in this study. The major findings of this study and discussions are presented below. Based on the findings of quantitative study, the conclusion can be drawn as follows.

In a quantitative study, teacher self-efficacy consisted of five dimensions: motivation belief, teacher power, administrative support, teacher morale and teaching methods. The mean values of teacher self-efficacy for promoting student motivation in School (A, B, C, D) were high. Therefore, the level of teacher self-efficacy in each school was high.

In studying the total mean values of teacher self-efficacy according to respective schools, School B had the highest mean value ($\bar{X} = 3.03$) among four Basic Education High Schools. Then, the School D had the lowest mean value ($\bar{X} = 2.83$) among these schools.

According to the mean value for teacher self-efficacy grouped by service, the mean values of (1-6) years teaching service group and (31+) years teaching service group obtained the highest mean value ($\bar{X} = 2.99$). The (7-18) years teaching service group and (19-30) years teaching service group obtained the overall mean values were ($\bar{X} = 2.92$), and ($\bar{X} = 2.93$). So, it can be said that the teachers from (1-6) years teaching service group, (7-18) years teaching service group, (19-30) years teaching service group and (31+) years teaching service group perceived that all dimensions were high.

According to the mean values for the dimension of teachers' motivation belief grouped by service, (31+) years teaching service group obtained the highest mean value ($\bar{X} = 3.03$). It can be interpreted that the teachers in (31+) years teaching service group obtained high motivation belief. It was congruence with the suggestion of Ford (2002) that old service teachers are more aware of what works and what does not work in the classroom for students, hence, there is a higher sense of belief for old service teachers when motivating.

According to the mean values for the dimension of teacher power grouped by service, (1-6) years teaching service group obtained the highest mean value ($\bar{X} = 3.15$). It can be interpreted that the teachers in (1-6) years teaching service group obtained high teacher power. It was congruence with the suggestion of Ford (2002) that younger teachers have already been trained in the more progressive best practice strategies that are currently being applied by the majority of the school districts, hence their ability to make decisions in the classroom would be more accepted by administrative staff because they are based on what districts are currently using.

According to the mean value for teacher self-efficacy grouped by position, the mean value of Primary Teachers (PT) group obtained the highest mean value ($\bar{X} = 3.03$), Junior Teachers (JT) group and Senior Teachers (ST) group obtained the overall mean values were ($\bar{X} = 2.96$) and ($\bar{X} = 2.93$). So, it can be said that Primary Teachers (PT), Junior Teachers (JT) and Senior Teachers (ST) perceived that all dimensions were high.

According to the mean values for the dimension of teachers' motivation belief grouped by position, Primary Teachers (PT) group obtained the highest mean value. It can be interpreted that the teachers in Primary Teachers (PT) group got high motivation belief. Primary Teachers (PT) group experienced that they were able to motivate the unmotivated student and Senior Teachers (ST) group did not feel that way. Primary Teachers (PT) group also felt that they could stimulate their students regardless of the resources offered to them and that they were able to develop activities in the classroom that would motivate their students. Senior Teachers (ST) group showed significantly lower beliefs in their ability to motivate the student as opposed to the primary level. It was congruence with the suggestion of Ford (2002) that younger students tend to be more eager and ready to learn compared to older students. Students' interests change as their age level, and minimizing the amount of time a student's interest is able to focus on school.

According to the mean values for the dimension of teacher power grouped by position, Junior Teachers (JT) group obtained the highest mean value. It can be interpreted that the teachers in Junior Teachers (JT) group obtained high teacher power. This is because teachers from all groups perceived that some teachers had chances in making decision about their teaching but some didn't. By means of the teachers' word in the open-ended responses, they had less opportunity to freely say their views about the school matters in school meetings. Also, some principals didn't permit them to participate in the decision-making process of the schools. The teachers seldom had an opportunity to participate in the decision-making process of the school. It was supported by Ford (2002) that assisting in decision-making aids support the belief that their contribution is crucial from a teachers' point of view, hence increasing their self-efficacy. Therefore, the more the teachers were participated in decision-making, the higher their level of teachers' efficacy.

According to the mean values for the dimension of teacher morale grouped by position, Primary Teachers (PT) group obtained the highest mean value. It can be interpreted that the teachers in Primary Teachers (PT) group obtained high teacher morale. It was congruence with the suggestion of Ford (2002) that teachers who are teaching primary level have gained a better understanding of their own teaching limitations as well as strengths and have adjusted to better educate students. Their understanding makes them feel stronger about their teaching environment, hence, they would show higher morale.

In a qualitative study, all of the teachers in each school provided students opportunities to participate in teaching learning process. They motivated all students to collaborate and cooperate in the activities. Their principal supported them the necessary teaching aids to increase professional development. Some teachers require the opportunities that can help to make decision making. They employed student-centered approaches rather than traditional teaching methods. And they utilized explanation and questioning methods in their teaching. Therefore, it was concluded that the levels of teacher self-efficacy in Sanchaung Township were moderately high according to their answers.

Recommendation

Arising from the findings of this study, the following recommendations are suggested for improving teacher self-efficacy in schools. These recommendations are based on the study of teacher self-efficacy for promoting student motivation in Basic Education High Schools in Sanchaung Township, Yangon Region.

- a. The current study should be expanded to include more male teachers using a quantitative approach when analyzing the research data. A large sample size of males will provide a better picture of what male educators teacher efficacy tends to be on average.
- b. A comparative study of urban and suburban teacher self-efficacy to decide the differences would be beneficial in understanding ways to increase efficacy.
- c. In seeking the other factor that affected on teacher self-efficacy in schools, teachers should be given full opportunities to make decision for their teaching. From a teacher's point of view assisting in decision-making assists support the belief that their contribution is important, hence increasing their self-efficacy.

- d. In analyzing the effect of administrative support factor on teacher self-efficacy, some of the teachers from schools said that they didn't obtain any support or direction from their principals. Therefore, teachers should be given proper support and direction by the principals or experienced teachers in schools. This is because even a teacher who is less confident in his instructional methods, classroom management techniques, or ability to engage students can improve his level of self-efficacy with proper support and direction.

Needs for Further Research

This study concerned with the study of teacher self-efficacy for promoting student motivation in Sanchaung Township, Yangon Region. Therefore, the need for further study is obviously necessary. The collected data were based on the teachers' perception of their own teaching self-efficacy for promoting student motivation. But it is still required to examine students' perception of their teachers' attitudes towards them and the principals' perception on supportiveness to teachers. In the future, if research studies can include those from all schools, more detailed and accurate results of teacher self-efficacy will be acquired.

Acknowledgements

First and foremost, we are deeply grateful to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung, (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education). We very thankful to Dr. Daw Htay Khin (Professor and Head of Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor, Department of Educational Theory) for their administrative support and expert guidance and navigation along each step of the way in doing this study. Furthermore, we are truthfully thankful Township Education Officers, headmistresses and teachers who participated in the study, the librarian and the staff members of Yangon University of Education.

References

- Bandura, A. (1986). Self-Efficacy. *Encyclopedia of Human Behavior*. V4. 71-81.
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in Changing Societies* (pp. 1– 46). Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman & Company.
- Bandura, A. (2002). social cognitive theory in cultural context. *Journal of Applied Psychology: An international Review*, 51, 269-290
- Biehler, R.; Snowman, J. (1997). *Psychology Applied to Teaching*. Houghton- Mifflin.
- Ford, I. R. (2002). *Teacher self-efficacy and its influence on student motivation*. Cleveland State University.
- Goddard, Roger D.; Hoy, Wayne K.; Anita Woolfolk. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. *American Educational Research Journal*. Volume 37 n2 p479-507.
- Gul, E.(2014).Efficacy of skill development techniques: empirical evidence. *Journal of Education and Educational Development*, 1(2), 134-144.
- Hoy, A. W. (2000). Changes in teacher efficacy during the early years of teaching. The Ohio State University. *Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA*. Session 43:22, Qualitative and Quantitative Approaches to Examining Efficacy in Teaching and Learning.
- Miller, William. (1981). Staff Morale, School Climate, Education Productivity. *Educational Leadership*. 38. n6. 483-486.
- Schleety, P. (1994). *Increasing Student Engagement*. Missouri Leadership Academy.
- Walker, J. (2009). The impact of principal leadership behaviors on the efficacy of new and experienced middle school teachers (Doctoral Dissertation). Available from Pro Quest dissertations and theses database. (UMI No. 3387319)
- Wilson.; Coolican. (1996). How High and Low Self Empowered Teachers work with Colleagues and School Principals.

A STUDY OF PRINCIPALS' LEADERSHIP PRACTICES AND SCHOOL ETHICAL CLIMATE

Myat Htet San¹ and Phyu Phyu Yin²

Abstract

This study aims to study the principals' leadership practices and school ethical climate in Basic Education High Schools, Myaungmya Township, Ayeyarwaddy Region. The participants were 6 principals and 243 teachers in 6 Basic Education High Schools during the 2018-2019 academic year. Quantitative and qualitative methods were used. The questionnaire for principals' leadership practices was developed by the researcher based on Leithwood and his colleagues' successful leadership model and the questionnaire for ethical climate was based on Victor and Cullen's the ethical climate questionnaire. The internal consistency of Principals' Leadership Inventory and School Ethical Climate were 0.91 and 0.82 respectively. Descriptive statistics, Independent Samples *t* Test, one-way ANOVA and Pearson product-moment correlation were used for data analysis. According to the quantitative findings, the level of principals' leadership practices was high level. *Setting direction* was higher than other dimensions and *managing the instructional program* was lower than others in principals' leadership practices. According to personal factors, although there were no significant differences between gender, there were significant differences between qualification and administrative services of principals in leadership practices. The level of school ethical climate in Basic Education High Schools in Myaungmya was high. Among the school ethical climate, *law and code* was the highest level and *instrumental* at the lowest level as ethical climate types. According to personal factors, there were significant differences between qualification and position of teachers. The results of finding on the relationship, all dimensions of leadership practices were positively related to all dimensions of school ethical climate.

Keywords: Leadership, Principals' Leadership Practice and Ethical Climate

Introduction

Education is the fundamental right of human beings. It is considered as an important determinant of economic and social development of a country. It is generally believed that education is vital important in individuals' development and well-being of a society. The main aim of education is to develop the capacities latent in human nature and to coordinate their expression for the enrichment and progress of society, by equipping children with spiritual, moral and material (Hussain et al., 2014). Teachers are the major performers who try to implement the aim of education. To equip the children with spiritual and moral, the ethics of teachers plays the important role in education.

The school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school (Horn-Turpin, 2009).

The role of teachers who are nurturing the students is the most important one as the role of the principals. For equipping children with spiritual and moral, they must be the admired

¹ MEd Second Year Student, EAS 35, Department of Educational Theory, Yangon University of Education

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

person in morality and ethics. Ethical Climate is a reflection of ethical elements in the work environmental as perceived by its individual members (Cullen et al., 2003). Therefore, the teachers' practices for ethical climate in school may be the important aspect in organization. Understanding the leadership practices of the principals is entirely important for school improvement. Moreover, the teachers' practices for school ethical climate are also important as these practices reflect the ethical elements in the work environmental as perceived by its individual members.

Significance of the Study

The development of a nation is primarily dependent on the educational system available in the country. To make people to be educated, school plays a vital role in a society. A school is actually a basic unit of an education system. The improvement of a school entirely depends on the ability of the principles' leadership skills. The primary duty and responsibility for providing the direction and high standards of performance organization lie with an organization's mission; provides the basis for the organization's objectives and goals; and communicates the beliefs and values that influence and shape the organization's culture and behavioral norms. The organization's mission and values statements are futile of the leaders' actions do not correspond with these statements (Kanungo & Mendonca, 1996).

Ethical climate has defined as the moral atmosphere of a social system, characterized by shared perceptions of right or wrong, as well as assumptions about how moral concerns should be addressed (Victor & Cullen, 1998). The challenge is for the leaders who guide their organizations into the future to sow the seeds of an ethical culture, so that those who follow may reap the rewards of ethical business practices. This can only be achieved through the moral examples of the leaders. Only when it is understood which factors affect an ethical climate, and how these factors affect leadership behavior, can an ethical climate be attained. Therefore, the principals' leadership practices and school ethical climate in basic education high schools are needed to study.

Aims of the Research

Main Aim

The main aim of the study is

- to study the principals' leadership practices and school ethical climate in Basic Education High schools in Myaungmya Township, Ayeyarwaddy Region

Specific Aims

The specific aims of the study are

- to study the level of principals' leadership practices perceived by the teachers
- to study the differences of teachers' perceptions on principals' leadership practices according to principals' personal factors
- to study the level of school ethical climate perceived by the teachers
- to study the differences of teachers' perceptions on school ethical climate according to teachers' personal factors and
- to study the relationship between principals' leadership practices and school ethical climate

Research Questions

The research questions are

1. What are the levels of principals' leadership practices perceived by the teachers?
2. Are there any significant differences of teachers' perceptions on their principals' leadership practices according to principals' personal factors?
3. What are the levels of school ethical climate perceived by the teachers?
4. Are there any significant differences of teachers' perceptions on school ethical climate according to their personal factors?
5. Is there any relationship between principals' leadership practices and school ethical climate?

Theoretical Framework

In this study, the principals' leadership practices are based on successful leadership practices developed by Leithwood and his colleagues (2006) and school ethical climate is based on Victor and Cullen's organizational ethical climate (1987).

According to Leithwood and his colleagues (2006), there are four broad categories of practices. These categories are:

- Setting Direction
- Developing People
- Redesigning the Organization and
- Managing the Instructional (teaching and learning) Program.

Setting Direction

Three more specific sets of practices such as *building a shared vision, fostering the acceptance of group goals and high performance expectation* are included in this category, all of which are aimed at bringing a focus to both the individual and collective work of staff in the school. These practices are one of the main sources of motivation and inspiration for the work of staff.

Developing People

The second dimension focuses on leadership practices that contribute directly or indirectly to the development of the teachers' dispositions, motivations, bodies of knowledge and skill. This dimension comprises the three functions such as *providing individualized support, intellectual stimulation and providing an appropriate model*.

Redesigning the Organization

The third dimension focuses on principals attend to respect of the school as an organization and a community, with consideration and internal process and external relationships. Teachers are given a sense of ownership within the organization. This dimension comprises four functions. These functions are *building a collaborative culture, structuring the organization to collaboration, productive relationship with families and communities and connecting the school to its' wider environment*.

Managing the Instructional Program

The fourth dimension focuses on academic achievement of the students. Good management on the instructional program has positive effects on the student academic achievement. There are four functions in this dimension. These functions are *staffing the program, providing instructional support, monitoring school activity and buffering staff from distractions to their work.*

Ethical Climate

In this study, the school ethical climate is based on the theory of Ethical Work Climates by Victor and Cullen (1987). This theory is built on the assumption that employee perceptions of ethical events, ethical practices, and ethical procedures depend on two dimensions: the ethical criteria, used for organizational decision-making, and the loci of analysis, used as a referent in decision-making. The five ethical climate factors are Caring, Law and Code, Rule, Instrumental and Independence (Victor & Cullen, 1987).

- *Caring*: It is characterized by the teachers' genuine interest in each other's welfare inside and outside the organization.
- *Instrumental*: It is characterized by followers who are expected to do whatever it takes to further individual's interests or the organization's interests, regardless of the consequences.
- *Rules*: It is concerned with following rules, procedures and policies established by the organization.
- *Law and Code*: It relies on the law from outside sources like actual state or federal laws.
- *Independence*: It enables individual members to develop their own standards of morality based on personal value judgements which are respected by the organization and immune to the influence of others.

Definition of Key Terms

- **Leadership** is the process of influencing, directing and motivating organizational members to act in a way that enable the attainment of the organizational goals (Sekhu, 2011).
- **Principals' leadership practice** is a collection of strategies or steps a leader consciously choose to reach intended outcomes (Darroch, 2006).
- **Ethical climate** is a reflection of ethical elements in the work environmental as perceived by its individual members (Cullen et al., 2003).

Methodology

Research Method

Both quantitative and qualitative methods were used to collect the required data. In quantitative study, questionnaire survey was used. In qualitative study, interview questions were used.

Population and Sample

There are 612 teachers in 20 Basic Education High Schools in Myaungmya Township, Ayeyarwaddy Region. Among them, 243 teachers in 6 Basic Education High Schools were taken as sample by using simple random sampling method.

Instrumentation

The questionnaire included demographic information composed with gender, age, academic qualification, service, subjects, and training. It consists of 40 items related with Principals' leadership practices and 20 items for school ethical climate. For qualitative study, there were six interview questions. Each item was rated on five-point Likert Scale.

Procedures

First and foremost, related literature was explored. Next, the instrument was constructed in order to collect the required data. The pilot study was undertaken with (41) teachers in No. (4) Basic Education High School, Myaungmya Township to refine the developed questionnaire. According to the pilot study, the reliability coefficients (Cronbach's alpha) were (0.91) for principals' leadership practices and (0.82) for school ethical climate. After that, the necessary modifications were made with the directions and guidelines of the supervisor and questionnaires were distributed to the schools on 5th November, 2018. Distributed questionnaires were recollected on 15th, 16th, November, 2018. Interview was also conducted from 25th to 28th, November, 2018.

Data Analysis

The data obtained from questionnaire survey were analyzed by using the Statistical Package for the Social Science (SPSS) version 20 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, Independence Sample *t* Test and One-way ANOVA were used to analyze whether there were significant differences among personal factors. Pearson Correlation was also conducted to find the relationship between principals' leadership practices and school ethical climate.

Findings

Quantitative Findings

In the quantitative study, leadership practices of principals were measured by four dimensions and school ethical climate were divided into five dimensions.

Findings on the Level of Principals' Leadership Practices Perceived by the Teachers

Table 4.1 Means and Standard Deviations of Teachers' Perceptions on Principals' Leadership Practices (N=243)

No.	Principals' Leadership Practices	Mean	SD	Level
1	Setting Direction	4.11	0.75	High Level
2	Developing People	4.03	0.80	High Level
3	Redesigning the Organization	3.84	0.78	High Level
4	Managing the Instructional Program	3.73	0.74	High Level
	Overall	3.92	0.70	High Level

Scoring Direction

For Level of Teachers' Perceptions on Principals' Leadership Practices

1.00 to 1.80 = Very Low Level 1.81 to 2.60 = Low Level

2.61 to 3.40 = Moderate Level 3.41 to 4.20 = High Level

4.21 to 5.00 = Very High Level

According to table 4.1, the total mean value of principals' leadership practices perceived by teachers was 3.92. The mean value of *Setting Direction* was 4.11 (the highest mean value) and the mean value of *Developing People* was 4.03. The mean value of *Managing the Instructional Program* was 3.37 (the lowest mean value) and the mean value of *Redesigning the Organization* was 3.84. All dimensions of principals' leadership practices had high level.

Table 4.2 Means and Standard Deviations of Teachers' Perceptions on Overall Principals' Leadership Practices by Schools

No.	School	N	Mean	SD	Level of Principals' Leadership Practices
1	School A	61	3.94	0.75	High Level
2	School B	31	4.16	0.62	High Level
3	School C	42	4.18	0.56	High Level
4	School D	41	3.81	0.82	High Level
5	School E	32	4.01	0.38	High Level
6	School F	35	3.39	0.67	Moderate Level
	Overall	243	3.92	0.70	High Level

Scoring Direction

For Level of Teachers' Perceptions on Principals' Leadership Practices

1.00 to 1.80 = Very Low Level 1.81 to 2.60 = Low Level

2.61 to 3.40 = Moderate Level 3.41 to 4.20 = High Level

4.21 to 5.00 = Very High Level

According to table 4.2, the total mean value of the school "C" was 4.18 that was the highest mean value and the level of leadership practices was the high level. The school "F" that had the total mean value (3.39) was the lowest and its level was moderate level.

Table 4.3 ANOVA Results of Teachers' Perceptions on Principals' Leadership Practices among Schools (N=243)

Principals' Leadership Practices		Sum of Squares	df	Mean Square	F	P
Setting Direction	Between Group	142.505	26	5.481	1.953	.000***
	Within Group	606.170	216	2.806		
	Total	748.675	242			
Developing People	Between Group	201.451	35	5.756	2.177	.000***
	Within Group	547.224	207	2.644		
	Total	748.675	242			
Redesigning the Organization	Between Group	269.417	36	7.484	3.217	.001**
	Within Group	479.258	206	2.326		
	Total	748.675	242			
Managing the Instructional Program	Between Group	168.370	38	4.431	1.558	.000***
	Within Group	580.305	204	2.845		
	Total	748.675	242			
Overall Leadership Practices	Between Group	730.542	189	3.865	11.297	.000***
	Within Group	18.133	53	.342		
	Total	748.675	242			

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

According to table 4.3, there were significant differences in *Setting Direction*, *Developing People*, *Managing the Instructional Program* and *Redesigning the Organization* and overall leadership practices at $p \leq .001$ level among schools. To find what particular principals' leadership practices had great difference, Tukey HSD was conducted. Table 4.4 presents the Tukey HSD multiple comparisons of teachers' perceptions on principals' leadership practices among schools.

Table 4.4 Results of Tukey HSD Multiple Comparisons of Teachers' Perceptions on Principals' Leadership Practices among Schools (N=243)

Principals' Leadership Practices	(I)School	(J)School	Mean Differences (I-J)	<i>p</i>
Setting Direction	School A	School C	-.406*	.046*
	School F	School A	-.510*	.009**
		School B	-.906*	.000***
		School C	-.915*	.000***
		School D	-.538*	.012*
		School E	-.899*	.000***
Developing People	School C	School D	-.486*	.046*
	School F	School A	-.569*	.007**
		School B	-.795*	.000***
		School C	-.888*	.000***
Redesigning the Organization	School F	School A	-.606*	.003**
		School B	-.645*	.008**
		School C	-.654*	.003**
Managing the Instructional Program	School F	School A	-.543*	.005**
		School B	-.775*	.000***
		School C	-.770*	.000***
		School E	-.688*	.001**
Overall	School F	School A	-.559*	.001**
		School B	-.774*	.000***
		School C	-.799*	.000***
		School E	-.622*	.002**

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

Findings on the Differences of Teachers' Perceptions on Principals' Leadership Practices by Personal Factors

The mean values of male teachers' perceptions on principals' leadership practices were higher than the mean values of female teachers' perceptions in *Developing People*, *Redesigning the Organization* and *Managing the Instructional Program* and overall leadership practices. To find the significant differences between two groups, Independence Samples *t* Test was used. However, there were no significant differences between these two groups.

The teachers' perceptions of principals' leadership practices by qualification, the overall mean value of BEd, MEd holders ($M=4.11$) was higher than the overall mean value of BA/BSc, MA/MSc holders ($M=3.85$). Both BEd, MEd holders and BA/BSc, MA/MSc holders were mostly perceived in the *Setting Direction*. According to the results of Independence Samples *t* Test, it was found that there were significant differences in leadership practices at $p < .01$ level. There

were significant differences in all dimensions of leadership practices, in *Setting Direction* at $p<.01$ level, in *Developing People* at $p<.05$ level, in *Redesigning the Organization* at $p<.01$ level and in *Managing the Instructional Program* at $p<.05$ level.

The teachers' perceptions of principals' leadership practices by administrative services, the administrative services (6 to 10) had the higher mean values than the administrative services (1 to 5) in all dimensions and overall leadership practices. According to the results of Independence Samples *t* Test, there were significant differences between two groups in *Setting Direction* and *Redesigning the Organization*. There were significant differences in overall leadership practices.

Findings on the Level of School Ethical Climate Perceived by the Teachers

Table 4.5 Means and Standard Deviations of Teachers' Perceptions on School Ethical Climate (N=243)

No.	School Ethical Climate	Mean	SD	Level
1	Caring	4.14	0.48	High Level
2	Law and Code	4.38	0.42	Very High Level
3	Rule	4.32	0.48	Very High Level
4	Instrumental	3.58	0.54	High Level
5	Independence	4.08	0.44	High Level
	Overall	4.10	0.35	High Level

Scoring Direction

For Level of Teachers' Perceptions on School Ethical Climate

1.00 to 1.80 = Very Low Level 1.81 to 2.60 = Low Level

2.61 to 3.40 = Moderate Level 3.41 to 4.20 = High Level

4.21 to 5.00 = Very High Level

According to table 4.5, the mean value of *Law and Code* was 4.38 (the highest mean value). The mean value of *Instrumental* was 3.58 (the lowest mean value). The mean values of *Caring*, *Rule* and *Independence* were ($M=4.14$), ($M=4.32$) and ($M=4.08$) respectively. The mean value of overall school ethical climate was ($M=4.10$). Level of school ethical climate according to teachers' perception, *Law and Code* and *Rule* had Very High Level and levels of other dimensions had High Level respectively.

Table 4.6 Means and Standard Deviations of Teachers' Perceptions on Overall School Ethical Climate by Schools

No.	School	N	Mean	SD	Level of School Ethical Climate
1	School A	61	4.14	0.48	High Level
2	School B	31	4.38	0.42	Very High Level
3	School C	42	4.32	0.48	Very High Level
4	School D	41	4.58	0.53	Very High Level
5	School E	32	4.08	0.44	High Level
6	School F	35	4.10	0.35	High Level
	Total	243	4.10	0.35	High Level

Scoring Direction

For Level of Teachers' Perceptions on School Ethical Climate

1.00 to 1.80 = Very Low Level 1.81 to 2.60 = Low Level

2.61 to 3.40 = Moderate Level 3.41 to 4.20 = High Level

4.21 to 5.00 = Very High Level

According to table 4.6, the total mean value of the school “D” was the highest mean value ($M=4.58$) and the school “E” that had the total mean value ($M=4.08$) was the lowest. The total mean values of school A, school B, school C and school F were 4.14, 4.38, 4.32 and 4.10 respectively. Level of school ethical climate by schools, school B, school C and school D were Very High Level and others were High Level respectively.

Table 4.7 ANOVA Results of Teachers’ Perceptions on School Ethical Climate
(N=243)

Dimensions of School Ethical Climate		Sum of Squares	df	Mean Square	F	P
Caring	Between Group	150.326	11	13.666	5.276	ns
	Within Group	598.349	231	2.590		
	Total	748.675	242			
Law and Code	Between Group	37.362	9	4.151	1.360	ns
	Within Group	711.313	233	3.053		
	Total	748.675	242			
Rule	Between Group	131.868	11	11.988	4.490	.020*
	Within Group	616.807	231	2.670		
	Total	748.675	242			
Instrumental	Between Group	53.911	12	4.493	1.487	ns
	Within Group	694.763	230	3.021		
	Total	748.675	242			
Independent	Between Group	60.469	11	5.497	1.845	ns
	Within Group	688.206	231	2.979		
	Total	748.675	242			
Overall School Ethical Climate	Between Group	371.671	90	4.130	1.665	.042*
	Within Group	377.003	152	2.480		
	Total	748.675	242			

Note: * $p<.05$ at significant level and ns= not significant

According to table 4.7, there were significant differences in overall school ethical climate at $p<.05$ level. There were also significant differences in *Rule* at $p<0.05$ level.

Table 4.8 presents the Tukey HSD multiple comparisons of teachers’ perceptions on school ethical climate among schools.

Table 4.8 Results of Tukey Multiple Comparisons of Teachers' Perceptions on School Ethical Climate among Schools (N=243)

School Ethical Climate	(I)School	(J)School	Mean Differences (I-J)	<i>p</i>
Overall	School D	School E	.242*	.039*

Note: * $p < .05$ at significant level

According to table 4.8, only principal from school D and principal from school E had significant differences in overall school ethical climate. Other principals were not significantly different in school ethical climate.

Findings on the Differences of Teachers' Perceptions on School Ethical Climate by Personal Factors

The teachers' perceptions of school ethical climate by qualification, the overall mean value of BEd, MEd holders ($M=4.17$) was higher than the overall mean value of BA/BSc, MA/MSc holders ($M=4.08$). BEd, MEd holders mostly performed in the *Rule* and its mean value was ($M=4.51$). BA/BSc, MA/MSc holders mostly performed in *Law and Code* and *Rule* and mean value was ($M=4.33$). According to the results of Independence Samples *t* Test, teachers' perceptions on school ethical climate grouped by qualification, the results showed that there were significant differences only in one dimension of school ethical climate, *Law and Code* at $p < .01$ level.

The teachers' perceptions of school ethical climate by position, Primary teachers had the higher mean value ($M=4.15$) than Junior and Senior teachers. One-way ANOVA was used to analyze whether there were significant differences in teachers' perceptions on school ethical climate by position. According to ANOVA results of teachers' perceptions on school ethical climate by position, there were significant differences in *Law and Code* and *Rule* at $p < 0.01$ level. To find what particular school ethical climate had great difference, Tukey HSD was conducted. The results showed that there were significant differences between junior teachers and primary teachers, junior teachers and senior teachers in *Law and Code*. There were significant differences between primary and junior, primary and senior in *Rule*.

Findings on the Relationship between Principals' Leadership Practices and School Ethical Climate

To find the relationship between principals' leadership practices and school ethical climate, Pearson-product moment correlation was used. The relationship between the dimensions are shown in table 4.9.

Table 4.9 Correlation between Overall Leadership Practices and Overall School Ethical Climate

Variables	Principals' Leadership Practices	School Ethical Climate
Principals' Leadership Practices	1	.344**
School Ethical Climate	.344**	1

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

According to the data presented in table 4.9, the result showed that there was positively low correlation between principals' leadership practices and school ethical climate ($r=.344^{**}$, $p<0.01$).

Findings of Interview Questions

In the qualitative study, interview questions were used to complement the data obtained from quantitative. The principals and 24 teachers from the selected schools were interviewed with 6 interview questions. The answers of the questions are-

Question 1 - What vision did you have in your school while you worked at as a leader and how would you plan to achieve this?

Answers: To train students to have high in academic achievement and to have good moral and physical character, they explained students about rules, regulations and disciplines which were important for being successful and encouraged them to make themselves develop in their moral and physical qualities. (n=4) and To nurture the students to be all round development, they planned the times schedules systematically to perform school's activities and says that the teachers were encouraged to pay serious attention to improve students' achievement. (n=3)

Question 2 - How would you manage to improve the teaching learning process for schools' academic achievement?

Answers: They provide instructional materials and give opportunities to attend workshop, in service-training and refresher courses and also discusses instructional strategies with teachers. (n=3) and They meet teachers individually to discuss student progress. They taught some subjects as necessary and give advice and experience for teaching to the teacher, observe student progress during classroom visit. (n=4)

Question 3 - How would you promote a climate for teachers' professional growth?

Answers: They delegate the responsibilities and powers related to school functions according to the teachers' qualification and experience. (n=3), They encourage all teachers to be leaders in their own fields and to be creative (n=3) and They support the teachers to make their own decisions and gave freely to perform their duties. (n=4)

Question 4 - How would you build the collaborative cultures with teachers and the community?

Answers: They establish team and group structures for school activities and problem solving. (n=4) and They make contact with community members to have supporting as advice, information and physical materials from them. (n=3)

Question 5 - How did teacher take care of each other in this school?

Answers: Teachers help each other in their works and social problems. (n=3), Teachers work together with cooperatively to be all round development of their school. (n=3) and Have only little number of teachers who do not interested in others. (n=2)

Question 6 - How do you think about the statement of teachers on obeying law and rules of school?

Answers: Most of the teachers obey the law and rules, sometimes had a little difficulty in working and making decisions as there were some teachers who did not give respect on rules.

(n=2) and Teachers obey the law and rules but some of the teachers did not take responsibility for their works. Therefore, Principal faced with difficulties on performing leadership practices. (n=2)

Conclusion and Discussion

This study aimed to study the principals' leadership practices and school ethical climate in Myaungmya Township, Ayeyarwaddy Region. In this study, the level of principals' leadership practices and level of school ethical climate were determined by mean values of teachers' responses to the questionnaire. The higher mean values, the higher the level of leadership practices and ethical climate. Results showed that all dimensions of leadership practices had high mean scores. Principals carried out *setting direction* more higher and *managing the instructional program* was lower than other leadership practices. Based on the dimensions of leadership practices, the overall mean value for teachers' perception on principals' leadership practices was $M=3.92$. Therefore, it could be interpreted that leadership practices level of principals in Myaungmya Township was high. Principals recognize the practices that contribute to high student achievement and engage in those to develop the school. Principals identify the specific leadership practices that lead to the achievement of their school goals. Teachers in Basic Education High Schools perceived their principals' leadership practices very well.

It was determined that high schools in Myaungmya Township had the *law and code* and *rule* at the very high level and *instrumental* at the lowest level as ethical climate types. According to results, teachers from Myaungmya Township obeyed the law and rules of the school very well. Based on the dimensions of school ethical climate, the overall mean value for teachers' perception on school ethical climate was $M=4.10$. Therefore, it could be interpreted that ethical climate level of schools in Myaungmya Township was also high.

The findings showed that all dimensions of principals' leadership practices were positively related to all dimensions of school ethical climate. According to the results, *setting direction* and *developing people* was more correlated with *caring*. The similar finding was found in the study of Mesut Sagnak (2010). The findings also showed that *redesigning the organization* was more correlated with the dimension of *independence* and *managing the instructional program* was more correlated with *law and code*. The similar finding was found in the study of Anja Scheps (2003).

Suggestion

- Principals should take advices from teachers to set goals and to implement the desired goals by making meeting at least thrice a year.
- Principals should guide and help teachers in improving their teaching if they are overloaded of administrative tasks and should more observe classroom teaching regularly than assessing the daily diaries and note of lessons.
- Principals should manage for new teachers to gain supports from mentor teachers who are carefully assigned to assist them in the first few years of teaching.
- Principals should try to get much assistance from parents and community members.
- Principals should find out the way for encouraging teachers to obey the rules.
- Principals should be role models by showing a sincere interest in teachers' goodness based on communication, empathy and commitment.

Need for Further Study

This study aims to study the principals' leadership practices and school ethical climate in Myaungmya Township, Ayeyarwaddy Region. Further research should be made in other township, states and regions. Moreover, in this regard, suggested research areas are:

- Relationship between ethical leadership and ethical climate
- A study of school ethical climate and teachers' job satisfaction
- A study of school ethical climate and teachers' job commitment
- A study of principals' leadership practices and ethical behaviours

Acknowledgements

First and foremost, we would like to express my respectful thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Phylene Phylene Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education).

We would like to offer my respectful gratitude to Dr. Daw Htay Khin (Professor, Head of Department, Department of Educational Theory, Yangon University of Education) for her invaluable guidance, support, encouragement, and kindly editing throughout the study. Further, we would acknowledge to the responsible persons from Basic Education High Schools who participated in this study.

References

- Aronson, E. (2001). Integrating leadership styles and ethical perspectives, *Canadian Journal of Administrative Sciences*, 18, 244-256.
- Bertocci, D. I. (2009). Leadership in Organizations: *There is a Difference between Leaders and Managers*. Retrieved on September 21, 2018 from <http://www.ebook.unived.ac.id/E-Book/David>
- Kohlberg, L. (1981). *The Philosophy of Moral Development*. San Francisco, Harper and Row.
- Leithwood, K Day, C., Sammons, P., Harris, A., & Hopkin, D. (2006). *Successful school leadership: What it is and how it influences pupil learning*, Department for Graduation and Skills, University of Nottingham, London, UK. Retrieved September 3, 2018 from <https://www.defs.gov.uk/research/data/uploadfiles/RR800.pdf>
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/documents/how-leadership-influences-student-learning.pdf>
- Leithwood, K. A. & Richel, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University. Retrieved September 3, 2018 from <http://www.cepa.gse.rutgers.edu/whatweknow.pdf>
- The Wallace Foundation, (2006). *Leadership for Learning: Making the Connections Among State, District, and School Policies and Practices*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/Wallace-Perspective-Leadership-for-Learning.pdf>
- Victor, B. and Cullen, JB. (1987), A theory and measure of ethical climate in organizations, *Research in Corporate Social Performances and Policy*, Vol. 9, pp. 51-7.
- Zulu, S. D. C. (2004). *The instructional leadership role of school principals*. Master of Education, University of Zululand. Retrieved September 11, 2018 from <http://uzspace.uzulu.ac.za/bitstream/handle/10530/697/Instructional+leadership+role+of+school+principals+S.D.C.+Zulu.pdf;jess>

A STUDY OF LEARNING ENVIRONMENT AND STUDENT ACHIEVEMENT IN BASIC EDUCATION HIGH SCHOOLS

Khin Mar Ni¹, Khaing Yee Mon and Khine Yee Mon

Abstract

The aim of the study was to investigate the learning environment and student achievement from teachers' perceptions in Basic Education High Schools, Chaung Sone Township, Mon State. Quantitative and qualitative methods were used in this study. A total of 227 teachers were selected as participants from six Basic Education High Schools, using purposive sampling method. Questionnaires for teachers' perceptions on principals' contribution to learning environment was used for this study. The reliability coefficient (Cronbach's α) of the whole scale of learning environment was 0.94. Descriptive statistics analysis and independent samples t Test were conducted to analyze the data in this study. In this study, learning environment is defined as an environment which includes physical learning environment, emotional learning environment and social learning environment. It was identified by the mean values of the teachers' response on the questionnaire items regarding physical learning environment, emotional learning environment and social learning environment. In this study, schools were classified into two groups according to their matriculation pass rates of three years (2013-2016). The average pass rate of three years (2013-2016) in Chaung Sone Township was 48.06%. The above average group included schools above 48.06% and below average group contained schools below 48.06%. According to the findings, principals' contribution to physical learning environment, emotional learning environment and social learning environment was moderately high level in Chaung Sone Township.

Key Terms: Learning Environment, Physical Learning Environment, Emotional Learning Environment, Social Learning Environment, Student Achievement.

Introduction

In today's world, education systems must constantly evolve in order to effectively respond to the rapidly changing demands of the societies they serve. The success and failure of the student depends greatly on the quality of school environment so it is necessary to create an enjoyable and productive learning to the students. Schools receive inputs from the external environment in the form of human and material resources, process them and empty into the society as finished products and services. Students are important not only to their schools and families, but also to their communities, to their future workplaces and families, and to the world around them. Students process a very keen and active spirit. With their observant eyes, they pick up all they see and hear. With their ears, they are taking note of all things. The curiosity to learn about all they see is an all-powerful drive for them. All of them are eager to acquire skills and knowledge of the world (Ministry of Education, 1998). The success or the failure of the student depends greatly on the quality of school environment so it is necessary to create an enjoyable and productive learning environment to the student. The physical and social dimensions of learning environments affect the quality of learning processes. They deserve to inherit a safer, fairer, and healthier world. There is no task more important than safeguarding their environment. The physical school environment is an essential component of a health-promoting school and is complemented by creating an environment for social and emotional well-being. A systematic process for promoting student's social and emotional development is the common essential element among schools that can reduce in problem behavior. Social and emotional learning (SEL) can be especially powerful when grounded in theory and empirical evidence, and when

¹ Dr, Associate Professor, Department of Educational Theory, Yangon University of Education

² Dr, Assistant Lecturer, Department of Educational Theory, Yangon University of Education

³ Dr, Assistant Lecturer, Department of Educational Theory, Yangon University of Education

adult stakeholders in children's education are actively involved in cultivating and modeling their own social and emotional competencies (Brackett et al. 2009).

Importance of the Research

The quality of the physical environment significantly affects student achievement (Earthman, 2002). The classroom environment affects academic achievement of the student significantly (Padhi, 1991). There was a positive relationship between good school environment and effective teaching and learning activities (Durosaro, 1998). It is necessary to investigate the influence of learning environment on student achievement in Myanmar. For this reason, this research was intended to study learning environment and student achievement in Basic Education High Schools, Chaung Sone Township, Mon State.

Aims of the Study

Main Aim

To study the learning environment and student achievement in Basic Education High Schools, Chaung Sone Township, Mon State

Specific Aims

1. To study the extent of teachers' perceptions on principals' contribution to learning environment in Basic Education High Schools
2. To study the extent of teachers' perceptions on principals' contribution to learning environment in Basic Education High Schools grouped by student achievement and school size
3. To study the differences of teachers' perceptions on principals' contribution to learning environment according to school related factors and principals' personal factors

Research Questions

1. To what extent do the teachers perceive on principals' contribution to learning environment in Basic Education High Schools, Chaung Sone Township, Mon State?
2. To what extent do the teachers perceive on principals' contribution to learning environment in Basic Education High Schools grouped by student achievement and school size?
3. Are there any significant differences in teachers' perceptions on principals' contribution to learning environment according to school related factors and principals' personal factors?

Limitations of the Study

Due to time constraint, this study is geographically limited to Chaung Sone Township, Mon State. The respondents in the study were all teachers from Basic Education High Schools in Chaung Sone Township, Mon State. Principals, students and parents were not included in this study. Furthermore, student achievement was only intended to the average pass rate in matriculation examination Grade-10 for three years of each school. If the individual achievement was considered as the student achievement, it could get more valid findings. The findings of this study applied to Chaung Sone Township only and could not be generalized to any other Townships

Theoretical Framework

The learning environment is generally a complex one and can be understood on the basis of the physical learning environment, and social and emotional learning environment.

Physical Learning Environment

Students learn better when physical settings are clean, well maintained, bright and secure; individuals respect themselves and others; and the emotional climate supports positive, respectful and meaningful relationships. When students feel welcome, accepted, valued and safe, they will challenge themselves academically and their readiness for learning is significantly enhanced.

Higgins (2005) described the effect of the physical school environment on learning.

- The school built environment
 - Temperature and air quality
 - Noise
 - Light
 - Other school build features
- The physical environment of the classroom
 - Furniture and equipment
 - Arrangement and layout
 - Display and storage
 - ICT

According to WHO, UNICEF, UNESCO, EDC, World Bank, PCD and EI (2003), a school's environment can enhance social and emotional well-being and learning when it:

- is warm, friendly and rewards learning
- promotes cooperation rather than competition
- facilitates supportive, open communications
- views the provision of creative opportunities as important
- prevents physical punishment, bullying, harassment and violence, by encouraging the development of procedures and policies that do not support physical punishment and that promote non-violent interaction on the playground, in class and among staff and students.
- promotes the rights of boys and girls through equal opportunities and democratic procedures.

Definitions of Key Terms

- (a) **Learning environment** is a space with information resources, experienced individuals and interactive atmospheres where learners can develop their knowledge, skills and values (Juceviciene & Tautkeviciene, 2002).
- (b) **The physical learning environment** includes all physical aspects such as classrooms, teaching materials and learning facilities, both inside and outside the classroom (Fraser, 1994).
- (c) **The emotional learning environment** refers to students learning and performing more successfully when they feel secure, happy, and excited about the subject matter (Boekaerts, 1993).

- (d) **The social learning environment** refers to improvement of perceptions on student/teacher relations, working in teams, communication skills (Higgins et al., 2005).
- (e) **Student achievement** refers to students' scoring at or above the minimum level of proficiency as defined by standardized test. It is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points average and degrees (Bennet, 2001).

Methodology

Research Methodology

Both quantitative and qualitative research methods were used to collect the required data in this study. Quantitative measurements were used to measure teachers' perception on principal's contribution to learning environment. Data were collected through questionnaire survey in quantitative study and open-ended questions were used in qualitative study.

Sample

In this study, purposive sampling method was used. There are six Basic Education High Schools in Chaung Sone Township. The target population was all teachers from high schools in Chaung Sone Township, Mon State. The total of 239 teachers in six High Schools of Chaung Sone Township, 227 teachers were participated as respondents in this study. In this study, schools were classified into two groups according to their matriculation pass rates of three years (2013-2016). The average pass rate of three years (2013-2016) in Chaung Sone Township Mon State was 48.06%. The above average group included schools above 48.06% and below average group contained schools below 48.06%.

Instrumentation

One set of questionnaires was used in this study. This questionnaire is about learning environment which is divided into three components: physical learning environment, emotional learning environment and social learning environment. Learning environment questionnaire used in this study was based on principal's contribution to physical learning environment, emotional learning environment and social learning environment of the schools. This questionnaire included demographic data, principal's contribution to physical learning environment, emotional learning environment and social learning environment. Personal factors composed of principal's demographic data: gender, service and qualification. School size was composed of demographic data.

This questionnaire was to study teacher's perception on their principal's contribution to physical learning environment, emotional learning environment and social learning environment. The item concerned with the principal's contribution to learning environment and composed of three parts. It contains 30 items for physical learning environment, 18 items for social learning environment and 12 items for emotional learning environment. All the 60 items included in this questionnaire were rated in four- point Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The opened-ended questions were consisted in this questionnaire.

Procedure

In the third week of January, 2017, the modified questionnaires were distributed to the selected schools. All questionnaires were collected after two weeks and were completely answered. After the questionnaires have been returned, the data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS) software version 20. Descriptive analysis and independent sample *t* Test were conducted to analyze the data. Descriptive analysis

was used to compute means and standard deviations. Independent samples *t* Test was used to compare means and to find out whether there is any difference between teachers' perceptions on learning environment in above group and below average group, school size and principal's demographic data.

Findings

Quantitative Research Findings

The analysis of data collected from the perceptions of teachers upon principals' contribution to learning environment in Chaung Sone Township, Mon State will discuss as research findings.

Table 1 Mean Values and Standard Deviations of Principal's Contribution to Learning Environment

No	Variables	Mean Score	SD	Remark
1	Physical Learning Environment	3.17	0.46	Moderately high
2	Emotional Learning Environment	3.05	0.51	Moderately high
3	Social Learning Environment	3.14	0.48	Moderately high

Scoring direction: 1.00-1.49= low 2.50-3.49=moderately high
1.50-2.49=moderately low 3.50-4.00= high

According to Table 1, the mean values of principal's contribution to physical learning environment, emotional learning environment were 3.17, 3.05 and 3.14 respectively.

Table 2 Mean Values and Standard Deviations of Teacher's Perceptions for Principal's Contribution to Learning Environment in Each School

No.	Schools	N	Physical Learning Environment	Emotional Learning Environment	Social Learning Environment
			Mean (SD)	Mean (SD)	Mean (SD)
1	A	37	2.61(0.26)	2.61(0.33)	2.76(0.32)
2	B	36	3.62(0.28)	3.45(0.39)	3.61(0.32)
3	C	48	3.07(0.35)	2.80(0.40)	2.89(0.45)
4	D	36	3.20(0.39)	3.07(0.37)	3.09(0.37)
5	E	25	3.67(0.23)	3.51(0.41)	3.64(0.35)
6	F	45	3.05(0.27)	3.09(0.55)	3.09(0.35)

Scoring direction: 1.00-1.49= low 2.50-3.49=moderately high
1.50-2.49=moderately low 3.50-4.00= high

According to Table 2, the mean values of principal's contribution to physical learning environment, emotion learning environment and social learning environment in school E was highest in all schools and the mean values of principal's contribution to physical learning environment, emotion learning environment and social learning environment in school A was lowest in all schools. Therefore, the condition of principal's contribution to physical learning environment, emotion learning environment and social learning environment in school E was better than any other condition to physical learning environment, emotional learning environment and social learning environment in school.

Table 3 Mean Values and Standard Deviations of Principals' Contribution to Learning Environment Grouped by Student Achievement (N=227)

No.	Variables	Student Achievement Group	Mean	SD	Remark
1	Physical Learning Environment	Above Average Group	3.19	0.51	moderately high
		Below Average Group	3.13	0.34	moderately high
2	Emotional Learning Environment	Above Average Group	3.02	0.54	moderately high
		Below Average Group	3.08	0.47	moderately high
3	Social Learning environment	Above Average Group	3.16	0.54	moderately high
		Below Average Group	3.09	0.36	moderately high

Scoring direction: 1.00-1.49= low 2.50-3.49=moderately high
1.50-2.49=moderately low 3.50-4.00= high

According to Table 3, it can be found that principals' contribution to physical learning environment, emotional learning environment and social learning environment in above average group and below average group were moderately high level.

Table 4 Independent Samples *t*-Test Results for Principals' contribution to Learning Environment Grouped by School Size Based on Teachers' Perceptions

Variable	School Size	Mean (SD)	<i>t</i>	<i>df</i>	<i>p</i>
Physical Learning Environment	1-1000 group	3.02(0.48)	-4.07	196	0.000***
	1001 and above group	3.28(0.41)			

* $p < .05$, ** $p < .01$, *** $p < .001$ at significant level and ns = not significant

According to Table 4, there was a significant difference between principals' contribution to physical learning environment in 1-1000 group and 1001 and above group school size ($t = -4.07$, $df = 196$, $p < 0.001$).

Table 5 Independent Samples *t* Test Results for Principals' Contribution to Learning Environment Grouped by Principals' Gender Based on Teachers' Perceptions (N=227)

Variables	Gender	Mean (SD)	<i>t</i>	<i>df</i>	<i>p</i>
Emotional Learning Environment	Male	2.92 (0.41)	-2.85	195.69	0.005*
	Female	3.12(0.56)			
Social Learning Environment	Male	2.98(0.43)	-3.91	184.82	0.000***
	Female	3.23(0.49)			

* $p < .05$, ** $p < .01$, *** $p < .001$ at significant level and ns = not significant

According to Table 5, there was a significant difference between principals' contribution to emotional learning environment in male and female principals ($t = -2.85$, $df = 195.69$, $p < 0.05$). According to Table 7, there was a significant difference between principals' contribution to social learning environment in male and female principals ($t = -3.91$, $df = 184.82$, $p < 0.001$).

Table 6 Independent Samples *t*-Test Results for Principals' contribution to Learning Environment Grouped by Principals' Services Based on Teachers' Perceptions (N=227)

Variable	Service(years)	Mean(SD)	<i>t</i>	<i>df</i>	<i>p</i>
Social Learning Environment	1-2	3.29(0.53)	4.0	172.7	0.000**
	3 and above	3.02(0.40)	0	0	*

* $p < .05$, ** $p < .01$, *** $p < .001$ at significant level and ns = not significant

According to Table 6, there was a significant difference between principals' contribution to social learning environment in 1-2 years services group and 3 and above group ($t=4.00$, $df=172.70$, $p<0.001$).

Table 7 Independent Samples *t* Test Results for Principals' Contribution to Learning Environment Grouped by Principals' Qualification Based on Teachers' Perceptions (N=227)

Variables	Qualification	Mean (SD)	<i>t</i>	<i>df</i>	<i>p</i>
Physical Learning Environment	BA/BEd	3.28(0.39)	2.17	196	0.031*
	BSc/BEd	3.12(0.48)			
Emotional Learning Environment	BA/BEd	3.24(0.54)	3.49	206	0.001***
	BSc/BEd	2.97(0.48)			
Social Learning Environment	BA/BEd	3.29(0.43)	3.03	213	0.000***
	BSc/BEd	3.08(0.49)			

* $p<0.05$, ** $p<0.01$, *** $p<0.001$ at significant level and ns = not significant

According to Table 7, there was a significant difference between principals' contribution to physical learning environment in BA/BEd group and BSc/BEd group ($t=2.17$, $df=196$, $p<0.05$). According to Table 9, there was a significant difference between principals' contribution to emotional learning environment in BA/BEd group and BSc/BEd group ($t=3.49$, $df=206$, $p<0.001$). According to Table 9, there was a significant difference between principals' contribution to social learning environment in BA/BEd group and BSc/BEd group ($t=3.03$, $df=213$, $p<0.001$).

Qualitative Research Findings

The teachers' responses of open-ended questions were presented as qualitative findings. The responses were classified as two groups according to student achievement.

(1) Describing the principal's contribution for making physical school environment clean and pleasant.

Teachers responded that their principal

- make their schools free from waste and rubbish. (N-36 in above average group and N-22 in below average group)
- grow vegetable, plants and trees. (N-92 in above average group and N-51 in below average group)
- polish and paint school buildings and walls. (N-76 in above average group and N-47 in below average group)
- secure school compound with a fence. (N-52 in above average group and N-17 in below average group)
- make favourable playground. (N-9 in above average group and N-2 in below average group)

(2) Describing the principal's contribution to students' social development in school.

Teachers responded that their principal

- create opportunities for students to take part in the ceremonies and festival held at school (N-19 in above average group)

- organize intra-sports competition, concerts, important talk competitions and debate, essay on Independent day, Union day and National day. (N-38 in above average group and N-17 in below average group)
- improve social skill during assembly. (N-64 in above average group and N-21 in below average group)
- make good relationship with others and respect each other. (N-22 in above average group and N-12 in below average group)
- do not give support. (N-6 in above average group)

(3) Describing the principal's contribution on students' feeling in school.

Teachers responded that their principal

- provide orphaned child, economic and little sediment students opportunities to get suggestions and help from their teachers (N-96 in above average group and N-44 in below average group)
- encourage students to meet guardian and co-guardian groups to express their feeling. (N-11 in above average group and N-10 in below average group)
- encourage students to show their feeling with eassy, poem and dramatic. (N-4 in above average group and N-3 in below average group)
- does not allow to express students' feeling. (N-7 in above average group and N-2 in below average group)
- discuss students' feeling at life skill time. (N-8 in above average group)

(4) Describing students' cooperation in teaching-learning process of teachers in school.

Teachers responded that they

- teach with teaching aids, images, pictures and real materials. (N-50 in above average group and N-50 in below average group)
- participate in practical teaching. (N-22 in above average group and N-23 in below average group)
- create some teaching ways themselves. (N-21 in above average group and N-7 below average group)
- arrange multi-media classroom, language lab, overhead projectors, tape, video and TV/VCD. (N-4 in above average group and N-2 in below average group)

(5) Describing the supports and encouragements that the School Board of Trustees, community and parents support to make learning environment improvement.

Teachers responded that School board of Trustees, community and parents

- give credit to outstanding students. (N-45 in above average group and N-22 in below average group)
- help school environment to be clean, safe and green. (N-5 in above average group)
- supply the electricity. (N-15 in above average group and N-2 in below average group)
- give necessary help for having enough water for daily use. (N-6 in above average group and N-7 in below average group)
- help to solve the difficulties of the school with teacher. (N-27 in above average group and N-14 in below average group)

- support nutrition, books, tools, furniture and money. (N-73 in above average group and N-32 in below average group)

Conclusion and Discussion

Learning environment plays a major role in improving learning in schools and is identified as a major determinant of student learning. Students spend a large portion of their moments in schools. Therefore, they deserve to have safe and happy schools. To help students feel good about themselves and secure in their environments, maintaining a sense of community is fundamentally important both in the individual classroom and in the school as a whole (Erlauer, 2003).

Principals' contribution to learning environment in Chaung Sone Township, Mon State was in moderately high level according to findings. Principals' contribution to learning environment in above average group was a little higher than principals' contribution to learning environment in below average group.

Principals' contribution to learning environment in Chaung Sone Township, Mon State was in moderately high level according to school size. Principals' contribution to learning environment in 1001 and above group school size was higher than principals' contribution to learning environment in 1-1000 group school size.

Principals' contribution to learning environment in Chaung Sone Township, Mon State was in moderately high level according to male and female principals. Female principals' contribution to learning environment was higher than male principals' contribution to learning environment.

Principals' contribution to learning environment in Chaung Sone Township, Mon State was in moderately high level according to 1-2 years services group and 3 and above group. 1-2 years services group principals' contribution to learning environment was higher than 3 and above group principals' contribution to learning environment.

Principals' contribution to learning environment in Chaung Sone Township, Mon State was in moderately high level according to BA/BEd group and BSc/BEd group. BA/BEd group principals' contribution to learning environment was higher than BSc/BEd group principals' contribution to learning environment.

Recommendations.

Daniel (2014) emphasized that the principal is expected to set an atmosphere of order, high expectation for the staff and students, encourage collegial and collaborative leadership and building commitment among the schools and the staff towards attainment of the school goals. Since the school is considered a second home for the students, the principal should develop a rapport and understand the feelings of the students take and these feeling into consideration and provide a school environment in which the child safe and confident.

Based on the analyses of the study, the following suggestions and recommendations were drawn to be effective learning environment that effects student achievement.

- The physical environment should be safe and have adequate space for students to work, relax, play and talk together in small group.
- Principals should arrange the lessons by using overhead projectors, tape, Video and TV/VCD.
- Principals should do experiments in well-facilitated science laboratory.

- Principals should display students' work on notice-board.
- Principals should provide conducive learning environment where learners are free to consult them when they need.
- Principals should provide adequate learning facilities that are able to arouse interest in the learners and to motivate them to work hard.
- Principals should develop a rapport and understand the feelings and needs of their students.
- Parents should cooperate with teachers for the welfare of their children.

Need for Further Research

It is only admitted that this study was to investigate learning environment and student achievement in Chaungzon Township, Mon State. Therefore, the need for further inquiry is obviously necessary. Further research should be made in other Townships. Studies on learning environment and academic achievement may be extended to the other educational levels. An important suggestion for further research is that studies on learning environment may be investigate not only physical learning environment, emotional learning and social learning environment but also intellectual learning environment. Moreover, further research should be conducted about the other influencing that impact on student achievement.

References

- Bandular, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bennet, J. (2001). *The Relation between Classroom Climate and Student Academic*. Retrieved November 19, 2016 from <http://digital.library.unt.edu/ark:/67531/metadc3065/m2/1/high-resd/dissertation.pdf>
- Blum, R. (2005). *Best Practices: Building Blocks For Enhancing School Environment*. Retrieved November 7, 2016 from http://www.jhsph.edu/research/centers-and-institutes/military-child-initiative/resources/Best_Practices_monograph.pdf
- Boekaerts, M. (1993). *Anger in relation to school learning*. *Learning and Instruction*, 3,269-280.
- Brackett, M. A., Patti, J., Stern, R., River, S. E., Elbertson, N. A., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based approach to building emotionally literate schools. In D. Thompson, M. Hughes & J. Terrell (Eds.), *The handbook of developing emotional and social intelligence: Best practices, case studies, & tools* (pp. 329-358). New York: Pfeiffer.
- Daniel, K. (2014). *The impact of School Environment and Peer Influences on Students' Academic Performance In Vihiga County, Kenya*. Retrieved November 8, 2016, from <http://iiste.org/Journals/index.php/JEP/article/view/12362>
- Durosaro, D. O. (1998). *School plant management in Negeria: Trends, issues and problems in Management of Nigerian Education – Project monitoring and school plant maintenance*. A publication of the National Institute for Planning and Administration,2,53-63.
- Earthman, G. (2004). *Prioritization of 31 Criteria for School Building Adequacy*, American Civil Liberties Union Foundation of Maryland, Baltimore.
- Erlauer, L. (2003). *Brain-Compatible Classroom: (2) Emotional Wellness and a Safe Environment*, Association for Supervision and Curriculum Development. Retrieved November 23, 2016 from <http://www.ascd.org>
- Fraser, B. J. (1994). *Classroom and School Climate*. In *Chelicera Sid. Nair and Darrell L. Fisher Eds.*, *A learning environment study of tertiary classrooms*, National Key Centre for School Science and Mathematics, Curtin University of Technology.
- Higgins, S., et al., (2005). *The Impact of School Environments: A Literature Review*. Retrieved November 9, 2016 from <http://www.ncl.ac.uk/cflat/news/DCReport.pdf>

- Juceviciene, p & Tautkeviciene, G. (2002). *“Triangle of Competences”* as one of the basic characteristics of the university library Learning Environment. Retrieved November 19, 2016 from <http://www.leeds.ac.uk/documents/00002343.htm>
- Ministry of Education (1998). *Pyin Nya Beik Man (Utopia) High School*, The Government of the Union of Myanmar.
- Padhi, J. E. (1991). *Effects of classroom environment and creativity an academic self-concept and academic achievement*, Indian Psychological Review.
- Pekrun, R. (2012). *Emotions and Learning*. Retrieved November 15 2016, from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educvational_Practice_24eng.pdf
- WHO (2003). *The Physical School Environment: An Essential Component of a Health- Promoting School*, The World Health Organization’s Information Series on School Health, Document 2.
- Zins, J. E., Weissberg, R.P., Wang, M. C., Walberg, H.J. (Eds.). (2004). *Building Academic Success on Social and Emotional Learning: What does the research say?* New York: Teachers College Press.

KNOWLEDGE AND PRACTICES OF PRIMARY TEACHERS ON SCIENCE TEACHING FOR PROMOTING STUDENTS' CRITICAL THINKING SKILLS

Ei Thuzar Naing¹ and Cho Cho Sett²

Abstract

The main aim of this study is to investigate knowledge and practices of primary teachers on science teaching for promoting students' critical thinking skills. Specific aims of the research are to study the variations of primary teachers' practices on science teaching for promoting students' critical thinking skills in terms of their knowledge levels, types of school and personal factors. Quantitative and qualitative methods were used in this study. A total of one hundred and sixteen teachers were selected as subjects from fifty six schools in Paung Township, using the purposive sampling method. This questionnaire included demographic data, teachers' knowledge, and practices on science teaching for promoting students' critical thinking skills. Instrument was reviewed by a panel of experts. The reliability coefficient for the whole instrument was 0.90. Descriptive Statistics, Independent Samples *t*-test and One-Way ANOVA were utilized to analyze the quantitative data. The result found that upper primary teachers' knowledge on science teaching for promoting students' critical thinking skills were satisfactory level (50%-74%). The mean value of level of primary teachers' practices for promoting students' critical thinking skills was moderately high. There was no significant variation in any three groups of teachers with different knowledge levels for teachers' critical thinking practices. There were significant differences in the practices of promoting students' critical thinking skills among the teachers grouped by types of school and academic qualification. There were no significant differences in the practices of promoting students' critical thinking skills grouped by teaching service and position. Information from teachers' interview, observation and documentation were complementary to each other.

Keywords: primary science education, critical thinking skills

Introduction

We need citizens with problem solving and critical thinking skills to adapt to these constant changes and improve the world we live in. Students are not born with these skills. We need to create a nurturing learning environment for our students in which they get exposed to opportunities to think, inquire, discover, learn, and apply.

In a classroom, learning science needs an agreeable blend of cognitive skills through hands-on, minds-on, and hearts-on activities that help develop critical thinking habits in students (Gardner, 2008). For young students, their entire world is their laboratory; they continually seek to know, understand and question all things. Though their efforts are often fumbling, students readily search for data and want verification.

There is no better way to help students satisfy their wanting to know, the questioning and searching, than to allow them to interact with objects and events of the natural world.

Significance of the Study

Brown indicated that students can internalize critical thinking skills for problem-solving when these skills are modeled by teachers, suggesting that teachers' epistemological approach

¹ Senior Teacher, Basic Education High School, Moattama, Paung Township, Mon State

² Dr, Lecturer, Department of Educational Theory, Yangon University of Education

and instructional choices can make a difference to students' critical thinking development. However, research has indicated that teachers have intensely held epistemological views of science as a body of scientific facts to be transmitted to students. In studies examining the science teaching practices of elementary teachers in schools, teachers described themselves as facilitators of students' critical thinking and science learning; yet, their practice was more didactic and expository in nature.

Kuhn's emphasis on the value of promoting students' ability to think and critically evaluate assertions can serve all students as future citizens. Yet, teachers' competency and explicit planning for critical thinking can impact the critical thinking skill development of their students.

Aims of the Study

- To study the knowledge levels of primary teachers on science teaching for promoting students' critical thinking skills.
- To study the extent of primary teachers' practices on science teaching for promoting students' critical thinking skills.
- To study the differences of primary teachers' practices on science teaching for promoting students' critical thinking skills according to types of school and personal factors.
- To study the variations of primary teachers' practices on science teaching for promoting students' critical thinking skills in terms of their knowledge levels.

Research Questions

The research questions are as follows;

- What are the knowledge levels of primary teachers on science teaching for promoting students' critical thinking skills?
- To what extent do primary teachers practise on science teaching for promoting students' critical thinking skills?
- Are there any significant differences in primary teachers' practices on science teaching for promoting students' critical thinking skills according to types of schools and personal factors?
- What are the variations of primary teachers' practices on science teaching for promoting students' critical thinking skills in terms of their knowledge levels?

Theoretical Framework of the Study

Facione (1990) led a large effort to define critical thinking with forty-six academics recognized as having experience or expertise in critical-thinking instruction, assessment, or theory. The experts reached an agreement on the core dimensions of critical thinking: Interpretation, analysis, evaluation, inference, explanation and self-regulation.

Interpretation means being open-minded and to understand various phenomena, as well as considering different cultural or individual perspectives that can shape each phenomenon. This requires embracing multiple views simultaneously in order to understand the different perspectives on a phenomenon.

Analysis refers to identifying stated and unstated relationships between ideas from different sources in order to evaluate information and evidence, gain different perspectives, or to solve problems.

Evaluation is used to determine if a stated or unstated statement or argument is valid. This is done by looking at the evidence and taking into account different perspectives and relationships between the statements.

Making inferences is being aware of unstated or stated views and to be able to use these views to form conclusions, hypotheses, or judgments.

Explanation is demonstrating one's thoughts in a rational manner, providing clarity and accuracy, so that these thoughts cannot be misinterpreted.

Finally, **self-regulation** refers to monitoring one's own thoughts, being aware of personal biases, and understanding the reasoning behind one's own thinking.

Piaget and his colleagues supported by other researchers found that children pass through four qualitatively different stages of mental or cognitive development (Carin & Sund, 1989).

1. Sensorimotor stage (0-2 years)
2. Preoperational stage (2-7 years)
3. Concrete- operational stage (7-11 years)
4. Formal- operational stage (11-14+ years)

Among these four stages, the upper primary students are concrete-operational stage. In this stage the children can now perform logical operations. They can observe, judge, and evaluate in less egocentric terms than in the preoperational stage, and they can formulate more objective explanations. As a result, they know how to solve physical problems. Because their thinking is still concrete and not abstract, they are limited to problems dealing with actual concrete experiments. They cannot generalize, deal with hypothetical situations, or weigh possibilities. They are capable of decentralization, which means that they no longer "centers" their thinking on just one property or aspect of an object, but can now "centers" on two or more at one time. They can now understand multiple relationships and can combine parts into a whole.

They acquire good motor skills and can move objects around to make them fit properly. They can make multiple classifications and they can arrange objects in long series and place new objects in their proper place in the series. They begin to comprehend geographical space and historical time. They develop the concepts of conservation according to their ease of learning: first, numbers of objects, then matter, length, area, weight, and volume, in that order. They also develop the concept of reversibility and can now reverse the physical and mental processes when numbers of objects are rearranged or when the size and shape of matter are changed.

Definition of Key Terms

(1) Knowledge

Knowledge is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson plan development and implementation and student evaluation (Koehler, 2011).

(2) Practice

Practice is the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviors (EOA center).

(3) Critical Thinking

Critical thinking is the ability to think clearly and rationally about what to do or what to believe (Facione, 2000).

Operational Definitions

Knowledge of primary teachers on science teaching for promoting students' critical thinking skills is the upper primary teachers' knowledge on the nature of children, science teaching and basic understanding of essentials for promoting students' critical thinking skills.

Practices of primary teachers on science teaching for promoting students' critical thinking skills are the essential conditions, materials, and activities for promoting students' critical thinking skills.

Methodology

Quantitative Methodology

Sample

There are 116 primary teachers who have experience in science teaching from Basic Education Schools in Paung Township, Mon State by using purposive sampling method.

Table 1 Demographic information about the respondents

Variables	Group	No. of respondents
Teaching Service	1-10	45
	11-20	30
	21 and above	41
Position	P.T	63
	J.T	53
Qualification	BA	64
	BSc	52
Types of School	Primary	104
	Middle	6
	High	6

Instrumentation

A three-part questionnaire was constructed for the study. The first part is to collect the demographic information concerning types of school, teaching service, position and academic qualification.

The second part is teachers' knowledge. The questionnaire consisted of 25 items (True/False, Matching, Multiple-choice) for knowledge of primary teachers on science teaching for promoting students' critical thinking skills.

The third part is practices of primary teachers on science teaching for promoting students' critical thinking skills. This section consists of thirty-two items. These items are assessed on a five-point likert scale with anchors that read, 'Never', 'Rarely', 'Sometime', 'Often' and 'Always'.

Open-ended questions on teacher's knowledge and practices for critical thinking skills were part of the larger survey instrument measuring.

Instrument Validity: In order to obtain the content validity for questionnaire, expert review was conducted by nine experienced educators, who have special knowledge and close relationship with this area, from the Department of Educational Theory.

Instrument Reliability: According to the test of pilot study, the reliability coefficient (Cronbach's alpha) were 0.90 for teachers' practices on science teaching for promoting students' critical thinking skills questionnaires.

Procedure

After receiving permission from the Director General (Education) of DBE (Department of Basic Education), the questionnaires were distributed to the schools between 29th October, 2018 and 1st November, 2018. Distributed questionnaires were recollected by the research after one week later and were completely answered.

Data Analysis

The data were analyzed using the Statistical Package for the Social Science (SPSS) software version 24. Descriptive, one-way ANOVA and independent samples *t*-test were used to examine the responses. Primary teachers' knowledge for promoting students' critical thinking skills were determined by using Item Percent Correct (IPC) value of each item included in the questionnaire and average score percent.

Qualitative Methodology

According to the related literature review, three open-ended questions were administered in order to obtain in-depth information about teachers' knowledge and practices on science teaching for promoting students' critical thinking skills. Reliability and content validity was taken as in quantitative method.

Findings

Research findings are presented by using descriptive statistics: means and standard deviations, independent samples *t*-test and one-way ANOVA. Teachers' responses to open-ended questions were also presented.

1. Teachers' Knowledge Level on Science Teaching for Promoting Students' Critical

Thinking Skills

In scoring these items intended for investigating teachers' knowledge on promoting students' critical thinking skills, 1 mark was given for one correct answer.

Table 2 IPC (Item Percent Correct) Values Showing the Participant Teachers' Knowledge on the Nature of Primary Children (True-False Items) (N=116)

No	Items	Number of Correct Participants	IPC
1	Can perform logical operations.*	108	93.1%
2	Do not know the law of conservation.	41	35.3%
3	Are unable to manipulate the things well.	60	51.7%
4	Believe only when they see and touch everything themselves.*	93	80.2%
5	Teachers should take into account each student's prior knowledge and interests.*	116	100%
6	Teachers should not be taught the processes in which they can think critically what to study the things in their environment.	113	97.4%
7	Having children carry out the practical activities and group discussion induce advantages.	115	99.1%
8	Link science with students' developmental stages.*	115	99.1%
9	Reduce students' interests for linking science lessons with the daily life.	116	100%
10	Make students interested in natural process and form habits of observation.*	115	99.1%
11	Make students appreciate and maintain the environment.*	115	99.1%
12	Teach students to apply the knowledge of personal and family hygiene to daily activities.*	115	99.1%
13	Do not create a safe environment where students feel comfortable challenging each other's ideas.	114	98.3%

Note: * = correct items

Table 3 Numbers and Percentages of Participant Teachers Showing Knowledge Levels on the Nature of Primary Children (N=116)

Variable	No. of Teacher (%)	Remark
Teachers' Knowledge Level	112 (97%)	Above satisfactory Level
	4 (4%)	Satisfactory Level
	0 (0%)	Below satisfactory Level

Scoring Range: <50%=below satisfactory 50%-74%=satisfactory level ≥75%=above satisfactory

Table 4 IPC (Item Percent Correct) Values Showing the Participant Teachers' Knowledge on Critical Thinking Skills (Matching Items) (N=116)

No.	Items	Number of Correct Participants	IPC
1	Interpretation is the ability to understand various phenomena.	24	20.7%
2	Analysis refers to identifying stated and unstated relationships between ideas from different sources.	44	37.9%
3	Evaluation is used to determine if a stated or unstated statement is valid by looking at the evidence.	47	40.5%
4	Inference is being able to use these views to form conclusions, hypotheses, or judgments.	32	29.3%
5	Explanation is demonstrating one's thoughts in a rational manner, providing clarity and accuracy.	52	44.8%
6	Self-regulation refers to monitoring one's own thoughts, being aware of personal biases.	64	55.2%

Table 5 Numbers and Percentages of Participant Teachers Showing Levels of Knowledge for Critical Thinking Skills (N = 116)

Variable	No. of Teacher (%)	Remark
Teachers' Knowledge Level	8 (7%)	Above satisfactory Level
	52 (45%)	Satisfactory Level
	61 (53%)	Below satisfactory Level

Scoring Range:

<50%=below satisfactory 50%-74%=satisfactory level ≥75%=above satisfactory

Table 6 IPC (Item Percent Correct) Values Showing the Participant Teachers' Knowledge on Science Teaching Strategies (Multiple-Choice Items) (N=116)

No	Items	Number of Correct Participants	IPC
1	Having children make the groups according to the number of petals by giving them the flowers having different numbers of petals.	46	39.7%
2	Having the children predict the possible dangers of water pollution after it is taught.	13	11.2%
3	Having children think what will happen when air is blown into the plastic bag, close it and then press any place of the air bag.	28	24.1%
4	Having children record and describe the rate of air within one week by graph.	45	38.8%
5	Having children study what happens if ice is heated and discuss the need of heat energy to change from solid to liquid.	22	19%
6	In teaching about the different parts of a plant, having children bring the plants growing around the school and retell different parts of these plants.	25	21.6%

Table 7 Numbers and Percentages of Participant Teachers Showing Levels of Knowledge on Science Teaching (N = 116)

Variable	No. of Teacher (%)	Remark
Teachers' Knowledge Level	2 (2%)	Above satisfactory Level
	23 (20%)	Satisfactory Level
	91 (79%)	Below satisfactory Level

Scoring Range: <50%=below satisfactory 50%-74%=satisfactory level ≥75%=above satisfactory**Table 8 Numbers and Percentages of Participant Teachers Showing Levels of Overall Knowledge for Promoting Students' Critical Thinking Skills (N=116)**

Variable	No. of Teacher (%)	Remark
Overall Teachers' Knowledge	4 (4%)	Above satisfactory Level
	107 (92%)	Satisfactory Level
	5 (4%)	Below satisfactory Level

Scoring Range: <50%=below satisfactory 50%-74%=satisfactory level ≥75%=above satisfactory

2. Upper Primary Teachers' Practices on Science Teaching for Promoting Students' Critical Thinking Skills

Table 9 Mean Values and Standard Deviations of Primary Teachers' Practices for Promoting Students' Critical Thinking Skills (N=116)

Variables	Mean	SD	Remark
Interpretation	3.93	.48	moderately high
Analysis	3.72	.66	moderately high
Evaluation	4.17	.48	moderately high
Inferences	4.03	.64	moderately high
Explanation	4.07	.54	moderately high
Self-Regulation	4.01	.60	moderately high
Overall Teachers' Practices	3.98	.46	moderately high

Remark: 1.00-1.49=very low 1.50-2.49=moderately low 2.50-3.49=satisfactory 3.50-4.49= moderately high 4.50-5.00=high

3. Differences in Primary Teachers' Practices on Science Teaching for Promoting Students' Critical Thinking Skills Grouped in terms of the Demographic Data

First of all, the mean values and standard deviations of primary teachers' practices for promoting students' critical thinking skills grouped by their types of school.

Table 10 Mean Values and Standard Deviations of Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Types of School

Variable	Types of School	Mean	SD
Overall teachers' Practices	Primary	4.04	0.50
	Middle	3.51	0.45
	High	3.49	0.43

Scoring Direction: 1.00-1.49=never 1.50-2.49=seldom 2.50-3.49=sometimes
3.50-4.49=often 4.50-5.00=always

It can be analyzed that Basic Education Primary and Middle Schools teachers group were found as *often practiced* and Basic Education High School teachers group was found as *sometimes practiced* in the overall critical thinking practices.

Table11 One-Way ANOVA Results Showing Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Types of School (N=116)

Variable	Sum of Squares	df	Mean Square	F	p
Teachers' Practices Between Groups	3.10	2	1.55	8.20	.000***
Within Groups	21.34	113	.19		
Total	24.43	115			

Note: *** $p < .001$

Table 12 Tukey HSD of Teachers' Practices on Science Teaching for Promoting Students' Critical Thinking Skills Grouped by their Types of School (N=116)

Variable	(I) Group	(J) Group	Mean Difference (I-J)	P
Overall Teachers' Practices	Primary	Middle	.526*	.013*
		High	.547*	.009*

Note: * $p < .05$

As shown in Table 12, Tukey test shows that primary teachers differ significantly from middle and high teachers in the teachers' practices for promoting students' critical thinking skills classified by their types of school.

Table 13 Mean Values and Standard Deviations of Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Teaching Service (N=116)

Variables	Service	Mean	SD
Overall Teachers' Practices	1-10 years	3.94	0.50
	11-20 years	3.98	0.45
	21 years and above	4.09	0.43

Scoring Direction: 1.00-1.49=never 1.50-2.49=seldom 2.50-3.49=sometimes
3.50-4.49=often 4.50-5.00=always

All three groups of teachers perceived as having *often practiced* mentioned in this study.

Table 14 One-Way ANOVA Results Showing Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Teaching Service (N=116)

Variable	Sum of Squares	df	Mean Square	F	P
Teachers' Practices Between Groups	.33	2	.17	.78	n.s
Within Groups	24.10	113	.21		
Total	24.43	115			

Note: n.s=not significant

Table 15 Mean Values and Standard Deviations of Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Position (N=116)

Variables	Position	Mean	SD
Overall Teachers' Practices	JT	4.03	.41
	PT	3.94	.50

Scoring Direction: 1.00-1.49=never 1.50-2.49=seldom 2.50-3.49=sometimes
3.50-4.49=often 4.50-5.00=always

It can be said that all two groups of teachers perceived as having *often practiced* mentioned in this study.

Table 16 Independent Samples *t*-Test Results Showing Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Position (N=116)

Variable	Position	<i>t</i>	<i>df</i>	<i>p</i>
Overall Teachers' Practices	JT	1.13	114	n.s
	PT			

Note: n.s=not significant

Next, the mean value and standard deviations of teachers' practices according to their academic qualification are shown in Table 17.

Table 17 Mean Values and Standard Deviations of Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Academic Qualification (N=116)

Variables	Qualification	Mean	SD
Overall Teachers' Practices	BA	4.09	.46
	BSc	3.84	.43

Scoring Direction: 1.00-1.49=never 1.50-2.49=seldom 2.50-3.49=sometimes
3.50-4.49=often 4.50-5.00=always

It can be said that all two groups of teachers perceived as having often *practiced* mentioned in this study.

Table 18 Independent Samples *t*-Test Results Showing Primary Teachers' Practices for Promoting Students' Critical Thinking Skills Grouped by Academic Qualification (N=116)

Variables	Qualification	<i>t</i>	<i>df</i>	<i>P</i>
Overall Teachers' Practices	BA	3.04	114	.003**
	BSc			

Note: ** $p < .01$

4. Investigating Upper Primary Teachers' Practices on Science Teaching for Promoting Students' Critical Thinking Skills in terms of Their Knowledge Levels

Mean values and standard deviations based on teachers' responses of upper primary teachers' practices on science teaching for promoting students' critical thinking skills ranked by their knowledge levels were shown in Table 19.

Table 19 Mean Values and Standard Deviations of Teachers' Critical Thinking Practices Grouped by Knowledge Levels (N=116)

Variable	Group	Mean	SD
Overall Teachers' Practices	Group 1	4.02	.50
	Group 2	3.99	.46
	Group 3	3.82	.46

Group 1 = Groups of teachers who are in above satisfactory level

Group 2 = Groups of teachers who are in satisfactory level

Group 3 = Groups of teachers who are in below satisfactory level

Scoring Range: 1.00-1.49=never 1.50-2.49=seldom 2.50-3.49=sometimes
3.50-4.49=often 4.50-5.00=always

The data in Table 19 informed that teachers from Group 1, 2 and 3 were perceived as *often practiced* with mean values between 3.50 and 4.49 in the overall teachers' practices.

Table 20 ANOVA Results of Teachers' Critical Thinking Practices Grouped by Knowledge Levels (N=116)

Variable		Sum of Squares	df	Mean Square	F	P
Teachers' Practices	Between Groups	.142	2	.07	.33	n.s
	Within Groups	24.29	113	.22		
Total		24.43	115			

Note: n.s=not significant

There was no significant variation any three groups of teachers with different knowledge levels for teachers' critical thinking practices.

Qualitative Research Findings

In qualitative studies, the selected teachers were asked open-ended questions.

The upper primary teachers responded how to teach for improving students' critical thinking skills on science teaching as follow;

- give opportunities to do hands-on activities, small group discussion and investigation (n=54, 47%)
- use teaching aids to recognize the lessons confirmedly (n=37, 32%)
- encourage students' inquiry by asking thoughtful and open-ended questions (n=33, 29%)
- link lessons with the daily life to improve the interesting of the children (n=34, 29%)

The upper primary teachers responded the impact of critical thinking on student achievement;

- Seek reasons (N=18, 16%)
- Take into account the total situation (N=12, 10%)
- Take a position (and change a position) when the evidence and reasons are adequate to do so (N=7, 6%)
- Self-confidence – trusting one's reason ability (N=30, 26%)
- Deep understanding of the topics they study and apply in real-world situation (N=57, 49%)
- Promote empathy in his thinking processes (N=12, 10%)
- Improve their creative ideas (N=20, 17%)

The upper primary teachers responded difficulties in taking action teachers for students' critical thinking in science;

- did not have enough teaching aids, time and large class size to do hand-on activities and to discuss relevant lessons (n=70, 60%)
- Adjusting the individual differences and low intelligence, teacher-pupils ratio (n=36, 31%)
- Need to the parents supports (n=7, 6%)

Discussion

In examining the extent of primary teachers' overall knowledge on science teaching for promoting students' critical thinking skills, there is 4% of the participant teachers have above satisfactory level, 92% of the participant teachers have satisfactory level and 4% of the participant teachers have below satisfactory level. So, overall knowledge of the participant teachers has satisfactory level for promoting students' critical thinking skills. It can be interpreted that teaching and learning science in primary classrooms often focus on content knowledge as determined by the teachers, use of closed questions, a method that provides less opportunities for interaction with students (Appleton, 2003, cited in Musikul, 2007).

According to research finding, teachers perceived that all items were *often* practiced because the total mean value and standard deviation were 3.98 and 0.46. According to qualitative finding, most of the primary teachers used teacher-led discussions, whole lecture and demonstration by science activities. When doing experiment, teachers can give a little chance of all students to do experiments because of time, large class-size and lack of teaching aids.

The variations of primary teachers' practices on science teaching for promoting students' critical thinking skills by types of school are that group of teachers in primary schools has the highest mean value (4.04) and SD (0.31) in all area for promoting students' critical thinking skills. Tukey test also shows that primary school teachers differ significantly from middle and high school teachers. So, it can be noted that teachers in primary schools do the most practice among three groups for students' critical thinking skills. It can be observed that the headmasters in primary schools supervised the school work and their staff at only primary level. So, they practice their teachers to use teaching methods to promote students' critically in science teaching. And it was observed that those schools give more opportunities for students to experiment, explore, manipulate, observe and invent than other schools.

The variation of primary teachers' practices on science teaching for promoting students' critical thinking skills by teaching service are that all three groups of teachers perceived as having *often practiced* in all categories of critical thinking. ANOVA result indicated that no significant difference was found. It can be interpreted that they may be active and may give attention for their students' critical thinking.

The variation of primary teachers' practices on science teaching for promoting students' critical thinking skills by position are that two groups of teachers perceived as having *often teaching practiced*. According to observation, it can be interpreted that JT teachers group could perform more than PT teachers group in critical thinking practices. Because they may get a lot of experiences from their job and update their skills and knowledge throughout their careers by the process of professional development.

There was significant difference in promoting students' critical thinking skills among the group of BA teachers and the group of BSc teachers in the area of academic qualification. It was found that primary teachers who earn BA could perform more than teachers who earn BSc in critical thinking practices. Teachers who earn BA remarked that in order for a critical thinking methodology to be realized in the classroom, the teacher must create an environment that supports thinking and learning. They discussed small group work, instead of rows. This allows students the opportunity to talk and discuss concepts amongst themselves.

Recommendations

As all stakeholders concerned with education, the aspects that should be realized for promoting students' critical thinking skills systematically and successfully are reported as follows:

- Before teaching, teachers should understand the nature and developmental stages of children.
- Teachers should give opportunities to their students to do experiments and discussion. And they also should more emphasize the teaching of science process skills and critical thinking skills.
- Teachers should give enough time and support to the students for their experiment.
- Material resources and teaching aids should be used in classroom with the aim of ensuring that all pupils have appropriate opportunities to use the required resources and teaching aids during science lessons.
- There should be fairly arranged the class size so that they would enable to provide individualized attention to students and adapt the focus to best serve the students' interest and specific learning.
- They also developed skillful lesson plans that fostered thinking skills in their teaching and helped students to develop more effective ways to use their minds.
- Primary teachers in science teaching should read knowledgeable books to promote students' critical thinking skills.
- Teachers need to take appropriate pedagogical training program regarding teaching critical thinking skills. Not only had to learn the science practices as practiced by the scientists but as an effective citizen in their daily lives.

Needs for Further Study

This study investigated knowledge and practices of primary teachers on science teaching for promoting students' critical thinking skills at the upper primary level in Paung Township, Mon State. It is necessary to conduct that study in all levels as well as in other states and regions to represent the whole country. Further research and analysis could be needed to clarify the effects of applying critical thinking classroom and teaching-and-learning activities in science learning, as well as the effects of using science topics for improving students' critical thinking.

Acknowledgements

We are grateful to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for allowing me this thesis successfully. Especially, we are very thankful to Dr. Daw Htay Khin (Professor and Head of Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for their expert judgments, precious suggestions, advice and critical remarks on this thesis. We would like to offer my thanks to each person who has contributed directly or indirectly in completing my thesis successfully.

References

- Acharya, K. P. (2016). Fostering Critical Thinking Practices of Primary Science Classroom in Nepal. *Research in Pedagogy*, 6(2), 1-7. doi:10.17810/2015.30
- Basic Education Curriculum, Syllabus and Textbook Committee, (1998). Teacher Manual Union of Myanmar
- Bati, K. & Kaptan, F. (2015). The Effect of Modeling Based Science Education on Critical Thinking. *Educational policy analysis and strategic research*, 10(1), 2015. Retrieved July 20, 2018 from <https://eric.ed.gov>.
- Brown, A. (1987). Metacognition, executive control, self-regulation and other more mysterious mechanisms. Retrieved July 30, 2018 from <https://www.sciepub.com/reference/146035>.
- Cain, S. & Evans, J. (1990). *Sciencing: An Involvement Approach to Elementary Science Methods* (3rd ed). New York, NY: Macmillan.
- Carin, A. A. & Sund, R. B. (1989). *Teaching Science Through Discovery* (6th ed). New York, Macmillan, Publishing company: Merrill
- Dr. Facione, P. A. (1992). Critical Thinking: What it is and why it counts. Retrieved June 13, 2018 from <http://www.student.uwa.edu.au/assets/pdf-file>
- Gardner (2008). *Theory of multiple intelligences*. Retrieved August 21, 2018 from <https://www.niu.edu/facdev/pdf/guide/learning/theory-of-multiple-intelligences.pdf>.
- Gay, L. R. (1992). *Educational Research: competencies for analysis and applications* (7th ed). New York, NY, Macmillan.
- Halim, L. & Mohtar, L. E. (2015), Critical Thinking Process in Science Learning. Retrieved May 20, 2018 from <https://www.researchgatenet/publication/304013631>.
- Koehler, M. (2011). Pedagogical Knowledge. Retrieved October 27, 2018 from <http://mkoehler.educ.msu.edu/tpack/pedagogical-content-knowledge-pack>.
- Lai, E. R. (2011). Critical Thinking: A literature review. Retrieved June 22, 2018 from <http://www.pearsonassessments.com/research>
- McPecck, J. E. (1981). *Critical Thinking and Education*. The University of Western Ontario, Martin Robertson & Company Ltd.
- Morgan, G. A. (et al.), (2004). *SPSS for Introductory Statistics: Use and Interpretation* (2nd ed). London, LND, Lawrence Erlbaum.
- Musikul, K (2007). *Professional Development for Primary Science Teaching in Thailand, knowledge, orientations and practices of professional developers and professional development participants*. University of Missouri- Columbia. Retrieved October 18, 2018 from <http://mospace.umsystem.edu/xmlui/handle/10355/4667>.
- Piaget, J. (1932). The moral judgement of the child. Retrieved from <https://books.google.com.mm/books/about/The-Moral-Judgement-of-the-Child>.
- Sulaiman, N. L. (2012). Incorporately critical thinking: Teaching Strategies in Malaysian Technical and Vocational Education (TVE) Programs. Ph.D Dissertation. Retrieved from July 2, 2018 from <https://www.dspace.library.colostate.edu/handle>.
- Victor, E. (1985), *Science for the Elementary School*, (6th ed). New York, Collier Macmillan Canada, Inc.

RELATIONSHIP BETWEEN TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND ORGANIZATIONAL COMMITMENT

Zin Mar Soe¹ and Cho Cho Sett²

Abstract

The main aim of this research is to investigate the relationship between teachers' organizational citizenship behavior and organizational commitment in Basic Education High Schools, Taikkyi Township, Yangon Region. The specific aims are to study the levels of teachers' organizational citizenship behavior and organizational commitment. Quantitative and qualitative methods were used in this study. A total of 175 teachers were selected as subjects, using the proportional stratified random sampling method. This questionnaire included demographic data, teachers' organizational citizenship behavior items and organizational commitment items. Instrument was reviewed by a panel of experts. Cronbach's alpha (α) of the whole scales of teachers' organizational citizenship behavior and organizational commitment was .89. Descriptive, one-way ANOVA and Pearson product moment correlation were used to analyze the data in this study. The result found that the level of teachers' organizational citizenship behavior in this study was moderately high (mean=3.44, SD=.31). The level of teachers' organizational commitment in this study was moderately high (mean=3.48, SD=.20). There is an association between teachers' organizational citizenship behavior and organizational commitment ($r=.410$, $p<.01$) and it was moderately level in this study area.

Keywords: Organizational Citizenship Behavior, Organizational Commitment

Introduction

Today, as educational systems move into an era of reorganization and are required to work in a competitive and complex environment (Miller, 2002) success of school fundamentally depends on teachers who are committed to school goals and values (Somech and Ron, 2007) and more willing to go above and beyond the call of duty to contribute to successful change. Organization to be effective and successful need to have employees who go beyond their formal job descriptions and liberally give their attention, time and vigor to the organization. Organ and Bateman (1983), labeled these extra efforts as organizational citizenship behavior. OCB refers to all helping behaviors extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignment for higher and lower level students and extended to the school at large, such as suggesting improvement in pedagogical issues or talking favourable about the school to outsiders (Van Dyne, Cummings and Mc Lean Parks, 1995). The concept of organizational citizenship behavior is linked with the employee's organizational commitment. Therefore, organizational commitment are important factors that affect the OCB of employees. Commitment shows that the most meaningful form among the organizational duties and maximum constancy in organization and it shows powerful relationship with organizational citizenship behaviors (Cohen, 2006). Employees who dedicated to their organizations are more likely to perform OCB compared to those who are not committed (Aydogan, 2010).

Therefore, in the today's competitive and changing environment, the committed staff member with OCB are the most significant factors behind the organizational success in every organization.

¹ M.Ed. Senior Assistant Teacher, BEHS

² Dr, Lecturer, Department of Education Theory, Yangon University of Education

Significance of the Study

In a 21st century workplace, organizational hierarchical structure may be flatter or less emphasized, it is important to have good relationship among co-workers. Being helpful and supportive of colleagues in a way that benefits the organization, working towards the organizational goals_ that is embodied in the definition of citizenship behavior.

Schools are institutions that provide instruction, training and coaching to learners under the direction of teachers. The purpose of a school is to provide an environment where teaching and learning can take place. A school can prepare learners to be skilled and more useful to the society either now or in the future. Good basic education relies on good and effective primary or basic schools. It is generally accepted that good education relies on access to quality educational resources as qualified staff and their commitment to school.

The result of this research are important in term of data that will reveal for revealing the level of OCB in school, the detection of how do teachers perceive these according to different variable, the establishment of an effective education. Basic education sector is a main reliable organization of the country whose function is to foster a greater partnership between the school, the home and the community, to develop a workplace that is equipped to adapt to rapidly changing environment and that is readily retainable and to increase employee productivity.

Aims of the Study

The aims of this study are as follow:

- To study the level of teachers' organizational citizenship behavior in Basic Education High Schools
- To investigate the level of teachers' organizational commitment in Basic Education High School
- To study the differences in the level of teachers' organizational citizenship behavior in terms of school and teachers' personal factors such as age, total teaching service, position and qualification
- To study the differences in the level of teachers' organizational commitment in terms of school and teachers' personal factors such as age, total teaching service, position and qualification
- To investigate the relationship between teachers' organizational citizenship behavior and teachers' organizational commitment

Research Questions

The following research questions were formulated:

1. What are the level of teachers' organizational citizenship behavior in Basic Education High Schools?
2. What are the level of teachers' organizational commitment in Basic Education High Schools?
3. Is there any significance differences in the level of teachers' organizational citizenship behavior in terms of school and teachers' personal factors such as age, total teaching service, position and qualification?

4. Is there any significance differences in the level of teachers' organizational commitment in terms of school and teachers' personal factors such as age, total teaching service, position and qualification?
5. Is there any relationship between teachers' organizational citizenship behavior and teachers' organizational commitment?

Limitation of the Study

This study is related with the teachers' organizational citizenship behavior and commitment in Basic Education High school, Taik kyí Township, Yangon Region. This study focus on Basic Education High School.

Theoretical Framework

Organizational citizenship behaviors are described as behaviors that go beyond the call of duty and addresses silent behaviors for organizational enterprises. According to Organ (1988) definition, it represents individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the efficient and effective functioning of the organization.

Organ (1988) proposed an expanded categorization of organizational citizenship behavior including Altruism, Conscientiousness, Civic Virtue, Sportsmanship and Courtesy.

Altruism: Behaviors expressing willing to help colleagues performing their work. It includes all voluntary behaviors aiming to help the other members of the organization gratuitously on case of a problem or while performing a duty.

Conscientiousness: Refers to behaviors indicating that an individual pays special attention, when carrying out his/her work. It includes a behavior beyond one's responsibilities.

Civic Virtue: Includes behaviors showing a strong sense of responsibilities toward the organization and offering advice and suggestions or trying to solve problems thus improving efficiency.

Sportsmanship: Is linked to demonstrations of a positive attitude and loyalty to the organization, often emphasizing quality and the best aspects of the organization or avoiding pay attention to less positive aspects.

Courtesy: Includes actions demonstrating special attention to establishing relationship characterized by kindness and cooperation, trying to avoid arguments and being willing to keep other people's best interest at heart.

Allen and Meyer (1990) described the concept of organizational commitment as a psychological state reflecting the relationship between the teacher and the organization and resulting in the decision to continue working at that organization. The organizational commitment classification developed by Allen and Meyer (1990, 1991 and 1997) which includes affective, continuance and normative dimensions.

Affective commitment means that the individual identifies themselves with the organization, are happy to be a member of it and are strongly committed to it.

Continuance commitment means that the teachers cannot take the risk to quit their jobs as they realize the cost of giving up the opportunities such as wage, pension rights and profit sharing.

Normative commitment means that the teachers feel committed to the organization and they should not quit their job because of the work ethics. These are theoretical framework leads to the research work.

Definition of Key Terms

Organizational Citizenship Behavior: OCB is individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. (Organ et al., 2006)

Teachers' Organizational Commitment: is described as believing and adopting the objectives and values of the organization, working more than required in order to realize the objectives of the organization and wanting to continue working in that organization and to be a member. (Allen and Meyer, 1997).

Operational Definition

Teachers' Organizational Citizenship Behavior is referred as set of discretionary workplace behaviors that exceed one's job requirements. The more the mean value of the response, the higher the level of teachers' organizational citizenship behavior.

Teachers' organizational commitment refers to the belief, attitude and practices of teachers towards the school, teaching work, teaching occupation and work group.

Methodology

Quantitative Methodology

(i) Sample

A total of one hundred and seventy-five teachers were selected as subject from six Basic Education High School in Taikkyi Township, using the Proportional Stratified Sampling method. They respond their demographic information by participating in the study.

The demographic information was shown in the following table.

Table Demographic information about the respondents

Variables	Group	No. of respondents
Gender	Male	29
	Female	146
Age	20 -30 yrs	22
	31 -40 yrs	31
	41 -50 yrs	42
	51 and above yrs	80
Teaching experience	1 -10 yrs	17
	11-20 yrs	38
	21-30 yrs	51
	31 and above yrs	69
Rank (Position)	P.T	25
	J. T	83
	S. T	67
Qualification	B.A, B.Sc, B.Com	106
	B.A, B.Sc, B.Ed	55
	M.A, M.Sc, M.Ed	14

In this study, the questionnaire consists of two parts; part (A) Teachers' Organizational Citizenship Behavior and part (B) Teachers' Organizational Commitment questionnaire. Organizational Citizenship Behavior questionnaire was developed by the researcher. There are eighty-eight items and each item was rated on a four-point Likert scale. In Organizational Citizenship Behavior questionnaire, four-point Likert scale ranging from never to always (1= never, 2= sometimes, 3= often, 4= always). For organizational commitment questionnaire, four-point Likert scale ranging from strongly disagree to strongly agree (1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree). In this instrument, item 1 to 58 were related to organizational citizenship behavior items whereas organizational commitment included item 59 to 88.

Instrument Validity: Before pilot study, instrument was received by a panel of experts. The review panel scrutinized the instrument for content, format, item clarity, and grammar and usages. After getting the validity of this instrument, pilot study was conducted in 18th September, 2018. This pilot study included forty teachers in B.E.H.S No. (1) Lammatav.

Instrument Reliability: To measure the reliability of this questionnaire, the Cronbach's alpha was used. According to the test of pilot study, the reliability coefficient (Cronbach's alpha) of overall questionnaire was (0.89).

(iii) Procedure

After receiving permission from the Director General (Education) of DBE (3), the questionnaires were handed to the respondents in different schools. After the questionnaire were returned, the data were enter into a computer data file and were analyzed using the Statistical Package for the Social Science (SPSS) software version 22. Descriptive, one-way ANOVA, Pearson product moment correlation were used to examine the responses.

Qualitative Methodology

Required data were obtained through open-ended questionnaire and interview about teachers' organizational citizenship behavior and organizational commitment of teachers.

Analysis of the data

As data were collected from the participants, the researcher examined and reexamined the data in search of themes and integration in the data to analyze at a number of themes. Data analysis based on categorizing and interpreting the observation, studying document, recording and interview.

Findings

Quantitative Findings

Findings for Research Question (1)

Table 1 Mean Values and Standard Deviation of Variables for Teachers' Organizational Citizenship Behavior (N=175)

No.	Variables	Mean(SD)	Remark
1.	Altruism	3.42 (.435)	Moderately high
2.	Conscientiousness	3.51 (.382)	High
3.	Courtesy	3.49 (.365)	Moderately high
4.	Civic Virtue	3.34 (.397)	Moderately high
5.	Sportsmanship	3.46 (.348)	Moderately high
6.	Overall OCB	3.44 (.313)	Moderately high

Scoring Direction-

1.00-1.49 =Low

2.50-3.49 =Moderately High

1.50-2.49 =Moderately Low

3.50-4.00 =High

Findings for Research Question (2)**Table 2 Mean Values and Standard Deviation of Variables for Teachers' Organizational Commitment (N=175)**

No.	Variables	Mean (SD)	Level of Commitment
1.	Affective Commitment	3.63 (.285)	High
2.	Continuance Commitment	3.24 (.315)	Moderately High
3.	Normative Commitment	3.58 (.316)	High
4.	Overall Organizational Commitment	3.48 (.204)	Moderately High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
 2.50-3.49 =Moderately High 3.50-4.00 =High

Findings for Research Question (1)**Table 3 Mean Values and Standard Deviation for the Level of Teachers Organizational Citizenship Behavior in Basic Education High School, Taikkyi Township (N=175)**

No.	School	Mean (SD)	Remark
1.	A	3.77 (.138)	High
2.	B	3.64 (.237)	High
3.	C	3.26 (.370)	Moderately high
4.	D	3.43 (.270)	Moderately high
5.	E	3.44 (.247)	Moderately high
6.	F	3.28 (.316)	Moderately high
	Overall	3.44 (.313)	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
 2.50-3.49 =Moderately High 3.50-4.00 =High

Findings for Research Question (3)**Table 4 One-Way ANOVA Results Showing Mean Comparison for Five Subscale of Teachers' Organizational Citizenship Behavior by School (N=175)**

Five subscale of Teachers' Organizational Citizenship Behavior		Sum of Squares	df	Mean Square	F	p
Overall OCB	Between Groups	4.276	5	.855	11.269	.000***
	Within Groups	12.826	169	.076		
	Total	17.102	174			

*p<.05, **p<.01, ***p<0.001, ns=not significant

Table 5 Mean Values and Standard Deviations of Each Variables for the Level of Teachers' Organizational Citizenship Behavior Grouped by Service (N=175)

No.	Variables	Service	N	Mean (SD)	Remark
6.	Overall OCB	1-10	17	3.15 (.382)	Moderately high
		11-20	38	3.36 (.268)	Moderately high
		21-30	51	3.44 (.310)	Moderately high
		31 and above	69	3.56 (.262)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
 2.50-3.49 =Moderately High 3.50-4.00 =High

Table 6 One-Way ANOVA Results Showing Mean Value of Each Item in the Level of Teachers' Organizational Citizenship Behavior Grouped by Service (N=175)

Variable		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	2.589	3	.863	10.169	.000***
	Within Groups	14.513	171	.085		
	Total	17.102	174			

Note: ***p<.001, **p<.01, *p<.05, ns=not significant

Table 7 Mean Values and Standard Deviation of Each Variables for the Level of Teachers' Organizational Citizenship Behavior Grouped by Age (N=175)

Variables	Years of Age	N	Mean (SD)	Remark
Overall OCB	21-30	22	3.16 (.409)	Moderately high
	31-40	31	3.32 (.299)	Moderately high
	41-50	42	3.49 (.209)	Moderately high
	51 and above	80	3.54 (.276)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
2.50-3.49 =Moderately High 3.50-4.00 =High

Table 8 One-Way ANOVA Results for Each Item in the Level of Teachers' Organizational Citizenship Behavior Grouped by Age (N=175)

Organizational Citizenship Behavior Item		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	3.071	3	1.024	12.475	.000***
	Within Groups	14.031	171	.082		
	Total	17.102	174			

*p<.05, **p<.01, ***p<.001, ns=not significant

Table 9 Mean Values and Standard Deviations of Each Item for the Level of Teachers' Organizational Citizenship Behavior Grouped by Position (N=175)

Variables	Position	N	Mean (SD)	Remark
Overall OCB	PT	25	3.46 (.438)	Moderately high
	JT	83	3.44 (.299)	Moderately high
	ST	67	3.44 (.278)	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
2.50-3.49 =Moderately High 3.50-4.00 =High

Table 10 One-Way ANOVA results Showing Mean Values of Each Item in the Level of Teachers' organizational Citizenship Behavior Grouped by Position (N=175)

Organizational Citizenship Behavior Item		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	.012	2	.006	.060	ns
	Within Groups	17.090	172	.099		
	Total	17.102	174			

*p<.05, **p<.01, ***p<.001, ns=not significant

Table 11 Tukey HSD Results Showing Multiple Comparisons for Teachers' Organizational Citizenship Behavior Grouped by Position

Dependent Variable	(I) Position	(J) Position	Mean Difference (I-J)	p
Sportsmanship	PT	JT	.08601	ns
		ST	.20115*	.035
	JT	PT	-.08601	ns
		ST	.11514	ns
	ST	PT	-.20115*	.035
		JT	-.11514	ns

Note: *p<0.05, ns= not significance

Table 12 Mean Values and Standard Deviation of Each Variables for the Level of Teachers' Organizational Citizenship Behavior Grouped by Qualification

(N=175)

Variables	Qualification	N	Mean (SD)	Remark
Overall OCB	B.A, B.Sc, B.Com	106	3.45 (.336)	Moderately high
	B.A, B.Sc, B.Ed	55	3.43 (.293)	Moderately high
	M.A, M.Sc, M.Ed	14	3.46 (.196)	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
2.50-3.49 =Moderately High 3.50-4.00 =High

Table 13 One-Way ANOVA Results Showing Mean Values of Each Item in the Level of Teachers' Organizational Citizenship Behavior Grouped by qualification

Organizational Citizenship Behavior Item		Sum of Squares	df	Mean Square	F	P
Overall OCB	Between Groups	.026	2	.013	.129	ns
	Within Groups	17.076	172	.099		
	Total	17.102	174			

*p<.05, **p<.01, ***p<0.001, ns=not significant

Table 14 Tukey HSD Results Showing Multiple Comparisons of Teachers' Organizational Citizenship Behavior Grouped by Qualification

Dependent Variable	(I) Qualification	(J) Qualification	Mean Difference (I-J)	p
Sportsmanship	B.A,B.Sc,B.Com	B.A,B.SC,B.Ed	.16357*	.013*
		M.A,M.Sc,M.Ed	-.01006	ns
	B.A,B.SC,B.Ed	B.A,B.Sc,B.Com	-.16357*	.013*
		M.A,M.Sc,M.Ed	-.17363	ns
	M.A,M.Sc,M.Ed	B.A,B.Sc,B.Com	.01006	ns
		B.A,B.SC,B.Ed	.17363	ns

Note: *p<0.05, ns= not significance

Findings for Research Question (2)**Table 15 Mean Values and Standard Deviations for the Level of Teachers Organizational Commitment in Basic Education High Schools, Taikkyi Township (N=175)**

No.	School	Mean (SD)	Level of Commitment
1.	A	3.63 (.172)	High
2.	B	3.45 (.151)	Moderately high
3.	C	3.35 (.152)	Moderately high
4.	D	3.45 (.128)	Moderately high
5.	E	3.54 (.128)	High
6.	F	3.51 (.260)	High
	Overall	3.48 (.204)	Moderately high

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
2.50-3.49 =Moderately High 3.50-4.00 =High

Findings for Research Question (4)**Table 16 One-Way ANOVA Results Showing Mean Comparison for Three Sub-scales of Teachers' Organizational Commitment by Schools (N=175)**

Organizational Commitment		Sum of Squares	df	Mean Square	F	p
Overall OCB	Between Groups	.900	5	.180	4.775	.000***
	Within Groups	6.371	169	.038		
	Total	7.271	174			

Note: ***p<0.001, ns= not significance

Table 17 Mean Values and Standard Deviations of Each Item for the Level of Teachers' Organizational Commitment Grouped by Service (N=175)

No.	Variables	Years of Service	N	Mean (SD)	Level of Commitment
4.	Overall OC	1-10	17	3.45 (.253)	Moderately high
		11-20	38	3.47 (.183)	Moderately high
		21-30	51	3.47 (.213)	Moderately high
		31 and above	69	3.51 (.196)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
2.50-3.49 =Moderately High 3.50-4.00 =High

Table 18 One-Way ANOVA Results for the Level of Teachers' Organizational Commitment Grouped by Years of Service (N=175)

Organizational Commitment Item		Sum of Squares	df	Mean Square	F	P
Overall OC	Between Groups	.072	3	.024	.572	ns
	Within Groups	7.198	171	.042		
	Total	7.271	174			

*p<.05, **p<.01, ***p<0.001, ns=not significant

Table 19 Mean Values and Standard Deviations of Each Variables for the level of Teachers organizational Commitment Grouped by f Age (N=175)

No.	Variables	Years of Age	N	Mean (SD)	Level of Commitment
4.	Overall OC	21-30	22	3.38	Moderately high
		31-40	31	(.270)	Moderately high
		41-50	42	3.49	High
		51 and above	80	(.177)	High
				3.50	
				(.156)	
				3.50	
				(.210)	

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
 2.50-3.49 =Moderately High 3.50-4.00 =High

Table 20 One-Way ANOVA Results for Each Item in the Level of Teachers' Organizational Commitment Grouped by Age (N=175)

Organizational Commitment Item		Sum of Squares	df	Mean Square	F	p
Overall OC	Between Groups	.272	3	.091	2.217	ns
	Within Groups	6.998	171	.041		
	Total	7.271	174			

*p<.05, **p<.01, ***p<0.001, ns=not significant

Table 21 Mean Values and Standard Deviations of Each Item for the level of Teachers' Organizational Commitment Grouped by Position (N=175)

Variables	Position	N	Mean (SD)	Level of Commitment
Overall OC	PT	25	3.48 (.193)	Moderately high
	JT	83	3.46 (.209)	Moderately high
	ST	67	3.51 (.202)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
 2.50-3.49 =Moderately High 3.50-4.00 =High

Table 22 One-Way ANOVA Results for Each Item for the Level of Teachers' Organizational Commitment Grouped by Position (N=175)

Organizational Commitment Item		Sum of Squares	df	Mean Square	F	P
Overall OC	Between Groups	.092	2	.046	1.104	ns
	Within Groups	7.179	172	.042		
	Total	7.271	174			

*p<.05, **p<.01, ***p<0.001, ns=not significant

Table 23 The Results of Tukey HSD Multiple Comparisons for Teachers' Organizational Commitment Grouped by Position

Dependent Variable	(I) Position	(J) Position	Mean Difference (I-J)	p
Normative Commitment	PT	JT	.04589	ns
		ST	-.08007	ns
	JT	PT	-.04589	ns
		ST	-.12596*	.041
	ST	PT	.08007	ns
		JT	.12596*	.041

Note: *p<0.05, ns= not significance

Table 24 Mean Values and Standard Deviations of Each Item for Teachers' Organizational Commitment Grouped by Qualification (N=175)

No.	Variables	Qualification	N	Mean (SD)	Level of Commitment
4.	Overall OC	B.A, B.Sc.B.Com	106	3.46 (.206)	Moderately high
		B.A, B.Sc, B.Ed	55	3.50 (.213)	High
		M.A, M.Sc, M.Ed	14	3.54 (.131)	High

Scoring Direction- 1.00-1.49 =Low 1.50-2.49 =Moderately Low
2.50-3.49 =Moderately High 3.50-4.00 =High

Table 25 One-Way ANOVA Results Showing Mean Values of Each Item in the Level of Teachers' Organizational Commitment Grouped by Qualification

(N=175)

No.	Organizational Commitment Item		Sum of Squares	df	Mean Square	F	P
4.	Overall OC	Between Groups	.112	2	.056	1.349	ns
		Within Groups	7.158	172	.042		
		Total	7.271	174			

*p<.05, **p<.01, ***p<0.001, ns=not significance

Finding for research question (5)

Table 26 Correlation between Teachers' Organizational Citizenship Behavior and Organizational Commitment

Two Group	Organizational Citizenship Behavior	Organizational Commitment
Organizational Citizenship Behavior	1	.410**
Organizational Commitment	.410**	1

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

There is a significant correlation, but the strength of the correlation is moderate (r=.410). it may be concluded that there is a positive and significant relationship between teachers' organizational citizenship behavior and organizational commitment.

Qualitative Research Findings

There were seven open-ended questions about teachers' organizational citizenship behavior and organizational commitment.

For the question, **“How do you understand organizational citizenship behavior of teachers?”**. 30.28% of teachers (n=53) responded that teachers’ organizational citizenship behavior is a process that the teacher taking the duties that does not describe in the work schedule but made with the own sense of conscientiousness and made the works that they can do. 21.71% of teachers (n=28) wrote that teachers’ making the duty that prevent students from danger, conversely helping among school staff. For the question, **“State your performance for responsibility in your school and level of organizational citizenship behavior?”**. 25.71 of teachers (n=45) responded that teachers teaching the extra hours that can improve the study and knowledge and teachers cleaning the surrounding of school with their students and cultivating the plants and trees for the school brighten. 26.85% of teachers (n=47) stated that teachers making the extra hours for their class and their team and actively engage in the monthly school activities. For the question, **“State your working relationship concerned with teaching profession?”**. 21.71% of teachers (n=38) described that teachers cooperate with the students and their parents for improving the students’ ability. 34.28% of teachers (n=60) responded that teachers coordinate with other school staff. For the question, **“Are there you have the recognition for organizational citizenship behavior? If the recognition hence, how does you feel for this condition?”**. 24% of teachers (n=42) stated that there had the recognition for their job and they felt happy and very excited. 33.14% of teachers (n=58) described that if there is no recognition. For the question, **“How do you understand organizational commitment of teachers?”**. 34.28% of teachers (n=60) responded that organizational commitment is the teachers’ sense of taking responsibility. For the question, **“Describe the commitment of teachers concerned with school?”**. 31.42% of teachers (n=55) stated that the commitment of teachers concerned with students are preventing students from danger, teaching to be good citizens, helping students to take the duty that can safe the school. For the question, **“Describe the factors that improve the organizational commitment of teachers?”**. 38.85% of teachers (n=68) responded that there having warm relationships and cooperation among school staff and adequate number of teachers in school. 30.28% of teachers (n=53) stated that the principal making the specific instruction and do not abuse the right of teachers.

Conclusion and Discussion

The first objective of this study was to study the level s of teachers’ organizational citizenship behavior. According to the finding, the result shows that the level of teachers’ organizational citizenship behavior in Basic Education High Schools was “moderately high” level. There was significant difference in the level of teaches’ organizational commitment among six high schools. In comparing five subscales of teachers’ organizational citizenship behavior, the mean score of conscientiousness scale got the highest mean scores among all subscales. It can be interpreted that most teachers execute job behaviors well ahead of the minimum obligatory levels. And then, the mean score of civic virtue scale got the lowest score among all subscales. It can be interpreted that an individual teacher should be more observing the opportunities and threats regarding the organization, improving and renewing him/herself more than the others and following the changes in the organization closely (Podsakoff, Mackenzie, Paine and Bachrach; 2000).

Group of teachers whose years of service (1-10, 11-20 and 21-30 years) performed as having “moderately high” level in organizational citizenship behavior and teachers whose years of service (31 and above) was “high” level. Teachers who have greater service and emotional

intelligence is not only problematic students and colleagues, but also with the wisdom and experience controls to manage (Cited in Dr. Parneet Kaur, Asst. Prof., School of management Studies). Moreover, it was found that there was significant difference in the level of teachers' organizational citizenship behavior among the teachers grouped by total teaching service.

All groups of teachers who years of age (21-30, 31-40 and 41-50) performed as having "moderately high" level and group of "51 and above years" performed as having "high" level. The result show that teachers' with more experience and maturity think more positively about participating in school faculty, however, young teachers' do not participate in school faculty and administration in sufficient level. Therefore, it is consistent with Wanger and Rush (2000) findings. It was found that there was significant different in the level of teachers' organizational citizenship among the teachers grouped by years of age.

All group of teachers (primary teachers, junior teachers and senior teachers) performed as having "moderately high" level in organizational citizenship behavior. Finding of the study show that there was no significant difference exist in teachers' position in schools. , it was found that there was no significant difference in the level of organizational commitment of teachers grouped by position. But, in Turkey HSD result, it was found that the group of junior teachers significant differ from senior teachers at ($p < 0.05$) level.

All groups of teachers whose qualification B.A, B.Sc., B.Com.; B.A., B.Sc., B.Ed.; M.A., M.Sc., M.Ed. respectively, perceived as having "moderately high" level in organizational citizenship behavior. The mean score of (M.A., M.Sc., M.Ed.) group of teachers slightly greater than other groups.

The result showed that the level of teachers' organizational commitment is moderately high level of organizational commitment. In comparing among three domains of organizational commitment, affective commitment domains got the highest mean value. It can be interpreted that teachers' commitment to the school may not due to perceived costs of leaving the organization.

The mean value of a group of teachers whose years of service "31 and above" seem to have more commitment in their job than other groups of teachers. there was no significant difference in the level of commitment the teachers grouped by total teaching service.

Teachers whose years of age (41-50 and 51 and above) perceived as having higher level of commitment in their job. This study also demonstrates that there is no significant difference between age and total teaching service.

A group of senior teachers seem to have more commitment in their job than other groups of teachers. Though there was no significance difference in overall organizational commitment grouped by position. But, there was significant significance difference in the area of normative commitment dimensions of teachers' organizational commitment. There was significance difference between senior teacher groups and junior teacher groups. (B.A., B.Sc., B.Com.) perceived as having organizational commitment was moderately high level and (B.A., B.Sc., B.Ed. and M.A., M.Sc., M.Ed.) was higher level of commitment. There was no significance difference in the level of teachers' organizational commitment grouped by qualification.

Findings of this study indicate that there is a significant moderately relationship between teachers' organizational citizenship behavior and organizational commitment. It is concluded that increase of organizational citizenship behavior improves staff's organizational commitment, which will generally enhance effectiveness and efficiency of the organization's activities.

Recommendation

On the basis of the analysis of the data and interpretation of the results, the following recommendations were drawn.

To improve the teachers' organizational citizenship behavior,

- In-service training program that regarding for teachers to improve the quality of organizational citizenship behavior.
- Organizational citizenship behavior can be enhanced through the establishment of performance appraisal systems, reward and incentive systems.
- organization can design the ecological characteristics of the surrounding agencies as measures and consider it to recruitment processes.
- to consider corporate identity, organizational justice, trust, and leadership style to promote good citizenship behavior of employees

To improve the teachers' organizational commitment

- Principals need to give positive feedback to their teachers, provide them with professional autonomy, share managerial decisions with them and support them emotionally.
- School principals can enhance the organization's commitment and achieve their goals through empowering the employees, establishing a system of meritocracy, create job security for employees.
- Let the teachers teach their specialized subjects and should be involved in decision making process to improve the school goals.

Needs for Further Research

The need for further study is to conduct the research in more than one states, regions and townships to represent the whole country. Moreover, The need for further study is that a comparative study may be conducted depending on the opinions of teachers from public and private schools.

Acknowledgements

Most importantly, I would like to express my immeasurable appreciation and deepest gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education) and Dr. Pyone Pyone Aung (Pro Rector, Yangon University of Education) for allowing to me to complete this research study successfully. I am also deeply grateful to Dr. Daw Htay Khin (Professor, Head of Department of Educational Theory, Yangon University of Education) for her continuous encouragement, invaluable guidance and timely advice

References

- Allen, N.J. & Meyer, J.P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63. pp-1-18.
- Cohen, A. (1993). Age and tenure in relation to organizational commitment: A meta-analysis. *Basic and Applied Social Psychology*, 14 (2), 143-159.
- M Sheik Mohamed and H Anisa. (2012). Jamal Institute of Management, Jamal Mohamed College, Tiruchirappalli, Tamil Nadu, India. Available at <http://www.emeraldinsight.com/full>
- Nadim Jahangir, Mohammad Muzahid Arbar, and Mahmudul Haq, (2004). Organizational Citizenship Behavior: Its nature and antecedents. *BRAC university Journal*, Vol.1, No.2, pp.75-85.
- Organ, D.W, Ryan, R.A. (1995), Meta-analytic review of attitudinal and dispositional predictors of OCB. *Personal Psychology*. 48 (4), p 775.
- Organ, D.W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human performance*, 10, 85-97.
- Podsakoff. P., Mackenzie, T. and Spoelma T. (2014). Consequences of Unit-level Organizational Citizenship Behaviors, A review and Recommendations for Future Research. *Journal of Organizational Behavior*, 35 (S1).pp s87-s119.

AN INVESTIGATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES OF PRIMARY TEACHERS IN YANKIN TOWNSHIP

Htike Khin Khin¹, Htay Khin² and Theingi Nwe Oo³

Abstract

The objectives of this study were to study primary teachers' participation in professional development activities and to study primary teachers' perceptions on their needs of professional development. The questionnaire was developed based on "An analysis of Teachers' Professional Development Based on the Teaching and Learning International Survey" (OECD, 2009), others' research and literature review. Both quantitative and qualitative methods were adopted. 130 teachers were selected as subjects by using purposive sampling. For quantitative study, 40 items with five point Likert scale for activities and 11 items with four point Likert scale for needs were used to collect data. For qualitative study, 8 interview questions were used. Descriptive statistics, independent samples *t* test, one-way ANOVA and Tukey were used to find out the significant differences in teachers' participation in their professional development activities grouped by academic qualification and trainings. The quantitative findings showed that teachers often participated in all professional development activities. There was a significant difference grouped by their teaching services in professional development activities. There were significant differences in observation, participation and research activities in training for new curriculum refresher courses. It was found that teachers moderately need for their professional development. In qualitative finding, most of the teachers do not get the opportunities to participate in professional development activities.

Keyword: professional development

Introduction

Education is a cornerstone of economic and social development; primary education is its' foundation. Advance education and training must test on the solid foundation of good primary education. Primary education has other benefits for individuals end society as well (Lockheed and Verspeor, 1991). It must aim at giving students the opportunities for personal development and confidence to adapt new situations as well as to change these when they find it necessary (Fredriksson, 2004). Young people and children must be given the tools through education to deal with the different tasks that they will need to perform in their lives. Thus education is the necessary investment to the development of human resources.

The teacher is the important factor in teaching/ learning process. Thus the area of teacher development is n major area of concern for the immediate future. Similarly, upgrading the quality of basic education teachers is one of the main tasks of the education promotion program in Myanmar (Ministry of Education, 2005).

Effective professional development enables teachers to develop the knowledge and skills they need to address students' learning challenges. Professional development is nor effective unless it causes Teachers to improve their instruction or causes administrators to become better school leaders.

Sparks (1993) described that in order to change practice insignificant and worthwhile ways, teachers must not only team new subject matters and new instructional techniques but they

¹ Tutor, Yankin Education College, Yankin Township

² Dr, Professor and Head (Retired), Department of Education Theory

³ Dr, Lecturer, Department of Educational Theory

must alter Weir beliefs and conceptions of practice. Guskey (2003) argued that change in beliefs and attitude occurs subsequent to change in practice and results from observing the impact of change of their practice on student outcomes. Ye Aung (2006) said that a teacher can do not only teaching the subject but also monitoring, guiding, helping pupils. They can afford and learn themselves more for that responsibility. That is the virtue of teachers and they could be called teachers.

Considering the mentioned above reasons, the study will present an emphasis to the professional development activities of the Primary Teachers in Yankin Township, Yangon Region.

Objectives

- To study primary teachers' participation in professional development activities
- To study primary teachers' perceptions on their needs of professional development

Research Questions

This study is focused on the following questions:

- To what extent do primary teachers participate in professional development activities?
- To what extent do primary teachers perceive their needs of professional development?

Definition of Key Term

Professional Development

Professional development is defined as activities that develop an individual skill, knowledge, expertise and other characteristics as a teacher. (The Organisation for Economic Cooperation and Development (OECD, 2009).

Operational Definition

Professional development activities are the activities that develop a teacher's skills and knowledge in order to promote student learning.

Theoretical Framework of the Study

In this study, professional development activities for primary teachers are based on (OECD, 2009).

- courses / workshops
- education conferences or seminars
- qualification programme
- observation visits to other schools
- participation in a network of teachers
- individual or collaborative research
- mentoring and/or peer observation and coaching
- leading professional literature
- engaging in informal dialogue with peers

The professional development undertaken by teachers most commonly consisted of informal dialogue to improve teaching, specified courses and workshops, and reading professional literature (OECD, 2009).

OECD (2009) stated the eleven professional development needs. They are content and performance standards in the main subject field(s), student assessment practices, classroom management, knowledge and understanding of the main subject field(s); knowledge and understanding of instructional practices (knowledge mediation) in the main subject field(s), Information and Communication Technology (ICT) skills for teaching, teaching students with special learning needs, students discipline and behavior problems, school management and administration, teaching in a multicultural setting, student counseling.

Methodology

Research Design

Both quantitative and qualitative methods were used to collect the information about teachers' participation in their professional development activities and teachers' perception on needs of professional development in Yankin Township. Data were collected through questionnaire survey in quantitative study and interview questions were used in qualitative study.

Sample

In this study, purposive sampling method was used. Two BEHS, seven BEMS and ten BEPS schools were selected for samples. The target population was primary teachers from Basic Education Schools. 130 primary teachers participated as respondents for quantitative data. 12 teachers were randomly selected from 6 schools for qualitative data.

Research Instrumentation

The questionnaire was developed based on "An analysis of teachers' professional development based on the Teaching and Learning International Survey" (OECD, 2009), others' research and literature review. It consisted of totally 51 items: 40 items concerned with the teachers' participation in professional development activities and 11 items concerned with the teachers' perception on needs of professional development. For interview, 8 questions were developed.

Data Analysis

Descriptive statistics, independent samples *t*-test, one-way ANOVA and Tukey were used for the analysis of qualitative data. Qualitative data was analyzed based on categorizing and interpreting the interview.

Findings

Quantitative Findings

The teachers' participation in professional development activities was explored by using 40 items of the questionnaire survey in this study.

Table 1 Mean Values and Standard Deviations of Teachers' Participation in Professional Development Activities (N=130)

No.	PD Activities	Mean	SD	Remark
1	Courses / workshops	2.58	0.85	Sometimes
2	Education conferences or seminars	2.81	0.77	Sometimes
3	Qualification programme	2.54	0.96	Sometimes
4	Observation visits to other schools	3.28	0.85	Sometimes
5	Participation in a network of teachers	3.89	0.69	Often
6	Individual or collaborative research	3.34	0.79	Sometimes
7	Mentoring and coaching	3.56	0.89	Often
8	Reading professional literature	3.91	0.78	Often
9	Engaging in informal dialogue with peers	3.89	0.79	Often
Overall		3.50	0.60	Often

Scoring Direction: 1.00-1.49=Never 1.50-2.49=Seldom
2.50-3.49=Sometimes 3.50-4.49=Often 4.50-5.00=Always

According to Table 1, it was found that teachers were often participated in all professional development activities.

To analyze and evaluate the teachers' participation in their professional development activities grouped by academic qualification, the independent samples *t* test was conducted. As shown in Table 2, there was no significant difference in their professional development activities grouped by academic qualification.

Table 2 Independent Sample *t* Test Results Showing Teachers' Participation in their Professional Development Activities Grouped by Academic Qualification (N= 130)

No.	PD Activities	Qualification	Mean	<i>t</i>	<i>df</i>	<i>p</i>
1.	Courses / workshops	BA	2.54	-.51	130	ns
		BSc	2.62			
2.	Education conferences or seminars	BA	2.77	-.71	130	ns
		BSc	2.86			
3.	Qualification programme	BA	2.46	-.72	130	ns
		BSc	2.58			
4.	Observation visits to other schools	BA	3.43	1.77	130	ns
		BSc	3.17			
5.	Participation in a network of teachers	BA	3.93	.51	130	ns
		BSc	3.87			
6.	Individual or collaborative research	BA	3.47	1.72	130	ns
		BSc	3.24			
7.	Mentoring and coaching	BA	3.67	1.23	130	ns
		BSc	3.48			
8.	Reading professional literature	BA	3.96	.737	130	ns
		BSc	3.86			
9.	Engaging in informal dialogue with peers	BA	3.95	.689	130	ns
		BSc	3.85			
	Overall	BA	3.59	1.396	130	ns
		BSc	3.44			

p*<.05, *p*<.005, ****p*<.001, ns = not significant

Table 3 One-way ANOVA Result Showing Teachers' Participation in their Professional Development Activities Grouped by Types of School

(N= 130)

No.	PD Activities	Schools	Mean (SD)	F	p
1	Courses / workshops	BEHS	2.93 (1.00)	3.31	.04*
		BEMS	2.45 (0.79)		
		BEPS	2.56 (0.79)		
2	Education conferences or seminars	BEHS	3.14 (0.82)	3.26	.04*
		BEMS	2.73 (0.70)		
		BEPS	2.75 (0.77)		
3	Qualification programme	BEHS	2.97 (1.08)	3.80	.03*
		BEMS	2.41 (0.95)		
		BEPS	2.42 (0.84)		
4	Observation visits to other schools	BEHS	3.07 (0.87)	1.07	ns
		BEMS	3.34 (0.75)		
		BEPS	3.31 (0.94)		
5	Participation in a network of teachers	BEHS	3.88 (0.63)	0.14	ns
		BEMS	3.91 (0.70)		
		BEPS	3.84 (0.70)		
6	Individual or collaborative research	BEHS	3.69 (0.68)	4.25	.02*
		BEMS	3.19 (0.70)		
		BEPS	3.27 (0.91)		
7	Mentoring and coaching	BEHS	3.62 (0.80)	0.11	ns
		BEMS	3.54 (0.82)		
		BEPS	3.53 (1.03)		
8	Reading professional literature	BEHS	4.14 (0.67)	1.88	ns
		BEMS	3.85 (0.77)		
		BEPS	3.80 (0.83)		
9	Engaging in informal dialogue with peers	BEHS	4.06 (0.85)	1.14	ns
		BEMS	3.88 (0.72)		
		BEPS	3.78 (0.83)		
	Overall	BEHS	3.62 (0.53)	0.85	ns
		BEMS	3.46 (0.55)		
		BEPS	3.47 (0.69)		

* $p < .05$, ** $p < .005$, *** $p < .001$, ns = not significant

According to Table 3, it can be said that there were significant differences in participation of teachers in professional development activities such as courses/ workshops, education conferences or seminars, qualification programme and individual and collaborative research activities.

Table 4 Tukey HSD Multiple Comparisons Result for Teachers' Participation of their Professional Development Activities Grouped by Types of School**(N=130)**

Dependent Variable	(I)School	(J) School	Mean Difference (I-J)	<i>p</i>
Courses/ workshops	BEHS	BEMS	0.486	.031*
Education conferences or seminars	BEHS	BEMS	0.413	.043*
Qualification programme	BEHS	BEMS	0.554	0.029*
	BEHS	BEPS	0.545	0.049*
Individual and collaborative research	BEHS	BEMS	0.496	0.014*

* $p < .05$, ** $p < .005$, *** $p < .001$, ns = not significant

Table 4 displayed that there were significant differences between teachers from high school group and teachers from middle school group in courses and workshops, education conferences and seminars. There were significant differences in qualification programmes between teachers from basic education high schools and teachers from basic education middle schools, and between teachers from basic education high schools and teachers from basic education primary schools. There were also significant differences between teachers from high school group and teachers from middle school group in individual or collaborative research.

Table 5 Mean Values and Standard Deviations of Teachers' Perception on Needs of Professional Development**(N=130)**

No.	Variable	Mean	SD	Remark
1	Content and performance standards in my main subject field(s)	2.55	1.08	Moderate
2	Student assessment practices	2.81	1.01	Moderate
3	Classroom management	2.48	1.12	Low
4	Knowledge and understanding of my main subject field(s)	2.59	1.08	Moderate
5	Knowledge and understanding of instructional practices (knowledge mediation) in my subject field(s)	2.58	1.03	Moderate
6	Information and Communication Technology (ICT)	3.05	0.79	Moderate
7	Teaching students with special learning needs	2.69	1.17	Moderate
8	Student discipline and behavior problems	2.50	1.08	Moderate
9	School management and administration	2.40	1.06	Low
10	Teaching in a multicultural setting	2.31	1.07	Low
11	Student counseling	2.45	1.06	Low
	Overall	2.58	.86	Moderate

Scoring: 1.00-1.49=No need at all 2.50-3.49=Moderate level of need 1.50-2.49 =Low level of need
3.50-4.00=High level of need

According to this table, the overall mean values of teachers' perception on needs of professional development was 2.54. Thus, it could be found that the teachers perceived that their professional development needs were moderate level of needs.

There were 8 questions for teachers. Each school responded the following questions as:

Q. (1) Do you attend the courses, workshops, education conferences and seminars? If so, what advantage do you have?

Most teachers from primary schools responded that there have no chances to attend conferences, seminar and workshops.

Q. (2) Do you attend qualification programmes? If so what advantages do you have?

Every primary teacher responded that qualification programmes taught the new curriculum to the teachers and made them to be useful in current situation and their life-long learning society. Qualification programmes train teachers to become qualified teachers.

Q. (3) Do you observe other schools?

Every primary teacher responded that they receive strategies for issue and difficulties which arise from other teachers teaching, new problem-solving methods and effective teaching method. By observing outstanding teachers, they get good examples.

Q. (4) Do you participate in teachers' network?

The relationship among the primary teachers is satisfactory, helpful and kind to each other. In network, they communicate friendly with other teachers and get opportunities to share ideas and to encourage other thinking.

Q. (5) Do you conduct individual or collaborative research? how do you do?

Teachers make the active participation in research, are aware of their children's strengths and weakness and good attitude towards school and teach to be outstanding student.

Q. (6) Do you participate in mentoring and coaching? If so, what advantages do you have?

Every primary teacher responded that teachers can solve new problems about teaching-learning process and perceive insights, Teachers can counter with daily life situation.

Q. (7) Do you study professional literature? If so what advantages do you have?

Every primary teacher responded that they study Pyinuya Ta Zaung, Education Papers, Journals/Books and Newspaper. They make reading professional literature, well-resourced library support from the school.

Q. (8) Do you engage in informal dialogue with peers?

Every primary teacher responded that they engage in informal dialogue with colleagues. So, teachers have self-confidence and motivation, teachers have improving teaching ability.

Discussion

Primary teachers sometimes participate in courses and workshops, education conference and seminars, and qualification programmes. Teachers from primary schools responded that these have no chances to attend workshops. Teachers from middle schools and high schools

responded that workshop is a pleasant place where they can meet different teachers and learn different ways of reaching. In the qualitative study, all of the primary teachers are not given the chances to attend workshops, education conferences and seminars.

Hallinger and Murphy (1986) stated that principals work together with teachers directly by conducting in-service workshops for their staff and by working in the classroom with teachers who are teaming new skills. They need to arrange for teachers to observe their colleagues' teaching. So, principals should arrange teachers to attend workshops and seminars in the school level, township level and in-service training.

Primary teachers sometimes participate in qualification programmes. Even primary teachers responded that qualification programmes discuss the new curriculum to the teachers and made them to be useful in current situation and their life-long learning society. Qualification programmes that train teachers to become qualified teachers. Qualification programmes that train the teachers to become 8 teachers for qualified teachers. Teachers improve teaching qualities and teach theories practically.

Every primary teacher responded that new curriculum system cannot improve because of class size, when class size is big, teaching will be less effectiveness. A parallel teaching has difficulty for making teaching aids and preparing lessons. Every primary teacher response for effective refresher courses should discuss more times and need more time. Teachers want training experiences should be taught. Think of gaps in sharing training knowledge. Teachers (Leaders) need to teach perfectly. Training school having moderately effectiveness because of less aids (e.g. projectors). Training can effect if teachers participate enthusiastically.

According to qualitative findings, teachers want to attend PD training which can fulfill their pedagogical knowledge, requirements of professional teachers and effective classroom management.

Micheal (2001) viewed the professional development as a developmental process that allows the teachers to expand and elaborate their professional knowledge base. Reitzug (2002) gave a definition on the professional development as processes and activities designed to enhance the professional knowledge, skills and attitude of educators.

Many primary teachers had no college training, government were reluctant to extend college course beyond a year and teachers had to make do with a patchy provision of opportunities; without distant education many could not have improved their qualifications and their professional prospects (L'vans and Hation, 1988).

Teachers should send for in-service training without over loading. Professional development activities help teachers plan to implement changes in their classroom and should help teachers to overcome barriers they will encounter in their classroom. Therefore, unnecessary workload should be reduced.

Primary teachers sometimes participate observation that visit to other schools. Teachers from high schools, middle schools and primary schools responded that they visit to school family. After observation and meeting they can be more knowledgeable such as receiving strategies for issues and difficulties which arise from teaching, receiving new problem-solving methods. By applying CCA (child-centered approach) teaching methods, teaching-learning process can have effectiveness. Some teacher described lack of facilities, sport fields and equipment, library and parents interest on their children's progress as their weakness. The

results of interview and observation indicated that all the teachers had completed professional trainings like PGDT, pre-service teacher training course, in-service teacher training course, DTEC, and so on.

Jackson and Davis (2000 cited in Mertens, 2004) defined professional development as the range of formal and informal process and activities that the teachers engage in both inside and outside school, in order to improve their teaching knowledge and skills. Primary teachers visit to school family or other school to study other teacher teaching-learning process.

According to the result, primary teachers sometimes participate in individual and collaborative research. Every primary teacher responded that teachers always find the means and ways that help their students learning. Teachers need the active participation in research and interest on their children's progress. Teachers get advices, technologies and sharing experiences. According to Hubbard and Power (1999), "Action (teacher) research is a natural extension of good teaching. Observing students closely, analyzing their needs, and adjusting the curriculum to fit the needs of all students have always been important skills demonstrated by fine teachers."

Mills (2000) suggested that Action research is systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn. Every primary teacher record and interest to care and provide student needs. Principal motivated all teacher to collaborate and research in the professional development activities.

According to the quantitative result, primary teachers often participate in mentoring and coaching. Primary teachers responded that teachers can solve new problems about teaching-learning process and perceive insights. Teachers can connect with daily life situation. Teachers ask open-ended questions. Teachers have effective good leadership not only in education but also in their life. The qualified teachers were well-resourced and they are the workers who made students were well-qualified.

According to Mertens (2004) peer coaching was conduct coaching. Teachers helping teachers has become a formalized and well-received way of ensuring direct assistance to every staff member. With the advent of extended responsibilities for career-ladder teacher, mentor-teachers, mentor teachers, grade-level chairpersons, team leaders, and department heads, the time and resources for peer assistance have increased.

According to the quantitative result, primary teachers often participate in reading professional literature. The teachers from high schools, middle schools and primary schools responded that reading professional literature, well-resourced library support from the school. Teachers can realize professional ethics, can upgrade teachers' quality, can get global vision interest on environment, and realize other cultures. Leaders should be reduced to workload, teacher-pupil ratio should consider and need to know current situation. Principal encourage primary teachers to read professional literature such as *Pyinnya Ta Zaung*, *Education Papers*, *Journals/Books* and *Newspaper*.

An important dimension of principals' work includes such task as coordinating professional development activities (Bredeson & Johansson, 2000).

According to the result, primary teachers often participate in engage in informal dialogue with colleagues. Every primary teacher responded that she engages in informal dialogue with colleagues, and can perceive concepts.

Every primary teacher copes with their job-related stress by informal dialogue. In time of stress, teacher finds (engaging in informal dialogue with colleagues) a great relaxation. A free, open atmosphere is established where open expression is encouraged.

Teachers who have attended primary teacher training and junior teacher training sometimes participated in professional development activities.

Teachers who have attended G-2 refresher courses often participated in professional development activities. Teacher is a lifelong journey of learning rather than a final destination of knowledge how to teach. Teachers must continue to update skills and knowledge to become more effective teachers and their professional development activities must be aligned with new knowledge and be related to the real responsibilities of a good teacher (Villarreal, 2003). Every teacher must get chance to attend the refresher courses. Livncli & Livneh (1999) said that teaching service (years in the classroom) is a critical factor to consider when professional development programmes are managed.

When teaching is considered as a profession, teachers need to learn and practice the knowledge and skill that can be acquired through specific training and education. They should be provided access for their professional growth and they should grasp these opportunities and apply them effectively in their profession (San San Hla, 2008).

Sang (2003) highlighted that all teachers should master skill of using computers. Most of the primary teachers have no knowledge, interest and skills for computer using ability even at the basic level. ICT is not fully used in teaching/learning situation among primary teachers. That is necessary to provide ICT materials to primary schools and conduct effective computer training for the teachers. So as to encourage the use of ICT resources in teaching/learning situation as much as possible. Therefore, teacher education needs to include training in technology.

According to finding, it was found that most of teachers often participate in professional development activity. Thus, it can be concluded that systematically designed professional development activities and providing opportunities for professional development are vitally important for the development of primary teachers.

Recommendations

The following suggestions are based on the analyses of the research findings.

- Every primary teacher should get opportunities to participate in professional development activities.
- Educational courses and workshops, conferences and seminars and qualification programmes should frequently be offered in school hours by the experts.
- Every primary teacher should practice how to use information and communication technology and use electronic devices in teaching very often.
- The programmes for demonstration of lesson from experience teachers should be arranged by media channels.
- The teachers who have attended refresher courses should be harmony with their assigned duties.
- The teachers should co-operate with reaches from other schools for improving teaching skill.
- The board of study should be organized systematically and implemented practically in every school.

- Every primary teacher should study their new teaching skills and apply the effective teaching methods in teaching.
- Principal should supervise and should monthly discuss the strengths and weaknesses of teachers' teaching.
- Every primary teacher needs to be provided enough time and opportunities for Professional development activities.
- The teachers should grasp the opportunities and apply them effectively in their profession.
- Every primary teacher should read journals, magazine, and books to enhance their professional development.

Needs for Further Research

This study tried to study the extent of participation in professional development activities for primary teachers in the schools of Yankin Township with the broad function of investigating the teachers' participation of professional development activities and their perception on needs of professional development. The conclusions were drawn based on the finding from tire questionnaire survey. It still shows the necessity to explore the most appropriate and effective professional development activities for teachers of primary, middle and high school levels.

For the reduction of teachers' professional development activities, further studies should be expanded to the teachers in schools of other townships, states, or regions of Myanmar. This research studied teachers' perception on participation of professional development activities. Further research needs to be expended to the other categories.

Acknowledgements

First and foremost, we would like to express our gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education) and Dr. Pyone Pyone Aung and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education) for their allowing us to complete this thesis successfully.

We would like to offer our note of respectful appreciation to Dr. Daw Htay Khin (Professor and Head of Department of Educational Theory, Yangon University of Education) for her great help, invaluable advice and guidance.

Moreover, we would like to offer our thanks to the people who in one way or another gave physical und neural support throughout our research journey.

References

- Bredeson & Johansson, (2000). *The school principal's role in teacher professional development*, in Journal of In-service Education. 26(2):385-401.
- Evans, T. D. & Nation, D. E. (1988). *Apprentices to professionals?: distance education in the continuing education of teachers*, *Journal of Teaching Practice*, Vol.8, No.2. 50-63. <https://www.books.google.com.mm>
- Fredriksson, U (2004). *Quality education: The Key role of teachers*. Education International Working papers No.14.
- Guskey, T. R. (2003). *Professional Development in Education. New Paradigms and Practices*. New York: Teacher College.
- Hallinger, P. & Murphy, J. (1986). *Assessing the Instructional Management Behavior of Principals*. <https://www.researchgate.net>
- Hubbard, R. S., & Power, B. M. (1999). *Living the question: A guide for teacher-researchers*. Portland, Maine: Stenhouse.

- Livneh, C. and Livneh, H. (1999). *Continuing professional development among educators: Predictors of participation in learning activities*. Adult Education Quarterly, 49, 91-106.
- Lockheed, M.E., & Verspoor, A.M., (1991). *Improving primary education in developing country*. Oxford: Oxford University. Retrieved September 3, 2017 <http://documents.worldbank.org/curated/en/279761468766168100/pdf/multi-page.pdf>
- Mertens, S. B. (2004). Professional Development for Teachers. NMSA Research Series Summary. Retrieved November 9, 2005, from <http://www.nmsa.org/Research/Research.Summaries/Summary22/tabid/249/Default>
- Michael, S. J. (2001). *Competencies for Online Teaching*. ERIC Digest. Retrieved on 5th May, 2005 from <http://www.ericfacility.net/databases/ERICDigest>
- Mills, G. E. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill.
- Ministry of Education, (2005). *Presentation to the Ambassadors and UN Agencies in Myanmar on the Development of Education in Myanmar: Promotion, Accessibility, Quality and Diversity*. Union of Myanmar. Ministry of Education.
- OECD (2009). *Creating Effective Teaching and Learning Environment: First results from TALIS*. Paris: Organisation for Economic Co-operation and Development (OECD).
- Reitzug, U. C. (2002). *School reform proposals: The research evidence*. Retrieved August 27, 2017, from <http://www.asu.edu/educ/espl/EPRL/documents/EPRL/202002-101/chapter/2012-Reitz>.
- Sang, M.S. (2003). *An education course for K.P..I, theme 2, 9 student development: teaching-learning process & evaluation*. Selangor: Regalia Business Centre.
- Sparks, D. (1995). *A Paradigm Shift in Staff Development*. ERIC Review, 3(3), 5-11.
- Villarreal, (2005). Seven Principles for Effective Professional Development activities for teachers other than external courses/conference. Retrieved 8 October, 2010 from <http://www.torbay.gov.uk/examples-of-pd-activities-for-teachers-other-than-externalcourses-july05.pdf>
- Ye Aung. (2006). *Teacher Educators*. Pyinnya Tansaung. Yangon.

PRINCIPAL LEADERSHIP STYLE AND TEACHER SELF-EFFICACY IN BASIC EDUCATION HIGH SCHOOLS

Lei Kyi Phyu¹, Htay Khin², Nu Nu Htwe³

Abstract

The main aim of this study is to study the principal leadership style and teachers self- efficacy in Basic Education High School of Kyauktaga Township in Bago region. Specific aims are 1) to study the principal's leadership style based on teacher perceptions, 2) to study the teachers' self - efficacy based on teachers' perceptions, 3) to study the relationship between the principal's leadership style and teachers' self-efficacy. A total of 211 teachers from Basic Education High Schools located in Kyauktaga Township in Bago region, were selected to participate in this study. In this study, quantitative and qualitative research methodologies were used. Two sets of questionnaires were used to investigate principal's leadership style and teachers' self-efficacy (Multifactor Leadership Questionnaire from 5X developed by Bass and Avolio (1995) and teacher self- efficacy developed by Bandura (1986).The reliability coefficient Cronbach's alpha of principal's leadership style was 0.92 and Cronbach's alpha of teachers' self-efficacy was 0.95.Using the Statistical Package for the Social Sciences (SPSS) software version 22, Descriptive statistics, One-way ANOVA and Pearson correlation were used to analyze the data obtained. The research findings show that high school principals in Kyauktaga Township often used each leadership styles. And it was found that teachers were high level in their teachers' self-efficacy. There were statistically significant relationship between transformational leadership style and teacher self-efficacy and between transactional leadership style and teacher self-efficacy.

Introduction

The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students according to Hallinger& Murphy (1986); OECD (2001); Pont, Nusche& Moorman (2008).

What teachers bring into the classroom is considered to dictate the quality of their students' educational experiences Nelson (2008) and the overall school and student performance; since it predicts expectations that one might have towards a process Ross & Gray (2006). One of the most effective attributes of teachers' performance has been documented to be their sense of efficacy Alvarez-Nunez (2012), also referred to as their "belief on their capability to organize and execute courses of action, required to successfully accomplish a specific teaching task in particular context" Tschannen-Moran, Wolf-folk Hoy & Hoy(1998) cited in Chen & Yeung(2015).

Within the last decade, there has been an increasing interest in the self-efficacy of teachers in considering it an invaluable attribute to their motivation to work as well Roeser, Arbretton, & Anderman (1993) cited in Ross & Gray(2006). According to Ross & Gray(2016)a high level of self-efficacy for teachers is considered to be a motivational factor at work, making them achieve the success they aspire to, overcoming the obstacles that might arise, as well as trying harder to work with their students and seek new strategies that can provide successful outcomes .

¹ Assistant Lecturer, Department of Methodology, Taungoo Education College

² Dr, Professor & Head (Retired), Department of Educational Theory, Yangon University of Education

³ Dr, Assistant Lecturer, Department of Educational Theory, Yangon University of Education

Furthermore, overwhelming evidence reveals how school administrators' educational leadership style influence teachers' behaviour and beliefs towards themselves. According to existing findings that consider teachers' behaviour and beliefs towards themselves. According to existing findings that consider the leadership influence on its employees, there are various definitions of leadership and leaders' behaviours, which do have an impact on their employees. Leaders who adopt both transformational and transactional leadership practices are the most influential leaders Bass (1985). A transformational leadership style is a change-oriented style of leadership, and as such, is composed of individual consideration, inspirational motivation, idealized influence and intellectual stimulation according to Derue, Nahrgan, Wellman & Humphrey (2011). On the other hand, a transactional leadership style in its core has the elements of transaction, between the leader and the follower and as such, involves clarification of roles and requirements that are expected by followers.

According to the above mentioned reasons, it was found that principals' leadership style is an important thing that affects school performance. So, this study is focused on a study of principal leadership style and teacher self- efficacy in Basic Education High Schools of Kyauktaga Township, in Bago Region.

Significance of the Study

Principals face many daily challenges and responsibilities as they strive to effectively manage their schools and enhance student achievement. Their time is taxed by important leadership responsibilities and excessive management demands. They must make wise choices as to how to spend their valuable time more efficiently. It is important for principals to understand the relationships between what they do and its impact on teachers' work and teacher efficacy according to Hipp (1995). The identification of critical principal leadership style that influence teacher efficacy will provide principals, university certification/training programs, and local districts with valuable information related to the effect of principal leadership on teacher efficacy according to Leithwood, Jantzi & Fernandez (1993).

Whether the leadership style of a principal is related to teachers' efficacy that has a direct or indirect influence on student achievement according to Kythreotis, Pashiardis, & Kyrakides, (2010). The current study did not focus directly on student achievement. The need for future research has been suggested at the end of this study as to whether a principal's leadership style has a direct or indirect influence on student achievement based on the relationship a principal's leadership style has to teacher - efficacy.

Aims of the Research

Main Aim

To study the principal's leadership style and teachers' self- efficacy in Basic Education High School of Kyauktaga Township in Bago region.

Specific Aims

1. To study the principal's leadership style based on teacher perceptions.
2. To study the teachers' self -efficacy based on teachers' perceptions.
3. To study the relationship between the principal's leadership style and teacher s' self- efficacy.

Research Questions

This research deals with the following questions regarding the relationship between the leadership style of principal and teacher self- efficacy.

1. What leadership style do principals mostly use based on teacher perceptions?
2. To what extent do teachers perceive their self- efficacy?
3. Is there any relationship between the leadership style of principals and teacher self- efficacy?

Definition of Key Terms

Important keys terms carefully are defined in order that readers may acquire the better understanding towards the concepts underlying the development of the study.

- **Leadership Style:** means the manner and approach of providing direction, implementing plans and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader Newstrom, Davis (1993).
- **Teachers' Self-Efficacy:** Bandura (1986) defined teachers' self-efficacy belief is a teacher's individual belief in his or her capabilities to perform specific teaching tasks at a level of quality in a certain situation.

Operational Definitions

Principal's leadership style

Principal's leadership style refers to the phenomenon of the dominant behavioral pattern of a school principal. Principal's leadership style were examined by the mean responses of teachers from Basic Education High Schools on five – point Likert scale questionnaire, consisting of thirty-one items about six dimensions of three different leadership styles. The higher the mean value of responses, the higher the possibility of the leadership style that a school principal exposes.

Teacher self-efficacy

Teacher self-efficacy refers to the teachers' belief that get through do his or her own ability. Perceived teachers' self-efficacy level of teachers were examined by the mean responses of teachers from Basic Education High Schools on a five-point Likert scales questionnaire consisting of twenty-two items. The higher mean scores of the responses, the greater degree of perceived teachers' self-efficacy.

Methodology

Quantitative Methodology

(i) Sample

For this study, the sample comprised six Basic Education High Schools in Kyauktaga Township. A total of two hundred and eleven teachers were selected from six Basic Education High School in Kyauktaga Township, using Census Survey method. The demographic information was shown in the following table.

Table 1 Demographic information about the respondents

Variables	Group	No. of respondents
Gender	Male	10
	Female	201
Age	20-30 yrs	33
	31-40 yrs	57
	41-50 yrs	54
	51and above yrs	67
Teaching Service(years)	1 -10 yrs	49
	11-20 yrs	59
	21-30 yrs	45
	31 and above years	58
Position	P.T	33
	J.T	79
	S.T	99
Qualification	BA	98
	BSc	20
	BEd	85
	MEd	8

Instruments

In this study, two types of questionnaires were used to collect data. The first questionnaire is for principals' leadership style. The second questionnaire is for teacher self-efficacy. Both types of questionnaire were responded by teachers.

The first was the questionnaire of principals' leadership style (see Appendix A). It was developed from the Multifactor Leadership Questionnaire (MLQ) from 5X by Bass and Avolio (1995), used to collect data on principals' leadership style. This instrument contains 31 likert scale items based on a five- point Likert scale from (1.Never, 2.Seldom, 3.Sometimes, 4.Often, 5.Always). Additionally, it classifies a principal's leadership style as transformational, transactional, laissez-faire.

Transformational leadership is measured by Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Transactional leadership is measured by Contingent Reward and Management by Exception. Non leadership is only component of laissez-faire leadership. The second was the questionnaire of teacher self-efficacy (see Appendix B). It was developed from Teacher Self-Efficacy Scale Bandura (1986). There are 22 items (five-point Likert scale).

Instrument Validity: In order to obtain the content validity for Principals' Leadership Style Questionnaire and Teacher Self-Efficacy Questionnaire, expert review was conducted to eleven experienced educators, who have special knowledge and close relationship with this area, from the Department of Educational Theory. Then, as a pilot study questionnaires for assistant teachers were distributed to 40 teachers who are not in the study area.

Instrument Reliability: To measure the reliability of this questionnaire, the Cronbach's alpha was used. According to the test of pilot study, the reliability coefficient (Cronbach's alpha) were (0.92) for Principal Leadership Style and (0.95) for Teacher Self-Efficacy.

(iii) Procedure

After the permission had been received from Department of Educational Theory was taken to do the research in Basic Education High Schools of Kyauktaga Township, Bago Region, questionnaires were handed to the respondents in schools between 12th November, 2018 and 16th December, 2018. All the questionnaires were collected after two weeks and were completely answered.

(iv) Data Analysis

The collected data of this study were systematically and analyzed by using the Statistical Package for the Social Science (SPSS) software version 22. The descriptive statistics were used to tabulate mean and standard deviation of individual items and group of items in the questionnaire. One-way ANOVA and Pearson-product movement correlation were used to describe the Principal Leadership Style and to measure the level of Teacher Self-Efficacy by gender, teaching service, position and qualification. Pearson correlation was used to find the relationship between Principal Leadership Style and Teacher Self-Efficacy.

Qualitative Methodology

Qualitative research methodology was used to study principals' leadership style and teacher self-efficacy. Required data was obtained through open-ended questionnaire and interview.

Instruments

As an instrument, opened-questions and interview were used to obtain the required data. The opened-questionnaire consists of three items and the interview form was developed with four items.

Procedure

According to the related literature review, three opened questions were administered in order to obtain in-depth information about principals' leadership style and teacher self-efficacy. Reliability and content validity is taken as in quantitative methodology. In this research tool, three opened questions were used for the teachers. Interviews were conducted with selected teachers and six principals to obtain more information about principal's leadership style of high school teacher from 8th January to 18th January. Instead of the writing responses, the subjects or interviewees gave the needed information orally face to face. The researcher wrote detailed notes during or just after each interview.

The analysis of collected data as research findings will be discussed into two phases.

Quantitative Research Findings

Table 2 Mean and Standard Deviation of Teacher Perceptions on Principal Leadership Style at Basic Education High Schools in Kyauktaga Township (N=211)

No.	Leadership Style	Mean	SD
1.	Transformational	4.28	.56
2.	Transactional	4.26	.56
3.	Laissez- Faire	4.17	.83

According to Table 4.1, the mean value of transformational, transactional and laissez-faire leadership style were 4.28, 4.26 and 4.17 respectively. The highest mean value was transformational leadership style and the lowest mean value was the laissez-faire leadership.

Table 3 Mean Values and Standard Deviation of Principal Leadership Style Perceived by Teachers Group by School

No.	Leadership Style	Mean (SD)					
		School A	School B	School C	School D	School E	School F
1	Transformational	4.13 (.77)	4.12 (.36)	4.48 (.45)	4.32 (.44)	4.06 (.61)	4.53 (.58)
2	Transactional	4.16 (.77)	4.21 (.38)	4.56 (.40)	4.20 (.54)	3.76 (.39)	4.54 (.42)
3	Laissez-faire	4.07 (.98)	4.35 (.61)	4.46 (.53)	4.34 (.51)	3.94 (.65)	3.40 (.37)

According to Table 4.8, the mean value of transformational leadership style in school was 4.13, 4.12, 4.48, 4.32, 4.06 and 4.53. The mean value of transactional leadership style of school was 4.16, 4.21, 4.56, 4.20, 3.76 and 4.54. The mean value of laissez-faire leadership style in school was 4.07, 4.35, 4.46, 4.34, 3.94 and 3.40 respectively.

Table 4 One Way ANOVA Result of Teachers' perceptions on Principal Leadership Style Group by School

Leadership Style		Sum of Squares	df	Mean Square	F	p
Transformational	Between groups	6.59	5	1.31	4.43	0.001**
	Within groups	60.96	205	.29		
	Total	67.55	210			
Transactional	Between groups	12.65	5	2.53	9.45	.000***
	Within groups	54.87	205			
	Total	67.53	210	.27		
Laissez-Faire	Between groups	21.69	5	4.34	7.05	.000***
	Within groups	126.09	205	.61		
	Total	147.78	210			

Note: ***p<.001, **p<.01, *p<.05

Table 4.9 shows the ANOVA result for teacher perceptions on principal leadership style such as transformational, transactional and laissez-faire leadership. According to Table 4.9 there were significant differences in the perceptions of teacher on principal leadership style grouped by school.

Table 5 Mean and Standard Deviation of the level of Teacher Self-Efficacy at Basic Education High Schools in Kyauktaga Township perceived by Teachers (N=211)

No.	School	Mean	SD	Level
1	A	4.36	.71	Moderately high
2	B	4.16	.46	Moderately high
3	C	4.53	.41	high
4	D	4.29	.42	moderately high
.5	E	4.60	.40	high
6	F	4.33	.54	moderately high
7	Overall Teacher Self-Efficacy	4.25	.46	Moderately high

Scoring Direction: 1.00-1.49= low 2.50-3.49=satisfactory 4.50-5.00= high
1.5-2.49=moderately low 3.50-4.49= moderately high

In Table 4.10, the overall mean value is 4.25. It showed that the level of teacher self-efficacy was moderately high. It was found that the highest mean value in School E is 4.60, the lowest mean value in School B is 4.16.

Table 6 Mean and Standard Deviation of Teacher Self-Efficacy at Basic Education High Schools in Kyauktaga Township Grouped by Qualification

Qualification	N	Mean	SD
BA	98	4.49	.33
BSc	20	4.49	.46
BEd	85	4.17	.67
MEd	8	3.76	.54

In Table 5, the highest mean value of BA and BSc is 4.49. The lowest mean value of MEd is 3.76.

Table 7 One-Way ANOVA Result showing Teacher Perceptions on Teacher Self-Efficacy at Basic Education High Schools Kyauktaga Township

Overall Teacher Self-Efficacy Mean Values	Sum of Squares	df	Mean Square	F	Sig
Between Groups	7.62	3	2.54	9.76	.000***
Within Groups	53.91	207	.26		
Total	61.53	210			

Note: *** $p < .001$, ** $p < .01$, * $p < .05$

Table 7 shows the ANOVA result on Teacher Self-Efficacy perceived by teacher. According to Table 7, there was a significant difference in the perceptions of teacher on teacher self-efficacy.

Table 8 Tukey HSD Result Showing Teacher Perceptions on Teacher Self-Efficacy Grouped by Qualification

(I) education	(J) education	Mean Difference(I-J)	P
BA	BSc	-.002	ns
	BEd	.314	.000***
	MEd	.725	.001**
BSc	BEd	.327	ns
	MEd	.728	.004*
BEd	MEd	.411	ns

Note: *** $p < .001$, ** $p < .01$, * $p < .05$, ns=no significance

The mean difference is significant at the 0.05 level.

In Table 8, there were statistically significant differences in the teacher perceptions on teacher self-efficacy regarding between BA and BEd, BA and MEd. Moreover, there was a statistically significant difference in the teacher perceptions on teacher self-efficacy regarding between BSc and MEd.

Table 8 Inter-correlation between Principal Leadership Variables and Teacher Self-efficacy

Variables	Teacher self-efficacy	Transformational leadership style	Transactional leadership style	Laissez-faire leadership style
Teacher self-efficacy	1			
Transformational leadership style	.644**	1		
Transactional leadership style	.653**	.724**	1	
Laissez-faire leadership style	.009	.029	.101	1

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

According to the Table 8, it was found that there were significant and positive relationships among transformational leadership style ,transactional leadership style and teacher self-efficacy. Teacher self-efficacy was correlated with transformational leadership style (.644), with transactional leadership style (.653).

Qualitative Research Findings

Open-ended Responses

Three open-ended questions were used to examine principal leadership style and teacher self-efficacy. Teachers expressed their perceptions on their principals' staff management and school activity management.

In open-ended question (1)20.58% of teacher (N=45) reported that their principal managed in accordance with departmental instruction and disciplinary rules. Twenty percent of teachers (N=43) regarding themselves as the member of the family and making individual meeting and discussing them.18% of teacher (N= 39) avoiding the bias and treating every teachers equitably, showing good leadership behavior.11% of teachers (N=24) Stimulating high grade of result, arranging monthly subject meeting, planning extra teaching hours for needed subjects and 7.42% of teachers (N= 9) giving punishment and reward system and 11% of teachers (N=24) assigning the teaching subject in accordance with their expertise and operating the task dutiful and according them. Twelve percent of teachers (N=27) helping positive optimism, solving the problems cooperatively with teachers.

In open-ended question (2) 28.9% of teachers (N= 61) perceived that their principals have specific instruction and operated the tasks dutifully and systematically and used suitable management and delegating teachers duties equally and orderly, clean and physical surrounds of schools and manage all the staffs with love and good will and 8.5% of teachers (N= 18) considering teachers' opinions and cooperated with them for the school effectiveness and talk into teacher to get cohesion and 4.7 % of teachers (N=10) stated that their principal sometimes, neglected teachers opinions and performed the task accordance with his own decision, avoided clear decision making and weekend in management.23.2% of teachers (N=49) cooperating with community for the school improvement and emphasizing student achievement and encouraged their staff to obtain the high pass rate for matriculation result.14.6 % of teachers (N=31)giving

them rewards by celebrating rewarding ceremony every year. 19.9% of teachers (N= 42) holding pre-staff meeting, giving direction clearly for implementation of their assigned duties.

In open-ended question (3) 80% of teachers (N=170) reported that they have got through the teaching and learning situation well. They said that communicated with parents' involvement warmly-welcomed was. 16% of teachers (N=35) reported that they have little difficult, that they encountered the disruptive behavior in the classroom and they faced with parents because they have a few teaching experiences and teaching service. 4% of teachers (N=6) that they have no responses.

In the section of qualitative findings results of interviewing principals and teachers were presented.

For this study, schools were identified based on the findings of quantitative survey. Three schools groups: Group I schools in which principal who mostly used transformational leadership style, Group II school in which principal who mostly used transactional leadership style and Group III school with laissez-faire leadership style were included in this study. Therefore six principals and twelve teachers were participated in qualitative analysis interview. The interview researches were presented on the following questions.

As making major decisions, the principal who mostly used transformational leadership style (principal 1) reported "I held a meeting and took the approval of each teacher in making major decisions".

On the other hand, the principal who mostly used transactional leadership style (principal 2) reported "I consulted with representative teachers of each grade, in charge of subjects, PTA members, School Board of Trustees and Steering Committee." and "I asked for teachers' suggestions and made the final decision" and "I asked for suggestions from respective subjective teachers, deans to address particular problems"

The principal who mostly used laissez-faire leadership style (principal 3) reported "whatever other want to do is OK with me" Teachers of principal 1 said that let teacher to take the leadership role to solve the problems cooperatively. Teachers of principal 2 said that she was discussed not only with my teachers but also School Board of Trustees and Parent-Teacher-Associations and Teachers of principal 3 said that she organized committees and sub-committees and gave group members to make their own decision.

As the importance of having a strong sense of purpose for a school, Principal 1 reported "I always make classroom visitation to observe the teachers' behavior and give them appropriate suggestion to improve their instruction.

Principal 2 reported "I arrange monthly subject meeting. And I plan extra teaching hours for needed subjects. And discussions were made based on the classroom observation and gave suggestions concerning to improve their teaching method "and "I make classroom visitation and observe the teaching learning situation , "I also suggest my teachers to have the good class control before teaching to get students' attention".

Principal 3 reported." I am content to let others continue working the same way as always" and" I hold staff meetings to discuss the matters"

Teachers of principal 1 said that every teacher she reinforced every teacher to make lesson plan carefully and to use innovative ideas and a variety of teaching strategies".

Teachers of principal 2 said that she provided journals, educators, and student's guide concerning teaching subject matter and she visited classrooms to check how effectively teachers are teaching.

Teachers of principal 3 said that she only need to try to get participation of all the teachers.

As given recognizing the staff to, principal 1 reported "I praise my teachers for their well done. And I award them in a honor badge. So every teachers and students try to their best to with honor badge awarded by the principal".

Principal 2 reported "I always praise the excellent teachers and outstanding students. Then I honor the teachers them in the award giving ceremony held once a year "and "I honor who are good in teaching and being the good model for the students. Outstanding students from each class are also rewarded".

Principal 3 reported "I hold ceremony once a year to appreciate and support for teachers' contributions and students achievement".

Teachers of principal 1 reported "she praised her teachers in front of the public and recognized them by giving awards. Like principal 2, teachers of principal 2 said that she honored the teachers them in the award giving ceremony held once a year.

Teachers of principal 3 said that she always praised the excellent teachers and outstanding students.

Building teachers' respect, principal 1 reported I demonstrate a sense of cooperative responsibility and commitment to public service".

Principal 2 reported "I control myself and other to take responsibilities and I monitor and evaluate plans to complete in time", "As a principal, I try to be a fair and justice person and manage the school ". "I always try to become a good example of staff and students. I ask for feedback from the staff regarding my performance".

Principal 3 reported "I hold regularly staff meeting. I support the teachers to make their own decisions and give people freely to perform their duties".

Teachers of principal 1 said that she cultivated her staff to improve their loyalty to the school and took proud in the success of their school

Teachers of principal 2 she behaved a personal example for teachers and students.

Teachers of principal 3 she believed that each and every one is capable of some unique contribution to achieve school goals.

Discussion

According to finding, the highest mean value of transformational leadership style was only one school. Thus, transformational leadership principal need to born many. The primary responsibility of the principal is to facilitate effective teaching and learning.

Next to the transformational leadership style is the transactional leadership style, which has a small variation from it. It can be considered as the second most commonly applied leadership by the school principals in Kyauktaga Township, Bago Region. As a good point, nearly half or out of three schools principals mostly used transactional leadership style.

According to Bass (1998), he stated that while transformational leadership is believed to make transactional leadership better, it cannot replace it. The environmental context of the organization must be considered when determining which of the two forms of leadership is required. Transactional leadership may be more effective when the organization is relatively stable, as opposed to transformational leadership, which is more suitable for times when the organization is experiencing a multitude of rapid changes.

Teacher advocated that their principals demonstrated transformative behavior such as pay personal attention to the need and interests of the teachers, providing for intellectual stimulation and challenges, raising teachers' expectations and motivation to devote and investing extra efforts for their welfare.

On the other hand, due to findings those principals often practice of two schools in laissez-faire leadership styles. Teachers' perceived mean value show the degree of practice of often this leadership style. Teacher reported that their principal sometimes, neglected teachers' opinions and performed the task accordance with his own decision, avoided clear decision making and weekend in management.

Laissez-faire leadership can be effective in situations, when:

- Followers are highly skilled, experienced, and educated.
- Followers have pride in their work and the drive to do it successfully on their own.
- Followers are trustworthy and experienced. (Wikipedia, 2014)

Nevertheless, the use of laissez-faire leadership style needs to reduce rapidly.

According to findings, teacher perceived by teachers' self-efficacy that the overall mean value show the level of teachers' self-efficacy is moderately high. If teachers who have high level of self-efficacy encounter difficult tasks, they could perform their tasks successfully.

If teachers who have low level of self-efficacy encounter difficult tasks, they could not overcome such kinds of difficulties. However, teachers with a strong sense of self-efficacy are more open to new ideas and innovations, show commitment to certain teaching and improve student achievement. Thus, teachers need to high self-efficacy. Moreover, teachers' self-efficacy could impact on teachers' job satisfaction.

Recommendation

The following suggestions and recommendations were drawn to be more effective principals' leadership style and teachers' self-efficacy in Basic Education High Schools.

- It is necessary important for a principal to pay attention to act as a role model and treat everyone equitably.
- It is necessary to consider a principal should use reward and recognition to reinforce teachers' value.
- It is necessary to introduce the concept of transformational leadership style that principal should have training, work shop ,seminar concerning leadership and management training.
- It is suggested that a principal should evaluate their own leadership behaviors and change according to situation of the school.

- The principal should find out the best leadership styles by involving all education stakeholders in the school in order to apply the most effective leadership style in the management of the institution.
- It is necessary to consider principal should be able to reduce negative effects of stress by improving the level of teachers' self-efficacy.
- The policy maker should consider to design and appropriate policies to create different professional development programs. They should provide teachers with suitable programs to increase their confidence in the teaching process.

5.4 Need for Further Research

This study was to study principal leadership style and teacher self-efficacy in Kyauktaga Township, Bago Region. So, the need for further inquiry is necessary. This study involves 211 participants. Therefore, the result cannot be generalized to any wider population. Sample size should be extended. Further research should be made in other townships, states and regions of Myanmar to represent the whole country. Moreover, further studies should be made by including variables such as rural, urban and socio-economic status of teachers.

Acknowledgement

First and foremost, I would like to express my respectful thanks to Dr. Aye Aye Myint (Rector, Yangon University of Education), Dr. Pyone Pyone Aung (Pro-Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro-Rector, Yangon University of Education).

I would like to especially offer my respectful gratitude and thanks to my supervisor Dr.DawHtayKhin (Professor, Head of Department, Department of Educational Theory, Yangon University of Education) for her administrative support, expert guidance in the preparation of this study, reasonable and detailed suggestions, timely and invaluable advices, and warmhearted advocacy for all the times during this study. I am very grateful for their guidance, support, encouragement, and kindly editing throughout the study.

Further, I also value the cooperativeness and active participation of the principals and teachers from Basic Education High Schools in Kyauktaga Township, Bago Region. I appreciate the librarian and staff members of the library of the Yangon University of Education for their patient help.

References

- Bandura, A. (1994). Self-efficacy. (V. S. Ramachaudran, Ed.) *Encyclopedia of Human Behavior*, 4, 71-78. Retrieved October 4, 2018, from <https://www.uky.edu/.../Bandura/BanEnc>.
- Burns, J.M. (1978). *Leadership*. New York, N.Y: Harper & Row. Retrieved September 3, 2018, from <http://www.amazon.com/Leadership-Harper-Perennial-Political-Classics/dp/006196557X>.
- Enceria, D. (2014) Principal leadership style and its impact on school climate and teacher self-efficacy in Indonesian schools. Retrieved May 24, 2018 from <https://espace.curtin.edu.au/handle/20.500.11937/391>
- Hipp, A. K., & Bredeson, P. V. (1995). Exploring connections between teacher efficacy and principal behavior. *Journal of School Leadership*, 5(2), 136-150.
- Jack, C.D. (2012). The correlation of the perceived leadership style of middle school principals to teacher job satisfaction and efficacy. Retrieved August 30, 2018, from <https://core.ac.uk/download/pdf>.
- Nil, A. E., & Kranot, N. (2006). School principal's leadership style and teachers' self-efficacy. *Planning and Changing*, 37(3), 205-208.
- OECD. (2009). Leading to learn school Leadership and Management Styles –OECD- org. Retrieved August 30, 2018, from <https://www.oecd.org>berlin>
- U. S. Army (1993) Retrieved August 30, 2018 from <https://www.nwink.com/-donclark/leaderst/html>

A STUDY ON THE PRINCIPAL'S ADMINISTRATIVE PRACTICES OF NO.3 BASIC EDUCATION HIGH SCHOOL, SHWEPYITHAR

Mai Leine Htung,¹ Hay Mann Pyae Pyae Phyo²

Abstract

The purposes of the study are to study the administrative practices of high school principal in No. (3) Basic Education High School, Shwepyithar in accordance with the perception of the teachers. It is based on six areas; Educational Leadership, Plotting Directions for the School, Improving Teaching, Learning and Curriculum, Improving the School as an Organizational Unit, Providing a Climate for Personal and Professional Growth and Providing the Best in Human and Material Resources. The quantitative perspective was applied in this study. The required data were collected from the 15 junior and 20 senior teachers in No. (3) Basic Education High School, Shwepyithar.

Questionnaire survey method was used in this study so as to collect the required data. The teacher's perception on administrative practices of principal was measured with 53-item questionnaire. These 53 items were developed as five point Likert-type items: (1= never, 2 = seldom, 3 = sometimes, 4 = often and 5 = always) for degree of administrative practices. Administrative practices of school principal perceived by junior and senior teachers were analyzed by using descriptive statistics.

The teachers from selected school rated the function of "educational leadership" as the highest mean value ($X = 4.25$) in six administrative functions and the function of "Improving Teaching, Learning and Curriculum" is seen as the lowest mean ($X = 3.78$). It means that the highest performance of the function is educational leadership and the lowest performance is the function of improving teaching, learning and curriculum". There is little difference between the means, so the school administrator nearly equal performs in the administrative functions. Research study suggests the principal should try to improve these functions.

Keywords: leadership, educational leadership

Introduction

Education attempts to give a firm foundation for the achievement of personal fulfillment. The school is a basic educational unit. The school should be alert to seize all opportunities and should utilize all experiences and situations to provide for the wholesome growth of the child (Educational Theory Part I, B.Ed Course, 1984).

Administrative leadership remains a key to school success (Hart and Bredeson, 1996). Without high-quality, skilled and sustainable leadership at the school will not occur. Smooth operation of an educational institution requires competent administrators. The administrators play the main roles for the effective and efficient running of the school. School's administrators determine the policies and procedures of their own schools according to the educational objectives laid down by the State. So, the administrative practices of principle become essential consideration in all-round development of educational institution.

¹ Associate Professor, Department of Educational Theory, Yangon University of Education

² MPhil Student, Department of Educational Theory, Yangon University of Education

Significance of the Study

School administrator deals with people (pupils, staff members and the public) as well as with the things (building and equipment). It is important to understand that the school administrative practices cannot be isolated from the other activities of the school system. These practices are related to all the other aspects of school enterprise. At the institutional level, schools are organized in the same pattern and implementing the basic education programmes. And the high schools are responsible mainly for the completion of full basic education to encompass the tertiary level of education and other professional institutions. Therefore, it is obvious that the high schools are of great importance. With their own administrative practices they are running in accordance with the directions and instructions of upwards serial organizations. (cited in Tin Shwe, 1992)

Aim of the Study

The main aim of this study is as follows:

To study the administrative practices of high school principal of No.(3) Basic Education High School, Shwepyithar in accordance with the perception of their assistant teachers.

Research Questions

What are the administrative practices of high school principal?

Limitation of the Study

This study was limited to the selection of the following variables and samples as the scope of study. They are as follows:

This study investigated on the school administrative practices of only No.(3) Basic Education High School, Shwepyithar due to time limitation. Participants of this study were teachers including junior teachers and senior teachers from that school. Due to the time limitation, interview and observation could not be conducted. Therefore, in this study, the conclusion was drawn based on only the findings of questionnaire survey.

Review of Related Literature

School administration is primarily about leadership. Some leaders will be superior to others because of genetics, but the basic leadership skills are learned and can be cultivated and enhanced. One needs to lead with both mind and heart to be truly effective.

Educational Leadership

The Nature of Leadership

Leadership is related to motivation, interpersonal behavior and the process of communication. Good management leadership helps to develop teamwork and the integration of individual and group goals. It aids intrinsic motivation by emphasizing the importance of the work that people do. Leaders create the vision and the strategy for tomorrow. Therefore, leadership selection and development becomes the major priority for any business (Laurie J Mullins, 1999).

Nature of School Leadership

As school administration is a flexible management of social process, the principal is supposed to act within his expected role played by the effective leadership is associated with competence in two domains. The first one is structural domain, it must be structured to be a well-defined pattern of organization with good channels of communication and ways of getting things well done. The second is social framework referring to the establishment of close relationship between the leader and group-members that reflects friendship, sympathy, mutual trust, respect and warmth. The competence in these two domains is liable to produce effective leadership in the organization. With the best style of leadership and effective leader behavior the principal must be all times effective in leadership and also possess to do so, good and sound leadership attributes as follows. Only then he will be able to lead his staff functionally to attain the aims of the school. Strong managers are usually strong leaders, and success in accomplishing organizational goals often depends on the leadership qualities displayed (cited in Tin Shwe, 1992)

Definitions of Leadership

- 1 Leadership is defined as the process of influencing the activities of an organized group toward goal achievement (Rauch & Behling).
- 2 Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals.(Tannenbaum, Weschler & Massarik)

Definitions of Educational Leadership

1. Educational leadership is defined as ‘ that action or behavior among individuals and group which causes both the individual and the group to move towards educational goals that are increasingly mutually acceptable (Stinner, 1970)
2. It is also defined as ‘attempting to make existing structures within the school work well’. The key dement is educational leadership should be the integration of the individual, the team and the school goals (Bell, 1988).

Leadership Qualities

Leadership qualities are command, judgment, coolness, application of responsibility, drive and initiative, efficiency, industry, group influence, justice and effective speaking.

Leadership's Duties and Responsibilities

There are so many leadership's duties and responsibilities. They are general planning, general coordination, enhancement of personnel skills, school objectives, curriculum objectives, establishing formal work relationships, evaluating performance, facilitating organizational efficiency, new staff and students, community, supplies and equipment and services.

Educational Leadership Policy Standards

The National Policy Board for Educational Administration recently released the Educational Leadership Policy Standards: ISLLC 2008 which states the following:

Standard 1:

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 2:

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 3:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 5:

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (www.ccsso.org, 2008)

Plotting Direction for the School

Each school has its goal and the people within the school have objectives they hope to reach in their own work. Aims are considered here to be institutional while objectives are considered to be personal or else limited to small interpersonal groups within the school.

Aims Setting and Objective-Starting

The aim of school is within four areas.

- (A) Intellectual Dimensions
- (B) Social Dimensions
- (C) Personal Dimensions
- (D) Productive Dimensions

Aims and Objectives for One Own's School

When the administrators plot directions for their schools, committees on aims need to observe guidelines like the following.

- (1) Consider that aims are parameters of general activities in a school. Place maximum focus on pupils' objectives, but do not neglect continuing examination of the school's aims.
- (2) Place maximum focus on pupils' objectives, but do not neglect continuing examination of the school's aims.
- (3) Consider ideas coming from outside the local community as well as ideas from within it.

- (4) Conform, in so far as is necessary and desirable, to the aims and objectives subscribed to else cohere in the school system.
- (5) State aims and objectives so clearly that they can be understood by citizens with limited education.
- (6) Provide opportunities for concerned and competent people to reconsider aims and objectives.
- (7) Expect varied interpretations of aims and objectives
- (8) Publicize the aims of the school, and invite comment concerning them.

The Special Role of School Leader in Plotting Directions

The principal or supervisor in the individual school has several important duties to perform and points of view to take if teachers, parents and others are to do their best work in plotting directions for the school. First, he must involve people and keep them involved so that planning becomes a continuing activity. Second, the school leader must consider the act of formulating aims and objectives to be valuable in-service education.

Third, the leader must call for evaluation of objectives as they are put to use by pupils and teachers. Fourth, he must free pupils and teachers to try experiences which may suggest new objectives. Fifth, he must help to provide vision concerning what the school can become. Finally, he must insist that his school develop its own unique aims and objectives (Ronald C.Doll, 1972)

Improving Teaching, Learning and Curriculum

Impact of School Leaders on Student Achievement

School leaders and principals are held accountable for the academic success of all students (Gruenert, 2005). Leithwood et al. (2004) surmised that the direct and indirect effects of principal leadership on student achievement account for one-fourth of the total school effect. They developed three classifications of principal effects on student and school outcomes:

1. Direct effects in which the principal's actions influence school outcomes.
2. Mediated effects in which principal actions affect outcomes indirectly through other variables.
3. Reciprocal effects in which the principal affects teachers and teachers affect the principal, and through these processes outcomes are affected.

School leadership indirectly affects student outcomes by setting, supporting, and sustaining high expectations, goals, and student outcomes (Stronge, Richard, & Catano, 2008). Leadership efforts are most evident through the influence of the leader on those who interact directly with students in instructional settings (Hallinger & Heck, 1996). The indirect effects on student outcomes are attained by developing the school's capacity for academic improvement (Hallinger & Heck, 2010; Hallinger, 2011).

Main Functions of Teaching and Learning

Facilitating teaching and learning is the main function of principal and supervisors. Teaching and learning are quite different human activities.

- (1) Planning

- (2) Finding better uses for pupil time
- (3) Understanding the dynamics of classroom groups
- (4) Giving attention to individual learners
- (5) Using available resources
- (6) Evaluating pupil behavior and communicating with parents

Planning to Improve Teaching

One of the important inferences in teaching is that teachers are less likely to change by being told to do so than by coming to their own decisions to change. Personal decisions to change usually occur with relative ease in cooperative group settings. According to one inquiry, teachers say their teaching is affected most by problems which fall into eight categories. They are persons in authority, peers and staff, community, students and discipline, methods and curriculum, personal and social and professional role.

Special Role of School Leader in Facilitating Teaching and Learning

Making teaching and learning easier and more effective is without question one of the chief responsibilities of principals and supervisors. In guiding programs of teaching and learning, the school leader concerns himself with three kinds of decisions.

- Decision directly affecting persons.
- Decision affecting institutionalized learning.
- Decisions affecting objects and arrangements.

Coordinating Curriculum Planning

The Nature of the Curriculum

Actually, the curriculum has been defined quite differently as the following range of definitions indicates:

- The curriculum represents those learnings each child selects, accepts and incorporates into himself to act with, on and upon in subsequent experiences”(L. Thomas Hopkins, 1941, cited in Ronald C. Doll, 1972).
- The curriculum is the continuous activity of the individual interacting with the environment factors about him” (Harold G. Shane and E.T. McSwain, 1951, cited in Ronald C. Doll, 1972).

In general, the definitions fall into two categories:

- (1) The opportunities made available to learners in school;
- (2) The experiences actually undergone by learners in schools.

Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Effective leaders:

- a. Implement coherent systems of curriculum, instruction, and assessment.
- b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels.
- c. Promote instructional practice.
- d. Ensure instructional practice.
- e. Promote the effective use of technology.
- f. Employ valid assessments.
- g. Use assessment data appropriately and within technical limitations.

Curriculum Development

To improve curriculum, Egyptain Dr. Hussein Kamel Bahaa El Din (1997) said that the amount of knowledge which is presently taught to students should be reconsidered. Curriculum planners should enable the students to understand the facts of life and to prepare them for the challenges they will confront. They should be quite familiar with environmental issues. Then, the time has come for education that emphasizes the acquisition of skills and competencies that would enable an individual to fulfill their duties towards their country, their family and themselves.

For curriculum development, in essence, educational curricula for all educational stages should also be constantly evaluated to ensure that unnecessary or repetitive information is removed. Besides, curriculum planners always make constant reviews of the curricula and refocus it. This is an activity that is ongoing and is carried out by experts in addition to the input from parents, students and teachers.

Dr. Hussein Kamel Bahaa El Din (1997) also said that ‘ Education should equip future citizens with the necessary skills for a new age, and with skills for the wise use of financial, material, technological and time resources without much wastage and with the highest return possible.’ So, the curricula, the most important component of education, should emphasize such capabilities.

Improving the School as an Organizational Unit

School principals must create an environment that promotes change. The principals must exude energy for and commitment to school improvement. They should encourage more communication between them and the various stakeholders – teachers, students, parents and community. Teachers have to believe that they can make a difference and have a commitment to do so. Principals have to have the ability to motivate the teachers.

School Principals have to know the important facts. They are school organization and staffing, community of care and support for students, meaningful engagement of families and community, criteria for organizational change, the special role of the school leader in changing the school’s organization, designing a coordinated communication system and the special role of the school leader in helping to improve communication.

Providing a Climate for Personal and Professional Growth

A fourth major task of the school leader is providing the climate and the opportunities necessary for the growth –in –service of professional personnel.

Climate in School

There are many factors to form the climate of a school. The following factors address the role of the effective principal relative to school climate. They are-

- (1) The principal's role in fostering and sustaining school climate
- (2) Internal and external dynamics at work in the school
- (3) The important of high expectation and respect
- (4) School climate, conflict and crisis management
- (5) School climate and shared decision making

School principal need to know the following facts. They are the relationship between the principal and school climate, professional capacity of school personnel and professional community for teachers and staff.

Providing the Best in Human and Material Resources

The Principals' Supervisory Role in Teacher's Utilization of Relevant Instructional Materials

Gerlach et al (1980:194) state that there are six broad categories of materials. These are:

1. Still pictures which include photographic prints, sketches, cartoons, murals, cut outs, charts, graphs and maps.
2. Audio materials which include phonograph record and audio tapes.
3. Motion pictures sometimes called a movie or film consists of a series of still pictures taken in rapid succession.
4. Television is an electronics system of transmitting still and moving images with accompanying sound through space.
5. Real things, simulation and modern include people, actual object or events, models, cut way, and specimens.
6. Programmed and a computer assisted programmed instruction.

Adewoyin (1991) and Ogunmilade (1984) noted that the selection of instructional materials or media depends on certain factors. These are: instructional objectives, availability of media, age, level, interest and background of Learners, teacher's capacity, cost and technical quality.

The Principals' Supervisory Role in Maintenance of Equipment and Facilities/ School Plant

School's equipment and forms of school facilities also known as the school plant are also important elements needed for the realization of educational goal and objectives. School equipment and facilities comprise all the things that have been put in place to aid effective teaching and learning. The main equipment and facilities in basic education school include the following:

- i. Equipment: laboratory and workshop equipment, sporting equipment, teaching aids, typewriters and photocopies, computers etc.

- ii. Permanent and semi-permanent structures: classroom, workshop, hostels, staff quarters, assembly/dining halls, administrative blocks, libraries, laboratories etc.
- iii. Furniture: desks, table, chair, beds etc.
- iv. Library books and stationery
- v. Vehicles
- vi. Electrical infrastructure: meters, fans, generating sets, air conditioners and other electrical fittings.
- vii. Water supply infrastructure: tap water, well, water tanks, boreholes etc.

Methods of maintaining school plant: there are different methods/strategies that can be employed by principal in the maintenance of school plant to keep them suitable for use at all times. Fadipe (1998:73) has enumerated the different ways by which a school administrator can effectively maintain school plants.

These include:

- i) *Periodic Inspection and Classification of Damaged Infrastructures*
- ii) *Committee System Approach*
- iii) *Community Participation Approach*
- iv) *Financing School Plant Internally*

Theoretical Framework

This study includes six administrative functions. They are educational leadership, plotting directions for the school, improving teaching, learning and curriculum, improving the school as an organizational unit, providing a climate for personal and professional growth and providing the best in human and material resources. (Ronald C. Doll, 1972).

Methodology

This study focused on the administrative practices of basic education high school principal at No.(3) Basic Education High School, Shwepyithar Township, Yangon Region.

Sample

In this study, the teachers' perception on administrative practices of the school administrator was studied. The quantitative perspective was adopted in this study. This study was designed as descriptive research. The required data were collected from the 15 junior and 20 senior teachers at No.(3) Basic Education High School, Shwepyithar, Yangon Region.

Instrument

Questionnaire survey method was used in this study so as to collect the required data. The teachers' perception on administrative practices of principal was measured with 53-item questionnaire. These 53 items were developed as five point Likert-type items: (1=never, 2=seldom, 3=sometimes, 4=often and 5= always) for degree of administrative practices.

Six school administrative functions included 13 items for educational leadership, 7 items for plotting directions for the school, 6 items for improving teaching, learning and curriculum, 13 items for improving school as an organizational unit, 7 items for providing a climate for

personal and professional growth and 7 items for providing the best in human and material resources. The Cronbach's alpha was used to measure the reliability coefficient of the questionnaire. The reliability coefficient (Cronbach α) was 0.98 for the questionnaire. This questionnaire was, therefore, reliable to use in this study.

Procedure

The set of questionnaire was developed after reviewing the related literature for the expert reviews, the advice and guidance were taken from the six expert educators who have special knowledge and experience at the department of educational theory, Yangon University of Education. According to the expert validity, the wording and content of items were also revised. Pilot study was conducted on the first week of December, 2018. On the second week of December, 2018, questionnaires were sent to the participant teachers in No.(3)Basic Education High School, Shwepyithar, Yangon Region. After three days later, all the questionnaires were recollected. A valid response rate was 100%.

Analysis of Data

The collected data of this study were systematically analyzed by using the Statistical Package for the Social Science software (SPSS) version 20 as it is widely used in quantitative research. The Likert scaling technique was used for analyzing the items.

Administrative practices of school principal perceived by junior and senior teachers were analyzed by using descriptive statistics.

Findings

This section deals with research findings based on quantitative study. Perceptions of junior and senior teachers were measured by teachers' self-rating scale. The analysis of collected data as research findings will be discussed.

Data Screening

The data were screened for univariate outliers. The out-of-range values, due to administrative errors, were examined and recorded with the original responses from the questionnaire.

Frequency Showing Teachers' Perception on Administrative Practices of School Principal

Frequency for Teachers' Perception on Administrative Practices of School Principal was presented in Table 1.

Table 1 Frequency Table for Teachers' Perception on Administrative Practices of School Principal

Administrative Functions	Always		Often		Sometimes		Rarely		Never	
	n	%	n	%	n	%	n	%	n	%
Educational Leadership	18	56	15	42	2	6	0	0	0	0
Plotting Directions for the School	8	22	21	58	5	14	0	0	0	0
Improving Teaching, Learning and Curriculum	5	14	20	56	9	25	1	3	0	0
Improving the School as an Organizational Unit	5	14	24	67	11	6	0	0	0	0
Providing a Climate for Personal and Professional Growth	5	14	22	61	6	17	2	6	0	0
Providing the Best in Human and Material Resources	13	36	16	46	5	14	1	3	0	0

Investigating Administrative Practices of School Principal

The descriptive results of teachers' perception on administrative practices of school principal were shown in following table for each function.

Table 2 Mean Values Showing Teachers' Perception on Administrative Practices of School Principal (N=35)

No.	Administrative Functions	Mean (SD)
1	Educational Leadership (EL)	4.25 (0.31)
2	Plotting Directions for the School (PD)	3.99 (0.60)
3	Improving Teaching, Learning and Curriculum (IT)	3.78 (0.63)
4	Improving the School as an Organization Unit (IO)	3.97 (0.41)
5	Providing a Climate for Personal and Professional Growth (PC)	3.82 (0.61)
6	Providing the Best in Human and Materials Resources (PB)	4.08 (0.70)
Total Mean Values		4.02 (0.34)

Scoring Direction: 1.00-1.49= Low 2.50-3.49= Satisfactory 4.50-5.00=High
1.50-2.49=Moderately Low 3.50-4.49=Moderately High

According to Table 2, decreasing order of mean values for teachers' perception on administrative practices of school principal regarding six administrative functions (EL,PD,IT, IO,PC, and PB) were (4.25, 4.08, 4.02, 3.99, 3.97, 3.82, and 3.78) respectively. Generally, as total mean value of administrative practices was 4.02, the administrative practices of school principal were moderately high.

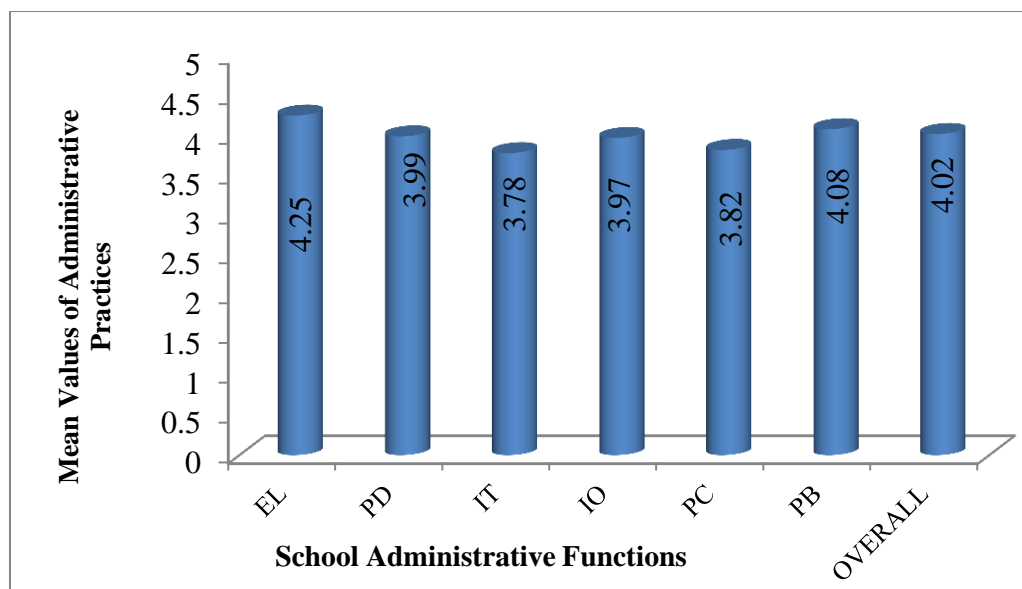


Figure 1 Mean Values for Teachers' Perception on Administrative Practices of School Principal

EL=	Educational Leadership	IO=	Improving the School as an Organization Unit
PD=	Plotting Directions for the School	PC=	Providing a Climate for Personal and Professional Growth
IT=	Improving Teaching, Learning and Curriculum	PB=	Providing the Best in Human and Materials Resources

Conclusion, Discussion and Recommendations

This study investigated the administrative practices of high school principal in No.3. Basic Education High School, Shwepyithar. The summary of findings, discussion, conclusion and recommendations for the improvement of the administrative practices of principal and for further research would be presented.

General Summary

Based on the research questions, findings of this study could be summarized as follows.

- In the practices of "Educational Leadership", (56%) rated that their administrators always perform in this function.
- In the function of "Plotting Direction for the School", (58%) responded that their administrators frequently perform in this function.
- In the function of "Improving Teaching, Learning and Curriculum", (56%) responded that their administrators frequently perform in this function.
- In the function of "Improving School as an Organizational Unit", (67%) responded that their administrators frequently perform in this function.
- In the function of "Providing a Climate for Personal and Professional Growth", (61%) responded that their administrators frequently perform in this function.
- In the function of "Providing the Best in Human and Materials Resources", (46%) responded that their administrators frequently perform in this function.
- The function of "Educational Leadership" is the highest mean value ($X = 4.25$).

- The function of “Providing the Best in Human and Materials Resources”, is the second highest mean value ($X= 4.08$).
- The function of “Plotting Directions for the School” is seen as the third highest mean value ($X=3.99$).
- The function of “Improving Teaching, Learning and Curriculum” is seen as the lowest mean ($X= 3.78$).
- The function of “Providing a Climate for Personal and Professional Growth” is the second lowest mean ($X= 3.82$).
- The function of “Improving the School as an Organizational Unit” is the third lowest mean ($X= 3.97$).
- The total mean score for overall performance perceived by all teachers were ($X= 4.02$).

Discussion

Nowadays, changes occur continuously all over the world through education and technology. In order to keep abreast with the changes of the other countries, education is very important to be qualified. For the qualified education, the sector of teachers has become increasingly important. To be qualified professionals or teachers, administrators are the most important ingredients in improving school (Jacobson, P.B, Logsdon, J.D & Wiegman R.R., 1973). Therefore, it is essential to study how to perform the school administrative practices of Basic Education High Schools in Myanmar. Thus, the term paper studied on the administrative practices of the school administrator in accordance with the perception of his/ her teachers.

Descriptive Statistics was used to compare the mean score of the six areas of school administrative practices of the principal. As the result of mean score, the areas of school administrative practices are all moderately high mean. So, the administrator needs to maintain these performances and needs to try to reach the high level.

These findings suggest that improving teaching, learning and curriculum is the practices with the lowest performance among the six areas of school administrative practices for the administrator. This function is crucially important for student academic achievement. So, the administrator needs to encourage teachers to possess solid pedagogical knowledge. Workshop and discussion concerning subjects are necessary to conduct weekly and monthly to advance teaching and learning. According to the efforts, academic achievement will be higher percentage and also standards will be higher efficiently and effectively.

Then, providing a climate for personal and professional growth is the function with the second lowest performance among the six areas of school administrative practices for the administrator. For professional growth, the administrator needs to provide seminars, meetings, workshop and training concerning teaching and learning. He/ She should encourage his/her teachers to pursuit the computer training course and develop technologies from time to time.

Furthermore, improving the school as an organizational unit is the practices of the third lowest performance among the six areas of school administrative practices for the administrator. He/she should encourage more communication at the school.

Conclusion

This study examined the perceived administrative practices of principal from No.(3) Basic Education High School, Shwepyithar. According to result of mean comparison of six administrative practices of principal, the result of mean comparison by position and frequency shows teachers' perception on administrative practices of school principal. The following conclusion can be drawn from the result of the study.

The principal was perceived as having moderately high in the area of six administrative practices: educational leadership (EL), plotting directions for the school (PD), improving teaching, learning and curriculum (IT), improving school as an organizational unit (IO), providing a climate for personal and professional growth (PC) and providing the best in human and material resources (PB).

The result of "Educational Leadership" is the highest means score. It means that this function is the highest performance among the six areas of administrative practices of the administrator of this school. So, the principal was able to supervise, motivate, communicate, bringing about change and managing conflicts.

Senior and Junior teachers rated the function of "Providing the Best in Human and Materials Resources" is the second highest performance among the six areas of school administrative function of the administrator. Therefore, she was able to help teachers, parents and others and discover and evaluate the worth of various classifications of personal factors, media and materials.

From their rating, the function of "Plotting Directions for the School" is assumed that this function is the third highest performance among the six area of administrative function of the administrator. So, the principal should assist teachers in gaining a clearer perspective of their role, of their important children and of their potential for manipulating the classroom environment.

And then, from their perceptions, the function of "Improving Teaching, Learning and Curriculum" is the lowest performance among the six areas of administrative function of the administrator, "Providing a Climate for Personal and Professional Growth" as the second lowest performance and the function of "Improving the School as an Organizational Unit" is the third lowest performance among the six areas of administrative function of the administrator of the selected school. Therefore, the principal must try to improve these functions. To be a successful principal, she should help teachers to provide a free climate, open communication, and problem solving situation. The principal not only must need to understand the community and to contact and to communicate with the people in the community but also must assist to involve students, staff, parents and the community to create and sustain a positive and safe learning environment.

Recommendations

The following recommendations are based on the analyses of the research findings.

- The principal should maintain her administrative practices to improve teaching, learning process and student achievement.
- The principal should create a more positive climate to enhance personal and professional growth of teachers.

- The principal should maintain the improvement of the school as an organizational unit by fostering the quality of life within the school.
- The principal should take action strictly for breaking school discipline, take the initiative in proposing solution to serious work-related problems and act decisively to deal with such problems when prompt solution is needed.

Need for Further Research

Further research should be conducted at other Basic Education Schools, Townships, States and Regions in Myanmar. It should be conducted to study the relationship of principal's administrative practices and other variables.

Acknowledgements

We wish to acknowledge the advice and help of those who have contributed, directly or indirectly, to the development of this paper. We would like to express our whole hearted gratitude to Dr. Aye Aye Myint (Rector, Yangon University of Education) and Dr. Pyone Pyone Aung (Pro Rector, Yangon University of Education) and Dr. Kay Thwe Hlaing (Pro Rector, Yangon University of Education) for their permission to attend the MPhil Course.

We would like to express our thanks to respectful Dr. Daw Htay Khin (Professor/Head of Department, Department of Educational Theory, Yangon University of Education) and Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for their valuable guidance and encouragement all along the study. We are grateful to our external examiner Daw Tin Tin Hla (Associate Professor/Head (Rtd) of Department of Educational Theory, Yangon University of Education) for her expert guidance, warm support, invaluable suggestions and judgment on our paper.

Our heartfelt thanks go to librarians and staff of the library at the Yangon University of Education for their help in finding the books needed for this paper. We want to express special thanks to our beloved family for encouragement and loving support.

References

- Achunine, R. N. (1998). *Further Issues in School Administration*. Retrieved December 2, 2019, from www.atbuftejoste.com>article
- Adelabu, M. A. (1989). "Secondary Education in Transition: A Period of Dilemma and Role Conflict for School Principal". *African Journal of Educational Management*. Retrieved December 5, 2019, from <https://publications.iadb.org>
- Adesina, S. (1980). *Some Aspects of School Management*. Retrieved November 22, 2018 from www.worldresearchlibrary.org.
- Acero, et al. (2000). The functions of school administration. Retrieved October 3, 2018 from www.rgu.ac.uk/abs.
- Bello, B. A. (2014). *Personnel Management (Functions of Personnel Management in Educational Organization.)* Retrieved November 22, 2018 from www.yourarticlelibrary.com.
- Campbell, R.F., Corbally, J. E., & Ramseyer, J.A. (1996). *Introduction to education administration*. Boston: Allyn and Bacon, Inc. Retrieved November 23, 2018 from www.amazon.com.
- Doll, R.C.(1972). *Leadership to improve schools*. Worthington: Wadsworth Publishing Company. Retrieved January 2, 2019 from www.https://books.google.com.mm
- Fadipe, J. O. (1998). "Modern Strategies of School Plant Nigerian in Education". Retrieved November 4, 2018 from <https://www.coursehero.com>.
- Gerlach, V.S., Donald, P. E., & Rob, M. (1980) *Teaching Aids and Devices* (2nd ed.) Retrieved October 14, 2018 from <https://pdfs.semanticscholar.org>.
- Glasman, N. 1984. *Student Achievement and the Principal. Educational Evaluation and Policy Analysis*. Retrieved October 15, 2018 from <https://www.eric.ed.gov>.
- Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. Temple University, Philadelphia. Retrieved October 15, 2018 from <https://www.eric.ed.gov>.
- Musaazi, J. C. S. (1982). *The Theory and Practice of Educational Administration*. London and Basingstoke: Macmillan Publishers. Retrieved October 20, 2018 from <https://books.google.com>.
- Mackey, Karen H.,(2016). "The Relationships Among Instructional Leadership, School Culture, and Student Achievement in Kentucky Elementary Schools" Dissertations. Retrieved January 6, 2019 from <http://www.digitalcommons.wku.edu/diss/110>
- National Association of Elementary School Principals. (2008). *Leading learning communities: Standards for what principals should know and be able to do*. Nashville, TN: National Association of Elementary School Principals. Retrieved January 6, 2019 from <http://www.naesp.org>.
- Ojede, P. K. (1982). "Maintaining School Plant for Educational Effectiveness and Efficiency in a Depressed Economy". Retrieved October 20, 2018 from www.academia.edu.
- Olagboye, A. A. & Fadife, J. O. (1998) *Management of Nigerian Education: Project Monitoring and School Plant Maintenance*. Retrieved October 23, 2018 from <https://www.researchgate.net>.
- Onyeike, V.C, Nwosu Chinenye Maria (2018). "Principals' Administrative and Supervisory Roles for Teachers' Job Effectiveness in Secondary Schools". *British Journal of Education* Vol.6, No.6, Retrieved December 24, 2018 from www.eajournal.com
- Westman, K. (2010) "The Roles and Responsibilities of the Principal as Perceived by Illinois K-8 Principals Who Belong to Generation X ".Dissertations. Paper 54. Retrieved January 1, 2019 from http://www.ecommons.luc.edu/luc_diss/54

RELATIONSHIP BETWEEN PROFESSIONAL LEARNING COMMUNITIES AND TEACHER SELF-EFFICACY

Than Zaw¹ and Nang Kham Phong²

Abstract

The focus of this study is to explore the relationship between professional learning communities and teachers' self-efficacy at the selected nine Basic Education High Schools in Sagaing Township. In this study, social cognitive theory, adult learning theory and social capital theory were used. For the research design, descriptive research design was used. The quantitative and qualitative methods were used to collect the data. The Professional Learning Community Assessment- Revised (PLCA-R) survey instrument developed by Oliver, Hipp & Huffman (2010) and the Teachers' Sense of Efficacy Scale (TSES) questionnaire developed by Tschannen-Moran and Woolfolk Hoy (2001) were utilized. A total of 301 teachers from the selected nine schools participated in this study. By utilizing SPSS version 20, Descriptive statistics, one way ANOVA, and Pearson Product Moment Correlation were used to identify differences between variables. Based on the findings, the mean value ($\bar{x}=4.27$) showed that professional learning communities highly implemented in the selected schools. The mean score of teacher self-efficacy ($\bar{x}=4.03$) pointed out that all the teachers from the selected schools possessed high self-efficacy level. There were significant differences in professional learning communities and teacher self-efficacy according to teachers' position and professional qualification. As a result, a positive and weak correlation ($r=.126, p<0.01$) was found between professional learning communities and teacher self-efficacy. The more professional learning communities are implemented, the higher teacher self-efficacy will develop as well. Teachers could have peer coaching and mentoring to observe peers, share knowledge and offer encouragement so they could enhance their professional development. Thus, a school community should be created to develop the teachers' judgment of their capabilities to foster desired outcomes for student.

Keywords: Professional learning community, Self-efficacy, Teacher self-efficacy

Introduction

Educational outcomes and skills for learners are being increasingly linked with quality of teachers. There is a need for ongoing professional learning to ensure that teaching practices are updated within an era of considerable educational reform. An important key to increase human capacity for educational improvement is creating the school as a learning organization or community. So creating professional learning communities have become one of the most talked about ideas in education today. Professional learning communities are being developed to support improvement and change across the education system.

Significance of the Study

The aim of educational institutions and their teachers is to improve student achievement. Instructional leaders must identify ways to increase the teaching capacity of the teachers with their leadership and, in turn, improve students' performance. Teacher effectiveness has a direct impact on student achievement. Demands for increased accountability have caused schools to look for ways to boost teacher effectiveness and, subsequently, student achievement. Professional learning community is a model being touted as a means to increase teacher

¹. Lecturer, Department of Educational Theory, University for the Development of the National Races of the Union

². Senior Teacher, B.E.H.S(1), Kyine Tone Township, Eastern Shan State

effectiveness and student learning. Professional learning communities are the integration of several concepts that when together, hold great promise for improving teacher quality and therefore student achievement (Porter, 2014). So, professional learning communities are created in order to enhance the self-efficacy of teachers in their communities.

Purposes of the Study

The main purpose of the study is to explore the relationship between professional learning communities and teachers' self-efficacy at the Basic Education High Schools in Sagaing Township, Sagaing Region.

The specific purposes of the study are to investigate teachers' perceptions on implementation of professional learning communities, to investigate teachers' perceptions on their self-efficacy in the classroom, and to find out the relationship between professional learning communities and teachers' self-efficacy at the Basic Education High Schools in Sagaing Township.

Research Questions

This study seeks to answer the following questions:

1. To what degree do teachers perceive on implementation of professional learning communities at the selected Basic Education High Schools in Sagaing Township?
2. To what degree do teachers perceive on their self-efficacy in the classroom at the selected Basic Education High Schools in Sagaing Township?
3. Are there any significant differences in professional learning communities and teachers' self-efficacy according to teachers' demographic data at the selected Basic Education High Schools in Sagaing Township?
4. Is there any significant relationship between professional learning communities and teachers' self-efficacy at the selected Basic Education High Schools in Sagaing Township?

Theoretical Framework

In formulating a framework for examining the relationship of PLCs and teacher self-efficacy, social cognitive theory provided a foundation. Using this as a framework for improvement, teachers can adjust their self-beliefs; improve their pedagogy and instructional practices. Hord (1997) states that the practice of a professional learning community (PLC) is to seek, share and act on their learning. The concept of PLC is connected with notions of enquiry, reflection and self-evaluating schools. Especially, professional learning communities provide lasting benefits for teachers. Such benefits result in higher human and social capital.

Scope of the Study

The participants of the study are teachers (primary teachers, junior teachers and senior teachers) from the selected Basic Education High Schools in Sagaing Township, Sagaing Region.

Definitions of Key Terms

Professional Learning Community (PCL): professional learning community can be defined as “a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making” (Hord, 1997).

Self-efficacy: Self-efficacy is defined as “a personal judgment of how well one can execute courses of action required to deal with prospective situations” (Bandura, 1997, cited in Heaton, 2013).

Teacher self-efficacy: Teacher self-efficacy is defined as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran and Woolfolk Hoy, 2001).

Review of Related Literature

Professional Learning Communities (PLCs)

McRel (2003, as cited in Turner, 2015) defined a professional learning community as a group of people that shares and critically questions professional practices in a collaborative, reflective way that is focused on learning and growth.

Other definitions identify PLCs as a process, a strategy, or a type of school culture. Feger and Arruda (2008, as cited in Turner, 2015) define PLCs as a strategy for improving student achievement that focuses on creating a collaborative school culture that is focused on student learning. Protheroe (2008, as cited in Turner, 2015) defined a professional learning community as a school culture that values and maximizes the collective strengths of educators. The idea of PLC is one well worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning (Bolam, McMahon, Stoll, Thomas, Wallace, & Hawkey, 2005).

The success of professional learning community largely depends on collective enquiry, reducing isolation among teachers, reflection on current institutional practices, sharing responsibility for the learning of all students and creating a capacity for learning (Sai & Siraj, 2015). So, educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all (DuFour, 2004).

Organizational Learning Theory: Organizational learning theory provides a lens to view and understand school change as school leaders and teachers create professional learning communities within their school sites (Liebman et al, 2005).

Adult Learning Theory: Adult education and adult learning theory contribute to the knowledge of how teachers learn and develop within a school environment. Shorter (2012) states that the aspects and characteristics of the forms of teacher professional development are associated with theories of adult education and adult learning.

Social Capital Theory: Social capital can be defined as “the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit” (Nngapiet & Ghoshal, 1998; cited in Camps and Marques, 2011). Camps and Marques (2011) describe as the social capital is one of the three subcategories of intellectual capital, human capital and organizational capital. Trust and social relations are critical elements of successful professional learning communities (Tsia & Ghoshal, 1998; Cohen & Prusak, 2001; cited in Shorter, 2012). Hord’s five dimensions of PLC are consistent with certain elements of social capital theory and distributive styles of leadership (Shorter, 2012).

Hord’s Model: Hord (1997) describes the professional learning community by five characteristics: supportive and shared leadership; collective creativity; shared values and vision; shared personal practices; and supportive conditions for sustaining the learning community. A

later modified version developed by Hipp and Huffman (2010, as cited in Stamper, 2015) used the following dimensions: shared and supportive leadership; shared values and vision; collective learning and application; shared personal practices; supportive conditions-relationships; and supportive conditions-structures which lead to the development of the Professional Learning Community Assessment Revised (PLCA-R) survey instrument.

Self-Efficacy

In Bandura's social learning theory, self-efficacy was posited as a system of self-regulation, a key piece in behavioral change and cognitive development (Heaton, 2013). Bandura (1977), as cited in Heaton, 2013, defined self-efficacy as "the conviction that one can successfully execute the behavior required to produce a given attainment".

Bandura (1997), as cited in Heaton, 2013, explored self-efficacy as an instrument useful in predicting behavior and goal-setting tendencies. He described individuals' self-efficacy as shaped through four significant information sources: (1) mastery experiences, (2) vicarious experiences, or witnessing others' experiences, (3) social persuasion and (4) physiological and affective states. He proposed that these four sources are powerful vehicles that function to shape and determine an individual's level of self-efficacy.

Teacher Self-Efficacy: Tschannen-Moran and Woolfolk Hoy (2001) defined teacher self-efficacy as "a teacher's beliefs in his or her capacities to foster desirable outcomes for students". Efficacious teachers believe that they can motivate students, develop coping skills and strategies to regulate their emotion, and work together with students and their colleagues to achieve learning goals.

Tschannen-Moran and Woolfolk Hoy (2001) identified the three dimensions of teacher self-efficacy: efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management.

Social Cognitive Theory: Bandura's social cognitive theory is the study of how and why people behave in the manner that they do. The concept of social cognitive theory is that an individual's behaviors and responses in most situations are shaped by the actions that he or she observed in others. These actions are observed in both natural and social environments. These observations are remembered by the observer and influence social behaviors and cognitive processes such as developing self-beliefs or self-efficacy (Heaton, 2013). Since self-efficacy is developed from external experiences and self-perception, it is a critical component of social cognitive theory.

Methodology

This study was conducted with descriptive research design. Questionnaire survey was used in quantitative study and open-ended questions were also used in qualitative study to engage a full, meaningful answer using the subject's own knowledge and to get more objective responses. Simple randomly sampling method was used.

Sample

The sample was comprised of 9 Basic Education High Schools in Sagaing Township, Sagaing Region. Totally 301 teachers (primary teachers, junior teachers and senior teachers) from nine selected Basic Education High Schools, completed the questionnaires.

Instrumentation

There were two research instruments. Professional Learning Community Assessment-Revised (PLCA-R) survey instrument developed by Olivier, Hipp & Huffman (2010, cited in Heaton, 2013) was utilized in this study. Five-point Likert scale ranging from strong disagree to strong agree was used to measure the degree of agreement. Teachers' Sense of Efficacy Scale (TSES) questionnaire developed by Tschannen-Moran and Woolfolk Hoy (2001) was utilized in this study. Five-point Likert scale ranging from nothing to a great deal was used to measure the level of teachers' self-efficacy. Furthermore, teachers' demographic information concerning current position and professional training qualification were also collected. Open-ended questions on implementation of professional learning community by teachers and their self-efficacy were a part of the qualitative questionnaire. The open-ended questionnaire was constructed with three questions for teachers, and was developed under the guidance of the supervisor.

Instrument Validity: In order to obtain the content validity for teachers' perception on implementation of professional learning community and teachers' self-efficacy questionnaire, expert review was conducted by ten experienced educators, who have deep knowledge and closely relationship with this area, from the Department of Educational Theory, Sagaing University of Education and University for the Development of the National Races of the Union.

Instrument Reliability: Based on the pilot test, the reliability coefficients (Cronbach's Alpha) were 0.899 for the professional learning communities' items and 0.929 for the teacher self-efficacy items.

Procedure

First and foremost, the related literature was explored. After that, in order to get required data, the questionnaires were translated from English under the guidance of the supervisor. For the clarity of each item, the wording and content of items were revised and modified according to the result of experts review.

The pilot study was undertaken to refine the modified questionnaire. After taking permission from the responsible person, the questionnaires were distributed to the schools on 2nd July, 2018. Distributed questionnaires were collected on 12th July, 2018 and the respondent rate was 99.3%.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 20 was used to analyze the data. Data analysis was computed by using descriptive statistics, One-Way ANOVA, and the Pearson-product moment correlation. The responses of the three open-ended questions were analyzed and synthesized to complete the qualitative findings of the professional learning communities and teachers' self-efficacy from the selected schools.

Findings

Research findings are presented by using descriptive statistics: means and standard deviations, One-Way ANOVA and Person product-moment correlation. Teachers' responses to open-ended questions are also presented.

1. Findings for Teachers' Perceptions on Implementation of Professional Learning Communities in the Selected Basic Education High Schools

The descriptive results of teachers' perceptions on implementation of professional learning communities were shown in Table 1.

Table 1 Mean Scores and Standard Deviations for Implementation of Professional Learning Communities (PLCs) in selected Basic Education High Schools, Sagaing Township

School(n)	A(51)	B(23)	C(18)	D(34)	E(48)	F(30)	G(26)	H(41)	I(30)	Overall
Mean	4.05	3.99	4.11	3.97	4.11	3.99	4.12	3.97	3.98	4.03
(SD)	(0.19)	(0.18)	(0.19)	(0.15)	(0.29)	(0.33)	(0.28)	(0.19)	(0.21)	(0.24)

1.00-2.33 = Low Level 2.34-3.66= Moderate Level 3.67-5.00 = High Level

The differences in means and standard deviations of the six dimensions of the professional learning communities implemented in the selected schools are presented in Table 2.

Table 2 Means and Standard Deviations for Six Dimensions of Professional Learning Communities (PLCs) Implemented in selected Basic Education High Schools,

PLCs Schools	Dimensions of Professional Learning Communities					
	SSL	SVV	CLA	SPP	SCR	SCS
A	4.07(0.23)	4.06(0.21)	4.07(0.19)	4.01(0.23)	4.07(0.31)	3.99(0.26)
B	3.95(0.35)	3.96(0.23)	4.09(0.17)	4.08(0.29)	4.11(0.25)	3.74(0.38)
C	4.04(0.13)	4.09(0.26)	4.21(0.27)	4.13(0.29)	4.17(0.22)	4.01(0.17)
D	3.94(0.17)	3.96(0.25)	4.01(0.14)	3.98(0.14)	4.02(0.14)	3.91(0.23)
E	4.05(0.17)	4.08(0.29)	4.12(0.35)	4.11(0.36)	4.21(0.38)	4.08(0.32)
F	4.05(0.38)	4.05(0.33)	4.03(0.39)	3.89(0.43)	4.03(0.31)	3.91(0.43)
G	4.06(0.31)	4.09(0.29)	4.18(0.34)	4.18(0.38)	4.16(0.35)	4.05(0.28)
H	3.98(0.21)	3.95(0.28)	4.00(0.22)	4.01(0.23)	3.96(0.26)	3.90(0.27)
I	3.78(0.46)	3.99(0.23)	4.12(0.27)	4.07(0.25)	4.03(0.25)	3.89(0.28)
Overall	3.99(0.29)	4.03(0.27)	4.08(0.27)	4.04(0.30)	4.08(0.30)	3.95(0.31)

1.00-2.33 = Low Level 2.34-3.66= Moderate Level 3.67-5.00 = High Level

SSL = Shared and Supportive Leadership, SVV = Shared Values and Vision SPP= Shared Personal Practice, CLA = Collective Learning and Application, SCR= Supportive Conditions-Relationships, SCS = Supportive Conditions-Structures

Table 3 presents mean values and standard deviations for teachers' perception of the professional learning communities implemented by position.

Table 3 Mean Values and Standard Deviations of Professional Learning Communities (PLCs) Implemented by Teachers according to position

PLCs	PT (N=75)		JT (N=137)		ST (N=89)	
	Mean	SD	Mean	SD	Mean	SD
SSL	4.08	0.3	3.99	0.21	3.94	0.36
SVV	4.09	0.33	4.01	0.22	4.01	0.27
CLA	4.2	0.33	4.04	0.22	4.05	0.28
SPP	4.16	0.33	4.02	0.23	3.98	0.34
SCR	4.17	0.34	4.06	0.28	4.03	0.27
SCS	4.01	0.38	3.95	0.23	3.90	0.34
Overall PLCs	4.12	0.28	4.01	0.19	3.98	0.25

PT=Primary Teachers,

JT=Junior Teachers,

ST=Senior Teachers

Table 4 presents One-Way ANOVA results for the professional learning communities implemented by position.

Table 4 One-Way ANOVA Results for the Differences in Professional Learning Communities (PLCs) Implemented by Teachers according to Position (N=301)

Variable		Sum of Square	df	Mean Square	F	p
SSL	Between Groups	.842	2	.421	5.242	.006**
	Within Groups	23.931	298	.080		
	Total	24.773	300			
CLA	Between Groups	1.362	2	.681	9.525	.000***
	Within Groups	21.306	298	.071		
	Total	22.668	300			
SPP	Between Groups	1.377	2	.689	7.979	.000***
	Within Groups	25.722	298	.086		
	Total	27.100	300			
SCR	Between Groups	.938	2	.469	5.340	.005***
	Within Groups	26.180	298	.088		
	Total	27.118	300			

Note: **p>01, ***P<001

In Table 5, the results of Tukey HSD Multiple comparisons for each dimension of professional learning communities implemented by position were shown.

Table 5 The Results of Tukey HSD Multiple Comparisons for Professional Learning Communities (PLCs) Implemented by Teachers according to Position (N=301)

Variable	(I)Position	(J)Position	Mean difference(I-J)	p
SSL	PT	ST	0.143	.004
CLA	PT	JT	0.159	.000
	PT	ST	0.150	.001
SPP	PT	JT	0.138	.003
	PT	ST	0.174	.001
SCR	PT	JT	0.113	.022
	PT	ST	0.144	.006

In Table 6, the mean values and standard deviations for teachers' perception of the professional learning communities implemented by professional qualification were shown.

Table 6 Mean Values and Standard Deviations of Professional Learning Communities (PLCs) Implemented by Teachers according to Professional Qualification.

PLCs	Certificate(N=135)		Diploma(N=80)		B.Ed (N=79)		M.Ed (N=7)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
SSL	4.02	0.26	4.02	0.29	3.94	0.33	3.99	0.24
SVV	4.03	0.25	4.05	0.32	3.99	0.27	4.00	0.17
CLA	4.07	0.23	4.15	0.35	4.03	0.27	4.00	0.12
SPP	4.06	0.26	4.11	0.33	3.99	0.33	3.94	0.31
SCR	4.07	0.298	4.13	0.35	4.04	0.25	3.86	0.25
SCS	3.97	0.27	3.97	0.34	3.93	0.34	3.64	0.25
Overall PLCs	4.03	0.21	4.07	0.28	3.99	0.23	3.90	0.14

One-Way ANOVA results for the implementation of professional learning communities according to professional qualification were shown in table 7.

Table 7 One-Way ANOVA Results for the Differences in Professional Learning Communities (PLCs) Implemented by Teachers according to Professional Qualification (N=301)

Variable		Sum of Square	df	Mean Square	F	P
CLA	Between Groups	.621	3	.207	2.787	.041*
	Within Groups	22.047	297	.074		
	Total	22.668	300			
SCS	Between Groups	.806	3	.269	2.840	.038*
	Within Groups	28.084	297	.095		
	Total	28.890	300			

Note: * $p < .05$,

In Table 8, the results of Tukey HSD Multiple comparisons for each dimension of professional learning communities according to professional qualification were shown.

Table 8 The Results of Tukey HSD Multiple Comparisons for Professional Learning Communities (PLCs) according to Professional Qualification (N=301)

Variable	(I)Position	(J)Position	Mean difference(I-J)	P
CLA	Diploma	B.Ed	0.11709	.036
SCS	Certificate	M.Ed	0.32974	.031

2. Findings for Teachers' Self-Efficacy Perceived by Teachers themselves in the Selected Basic Education High Schools

The descriptive results of teacher self-efficacy perceived by teachers themselves were shown in Table 9.

Table 9 Mean Scores and Standards Deviation for Teacher Self-Efficacy Perceived by Teachers Themselves in Selected Basic Education High Schools, Sagaing Township

School(n)	A(51)	B(23)	C(18)	D(34)	E(48)	F(30)	G(26)	H(41)	I(30)	Overall
Mean	4.41	4.31	4.47	4.36	4.06	4.4	4.21	4.06	4.3	4.27
(SD)	(0.47)	(0.49)	(0.36)	(0.59)	(0.66)	(0.54)	(0.48)	(0.87)	(0.49)	(0.6)

1.00-2.33 = Low Level

2.34-3.66= Moderate Level

3.67-5.00 = High Level

The descriptive statistics also pointed out the difference in means and standard deviations of three dimensions of teacher self-efficacy in selected schools were presented in Table 10.

Table 10 Means and Standard Deviations for Three Dimension of Teacher Self-Efficacy in selected Basic Education High Schools, Sagaing Township (N=301)

Dimension	A	B	C	D	E	F	G	H	I
ESE	4.27 (0.50)	4.18 (0.52)	4.35 (0.39)	4.33 (0.59)	4.01 (0.65)	4.25 (0.49)	4.07 (0.58)	3.98 (0.81)	4.07 (0.47)
EIS	4.5 (0.52)	4.42 (0.51)	4.53 (0.39)	4.36 (0.63)	4.12 (0.68)	4.51 (0.59)	4.21 (0.58)	4.09 (1.03)	4.49 (0.51)
ECM	4.46 (0.48)	4.33 (0.54)	4.51 (0.39)	4.39 (0.55)	4.05 (0.71)	4.44 (0.58)	4.35 (0.39)	4.1 (0.82)	4.35 (0.57)

1.00-2.33 = Low Level

2.34-3.66= Moderate Level

3.67-5.00 = High Level

ESE = Efficacy in student Engagement, EIS = Efficacy in instructional Strategies ECM = Efficacy in Classroom Management

The mean values and standard deviations for teacher self-efficacy perceived by teacher according to their position were shown in Table 11.

Table 11 Mean Values and Standard Deviations for Teacher Self-Efficacy Perceived by Teacher according to Their Position

Teachers' Self-Efficacy	PT (N=75)		JT (N=137)		ST (N=89)	
	Mean	SD	Mean	SD	Mean	SD
ESE	4.17	0.66	4.24	0.57	4.02	0.57
EIS	4.34	0.79	4.41	0.67	4.23	0.55
ECM	4.32	0.66	4.38	0.58	4.19	0.61
Overall Teachers' Self-Efficacy	4.28	0.68	4.34	0.58	4.15	0.55

Table 12 presents One-Way ANOVA results for teacher self-efficacy perceived by teacher according to their position.

Table 12 One-Way ANOVA Results for the Differences in Teacher Self-Efficacy Perceived by Teacher according to Their Position (N=301)

Variable		Sum of Square	df	Mean Square	F	P
ESE	Between Groups	2.473	2	1.236	3.544	.030
	Within Groups	103.954	298	.349		
	Total	106.427	300			

Note: * $p < .05$,

In Table 13, the results of Tukey HSD Multiple comparisons for teacher self-efficacy perceived by teacher according to their position were shown.

Table 13 The Results of Tukey HSD Multiple Comparisons for Teachers' Self-Efficacy Perceived by teacher according to Their Position (N=301)

Variable	(I)Position	(J)Position	Mean difference(I-J)	P
ESE	JT	ST	0.213	.023

Table 14 presents the mean values and standard deviations for teacher self-efficacy perceived by teacher according to their professional qualification.

Table 14 Mean Values and Standard Deviations for Teacher Self-Efficacy Perceived by Teacher according to Their Professional Qualification

Teachers' Self-Efficacy	Certificate(N=135)		Diploma(N=80)		B.Ed (N=79)		M.Ed (N=7)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
ESE	4.25	.55	4.13	.69	4.03	.59	4.04	.38
EIS	4.45	.59	4.30	.86	4.19	.65	4.29	.20
ECM	4.43	.49	4.27	.74	4.14	.65	4.34	.20
Overall	4.37	.56	4.23	.77	4.12	.63	4.22	.26

In Table 15, One-Way ANOVA results for the teacher self-efficacy according to professional qualification were shown.

Table 15 One-Way ANOVA Results for the Differences in Teacher Self-Efficacy according to Professional Qualification (N=301)

Variable		Sum of Square	df	Mean Square	F	p
ECM	Between Groups	4.125	3	1.375	3.787	.011
	Within Groups	107.822	297	.363		
	Total	111.946	300			

*p<.05, **p<.01, ***p<.001, ns= no significant

In Table 16, the results of Tukey HSD Multiple comparisons for each dimension of teacher self-efficacy according to professional qualification were shown.

Table 16 The Results of Tukey HSD Multiple Comparisons for Teacher Self-Efficacy according to Professional Qualification (N=301)

Variable	(I)Position	(J)Position	Mean difference(I-J)	p
ECM	Certificate	B.Ed	0.282	.006

3. Findings of the Relationship between Professional Learning Communities and Teacher Self-Efficacy Perceived by Teachers at the Selected Basic Education High Schools in Sagaing Township

Table 13 showed that professional learning communities were statistically and weekly correlated to teacher self-efficacy.

Table 17 Correlation between Professional Learning Communities and Teacher Self-Efficacy

Variables	Professional Learning Communities	Teacher Self-Efficacy
Professional Learning Communities	1	.162**
Teacher Self-Efficacy	.162**	1

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

4. Findings in Open-ended Questions

The open-ended question (1) is “State your perception about the factors needed for implementation of professional learning communities in your school.” 22.59% of teachers (N=68) stated that discussing with together to solve the problems and difficulties in teaching-learning process. 15.95% of teachers (N=48) perceived that as implementation of professional learning communities, they had more enhancements in their teaching skills and more inspiration in their teaching environment. 12.62% of teachers (N=38) want the opportunities for collaborative processes to share responsibilities for school improvement. 9.97% of teachers (N=30) state that peer coaching and mentoring to observe peers, share knowledge and offer encouragement. 9.63% of teachers (N=29) state that they have supportive conditions- structures in their schools. Finally, 3.65% of teachers (N=11) believed that the bonds of collegial relationships among teachers were tightly and caring relationships also existed between teachers and students to enhance teaching and learning.

The second open-ended question is “Please state your perception about the factors needed to enhance teacher self-efficacy in your instructional practices.” 23.59% of teachers (N=71) stated that they had preferred to utilize alternative instructional strategies which have more attention from their students in their practice. 15.61% of teachers (N=47) perceived that as teachers were everlasting learners, they must learn continuously throughout their lives to enhance teacher self-efficacy. 8.64% of teachers (N=26) stated that they could control disruptive behavior in the classroom and motivate students to interest in school activities. 7.64% of teachers (N=23) stated that teachers could provide an alternative explanation when students confused, and could craft good questions for their students in their instructional practices. 6.64% of teachers (N=20) stated that they should use their classroom management strategies. 3.32% of teachers (N=10) stated that as their patience and engagement with students, teachers could get through to some of the most difficult students.

The third open-ended question is “Explain how being part of a professional learning community has changed your beliefs about teaching or classroom practices.” 21.93% of teachers (N=66) reported that because of the implementation of professional learning communities in their schools, their instructional or classroom practices had improved a lot. 17.61% of teachers (N=53) perceived that as being part of professional learning communities, teachers could have opportunities for mentoring, collaboration, and application of new ideas and advice to solve the problems and difficulties; therefore they could focus on the school improvement. However 9.97% of teachers (N=30) stated that even though they implemented high extent of professional learning communities, supporting of appropriate instructional materials was not enough to use in most of the teaching and learning activities. Moreover, 13.29% of teachers (N=40) perceived that being eternal learners, their continuous learning must fulfill the effectiveness of instructional practices; by assessing themselves, teachers were trying to enhance their self-efficacy day after day; they must learn through coaching and mentoring from teachers who had high teaching experiences in their schools.

Conclusion

According to findings, the high extents of professional learning communities were implemented in the nine sample schools ($\bar{x}=4.27$). In this study, implementation regarding collective learning and application, and supportive conditions-relationships were the highest and

supportive conditions-structures were the lowest. The perception of primary teachers higher than those of junior and senior teachers in the professional learning communities implemented. Diploma holder teachers grouped by professional qualification had more implemented professional learning community than certificated, B.Ed and M.Ed holder teachers.

According to findings, the teachers in these schools had high level of self-efficacy ($\bar{x}=4.03$). By teachers' self-efficacy, junior teachers had higher than primary and senior teachers. Certificated teachers grouped by professional qualification had higher self-efficacy than diploma, B.Ed and M.Ed holder teachers.

According to findings, professional learning communities were statistically and weakly correlated to teacher self-efficacy ($r = .162, p < 0.01$).

The result of the study showed that the high extents of professional learning communities were implemented in the sample schools for research question (1). So teachers should share responsibility and accountability for student learning, must be actively involved in creating high expectations that save to increase student achievement, must also have opportunities for coaching and mentoring, and must learn continuously throughout their lives to enhance teacher self-efficacy. The school schedule should promote collective learning and shared practice. Communication systems should promote a flow of information among teachers.

For research question (2), research finding also indicated that the teachers from the sample schools had high level of teacher self-efficacy. So efficacious teachers can think and create the new ideas and more willing to use the new methods to better meet their students' need. They can provide alternative explanation and example and appropriate challenges for very capable students. They can motivate to their collages to build the professional learning community.

In research question (3), there were significant differences in professional learning communities and teacher self-efficacy according to teachers' position and professional qualification. Instructional leaders should be used the coaching, reflection, collegial investigation among teachers. All leader and teachers should be promoted the implementation of the PLCs and their self-efficacy. They must establish their school as a learning community for professional development.

The research findings showed that there was a significant relationship between professional learning communities and teacher self-efficacy. Similarly, Poter (2014) found that professional learning communities were correlated with teacher self-efficacy. Heaton (2013) suggested that professional learning community variables related significantly with levels of teacher self-efficacy. Because of the implementation of professional learning communities in their schools, their instructional or classroom practices had improved a lot. Teachers could have opportunities for mentoring, collaboration, and advice to solve the problems and difficulties; therefore they could focus on the school improvement. Being eternal learners, their continuous learning must fulfill the effectiveness of instructional practices; by assessing themselves, teachers were trying to enhance their self-efficacy day after day; they must learn through coaching and mentoring from teachers who had high teaching experiences in their schools.

Based on the findings of the study, it can be concluded that the more professional learning communities are implemented, the higher teacher self-efficacy will develop as well. Teachers could have peer coaching and mentoring to observe peers, share knowledge and offer encouragement so they could enhance their professional development. Thus, a school community

should be created to develop the teachers' judgment of their capabilities to foster desired outcomes for students. Educational administrators should support the needs of the teachers for improving the professional learning community.

Recommendation for Further Research

Based on the findings of this study, the following recommendations for further research should be implemented. Further study in the area of professional learning communities and teacher self-efficacy needs to extend the other schools in Myanmar. For deeper understanding, the researchers should conduct studies with a large sample size in these areas. The researchers definitely need more longitudinal studies on larger groups of teachers.

Acknowledgement

I would like to express my respectful gratitude to U Mya Win (Rector), U Thein Htay (Pro-Rector, Admin), and Dr. Daw Moe Moe (Pro-Rector, Academic), University for the Development of the National Races of the Union, for their kind permission to do this study.

I am very much grateful to Daw Thi Thi Khing (Associate Professor, Head of the Department of Educational Theory, University for the Development of the National Races of the Union) for her precious suggestions, guidance, advice and encouragement for the completion of the study.

References

- Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., & Hawkey, K. (2005). *Creating and sustaining effective professional learning communities*. Retrieved November 20, 2017 from http://www.educationscotland.gov.uk/Images/_Creating%20and%20Sustaining%20PLCs_cm4-610334.pdf
- Camps, S. & Marques, P. (2011). Social Capital and Innovation: Exploring Intra- organisational Differences. *UAM-Accenture Working Papers*. Retrieved December 3, 2017 from http://www.uam.es/docencia/degin/catedra/documentos/7camps_marques.pdf
- DuFour, R. (2004). *What is a Professional Learning Community?* Educational Leadership. Retrieved December 7, 2017 from http://www.washougal.k12.wa.us/_teach_learn/images/plc_articale.pdf
- Heaton, M. (2013). An examination of the relationship between professional learning community variables and teacher self-efficacy. Retrieved May 21, 2018 from <http://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=6037&context=etd>
- Hord, S. M. (1997). *School Professional Learning Communities: Communities Continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory. Retrieved May 21, 2018 from http://sdiplus.tie.wikispaces.net/_file/view/hordPLC%27sCommunities%20ofContinuousInquiryandImprovement.pdf/281357808/HrdLC%27sCommunities%20ofContinuousInquiryandImprovement
- Liebman, H., Maldonado, N., Lacey, C. H. & Thompson, S. (2005). *An Investigation of leadership in a Professional Learning Community: A Case Study of a large, Suburban, Public Middle School*. Retrieved January 23, 2018 from http://schools.ednet.ns.ca/avrsb/070/tawebb/_HortonPD/An%20Investigation%20of%20Leadership%20in%20a%20Professional%20Learning%20Community.pdf
- Porter, T. (2014). Professional Learning Communities and Teacher Self-Efficacy. Retrieved May 6, 2018 from <http://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1024&context=edd>
- Sai, X., & Siraj, S. (2015). Professional Learning Community in Education: Literature Review. *The Online Journal of Quality in Higher Education* April 2015, volume 2, Issue 2. Retrieved January 6, 2018 from <http://www.tojqih.net/journals/tojqih/articles/v02i02-v02i02-07.pdf>
- Shorter, C. D. (2012). The Relationship between Principal's Leadership Behaviors and the Development of Professional Learning Communities in Schools with Teacher Study Groups. Seton Hall University Dissertations and Theses (ETDs). 1786. Retrieved March 12, 2018 from <http://scholarship.shu.edu/cgi/viewcontent.cgi?article=2785&context=dissertations>

- Stamper, J. C. (2015). A Study of Teacher and Principal Perceptions of Professional Learning Communities. Retrieved January 16, 2018 from http://uknowledge.uky.edu/cgi/viewcontent.cgi?referer=http://www.google.com.mm/&httpsredir=1&article=1011&context=edl_etds
- Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher-efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805. Retrieved January 23, 2018 from <http://pdfs.semanticscholar.org/42e3/af5061de43d25b85144964ab7a3e44a7549f.pdf>
- Turner, C. J. (2015). Impact of Professional Learning Community Design on Teacher Instruction. Theses and Dissertations.10 Retrieved March 2, 2018 from <http://scholarworks.urak.edu/etd/10>

TEACHERS' COPING STRATEGIES FOR STUDENT MISBEHAVIOR IN BASIC EDUCATION HIGH SCHOOLS, MONYWA TOWNSHIP

Hnin Hnin Nwe¹ and Khin Mar Yee²

Abstract

Student Misbehaviors disrupt the teaching-learning process. This paper concerns a research about the teachers' coping strategies for student misbehaviors in the sample schools. The main purpose of this study is to find out the most exhibited student misbehaviors and the most common strategies in the sample schools.

The pilot test was conducted on the principals and the senior assistant teachers from the two selected high schools. Then, the instruments were modified again based on the data from the pilot study. A total of 5 principals and 144 senior assistant teachers from the sample schools participated in this study. In this study, the four dimensions for student misbehavior: least disruptive misbehavior, moderately serious misbehavior, illegal and very serious misconduct, but not life or health threatening, and illegal and very serious misconduct, life or health threatening were measured. For teachers' coping strategies, the four dimensions: strategies for educating and supporting teachers, strategies for educating and supporting students, strategies for changing in the school and classroom environment, and strategies for educating supporting parents were measured. The reliability coefficient (the Cronbach's alpha) for student misbehavior was 0.89 and 0.90 for teachers' coping strategies. Descriptive Statistics, One-way analysis of variance, and Post Hoc Multiple Comparison Tests were used to identify differences between the various independent variables. The findings, $F(4,144) = 2.872, p < .05$ and $F(4,144) = 4.569, p < .05$ showed that there were statistically differences among the schools in student misbehaviors and teachers' coping strategies. There was a statistically significant difference in the teachers grouped by teaching service on their coping strategies, $F(7, 141) = 2.551, p < 0.05$. There is no significance difference in teachers' coping strategies grouped by academic qualification and age. Information from the interviews with the principals and subject deans were complementary to the quantitative findings. Research propositions concerning student misbehavior and teachers' coping strategies are discussed.

Keywords: Student misbehavior, Teachers' coping strategies

Introduction

It is inevitable that misbehavior will be encountered by all teachers. Misbehavior in the class ruin the teaching process and prevent both students and teachers from achieving learning outcomes and lead to the problems in time management. Misbehavior in the class threatens both teachers and students. When students are disruptive and off-task, learning ceases. When students ignore rules and challenge their teacher's authority, learning again takes a backseat. All teachers have to deal with student misbehaviors on a daily basis.

Nowadays, corporal punishment is rarely administered and promoted against any of the misbehavior, mainly because of its harmful physical, educational, psychological, and social effects on students. Corporal punishment contributes to the cycle of child abuse and pro-violence attitudes of youth in that children learn that violence is an acceptable way of controlling the behavior of others (NASP, 2006).

¹ Assistant Lecturer, Department of Educational Theory, Bogalay Education College

² Dr, Professor & Head (Retired), Department of Educational Theory, Sagaing University of Education

In fact, there is a shift from punitive to instructive or educative approach in the handling of student misbehavior. Being able to interact positively with others is essential in social situations at school, at home and at work – throughout one's life.

In short, discipline is important, and effective strategies are available to help students develop self-discipline. These strategies are instructional rather than punitive. School psychologists provide many direct services to improve discipline of individual children as well as services that improve classroom and school-wide discipline. Effective discipline includes prevention and intervention programs and strategies for changing student behavior, changing school or classroom environments, and educating and supporting teachers and parents.

Significance of the Study

Today, most teachers are faced with at least some misbehavior in their class. When misbehavior reaches a certain point, instruction fails to achieve the learning outcomes. Inappropriate behavior significantly disrupts individual learning, social acceptance and opportunities for inclusion into society at large. (Rose & Gallup, 2000, cited in Mekuria, 2012). Classroom misbehavior is any behavior that, through intent or thoughtlessness, interferes with teaching or learning; threatens or intimates others; or oversteps society's standards of moral, ethical, or legal behavior (Charles, 2005, cited in Serakwane, 2007).

In the school system, discipline is necessary for the effective management, if the goals of the schools are to be accomplished. According to Positive Classroom Discipline (PCD) Model, most classroom problems result from students' being off-task. Jones (1987) emphasized that prevention is the best way to deal with behavior problems. (cited in Moore, 2007) Positive behavior support is a strategy that attempts to reduce or eliminate inappropriate behavior. Order, constructive discipline and reinforcement of positive behavior communicate a serious of purpose to students (Craig, Kraft & Plessis, 1998, cited in Mekuria, 2012). Managing student behavior is an important component of teacher's duty (Pestello, 1989, cited in Mekuria, 2012).

Student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. The key to preventing, or at least lessening, misbehavior is to have a number of strategies for dealing with problems. Therefore, studying coping strategies for student misbehavior is very important for the accomplishment of educational goals. There is a need to study to help teachers reduce misbehavior by using the coping strategies for improving teaching-learning process.

Purposes of the Study

The main purpose of this research is to study the teachers' strategies to cope with student misbehavior in the Basic Education High Schools, Monywa Township. The specific objectives of the study are:

- To study the types of misbehavior that the most commonly exhibited by secondary school students in the Basic Education High Schools, Monywa Township.
- To study the strategies that the teachers most commonly used to cope with the student misbehavior in the Basic Education High Schools, Monywa Township.
- To investigate the differences in student misbehavior and teachers' coping strategies among the schools

- To investigate the differences in coping strategies of teachers grouped by academic qualification, age and teaching services.

Research Questions

1. What are the types of misbehavior that the most commonly exhibited by the secondary school students in the Basic Education High Schools, Monywa Township?
2. What are the strategies that the teachers most commonly used to cope with the student misbehavior in the Basic Education High Schools, Monywa Township?
3. Are there any significant differences in student misbehavior and teachers' coping strategies among the schools
4. Are there any significant differences in coping strategies of teachers grouped by academic qualification, age and teaching services?

Theoretical Framework

This research is based on four dimensions for student misbehavior developed by Micheal Shader (2005) and the four dimensions of teachers' coping strategies developed by Mekuria (2012).

The four dimensions of student misbehavior are:

Type 1 misbehavior: includes failing to bring necessary materials to class, being off-task and carelessness, failing to do in-class assignments, teasing others, lateness to class, plagiarizing the work of others, always sleepy, violating the school dress code.

Type 2 misbehavior: includes talking without permission, displaying clownish and foolish behavior, failing to follow instruction, interference, displaying abnormally active behavior, truancy, cheating on tests and in-class assignments, skipping class, moving without the teacher's permission.

Type 3 misbehavior: includes inciting a riot or mob action, offensive gestures, chewing or smoking tobacco, destroying school property, committing minor theft, entering prohibited areas at school, consuming alcoholic beverage, bringing and using mp3, mp4 and mobile phone.

Type 4 misbehavior: composed of verbally confronting authorities, bullying, hitting or injuring others, gambling or gaming, bring weapons and dangerous instrument, exhibiting socially delinquent behavior, threatening the life of students and others.

The four dimensions of teachers' coping strategies are:

Strategy I: Strategies for educating and supporting teachers (as preventive measures)

Preventive disciplinary measures include: meeting with other teachers and giving each other support, modeling self-regulation strategies for students, asking professional for help, collaborating with other teachers for solution and support, explaining school discipline.

Strategy II: Strategies for educating and supporting students

This includes such alternatives as peer mediation, praising student for good behavior, communicating and enforcing the classroom rules, coaching positive social behavior, reprimand for misbehavior, time out for aggressive behavior, verbal redirection, practicing the students to solve social problems.

Strategy III: Strategies for change in the school and classroom environment

These include encouraging students for friendly relationship, developing and employing appropriate school and classroom discipline, using imaginary play or drama, stories and puppets, recognizing or rewarding, sending students to principal's office, using nonverbal signals to redirect child.

Strategy IV: Strategies for educating and supporting parents

This category of strategies encompasses: persistence coaching, home visit, educating parents to recognize and correct discipline problems at home, explaining consequences of misbehavior, using clear classroom discipline procedure, calling parents to report misbehavior, collaborate with the parents to improve the positive behavior of the students, reporting to the principal and collaborating with the school disciplinary committee.

Definitions of Key Terms

Student misbehavior is defined as any behavior that interferes with the effectiveness of the teachers' instructional plan or a student's ability to teach (Stebbins, 1971, cited in Mekuria, 2012).

Student misbehavior, which refers to a behavior that disrupts the teaching-learning process, creates psychologically and physically discomfort and harms property, is with far reaching implications towards the achievement of educational goal. (Charles, 2002, cited in Serakwane, 2007)

Teachers' coping strategies mean preventative strategies that the teachers use to maximize appropriate behaviors and minimize inappropriate behaviors and corrective strategies for those students who fail to respond reasonably to the classroom behavior agreement (Rogers, 2003, cited in Lyons, Ford & Arthur-Kelly, 2011).

Operational Definitions

In this study, student misbehavior were measured by four dimensions such as Type 1: least disruptive and/or harmful misbehavior, Type 2: moderately serious misbehavior that mostly disrupts the teaching-learning environment, Type 3: misbehavior that is still illegal and/or very serious misconduct, but not life or health threatening, and Type 4: misbehavior that is illegal and/or very serious misconduct of students that are life or health threatening.

Teachers' coping strategies were examined by four dimensions such as Strategy 1: strategies for educating and supporting teachers, Strategy 2: strategies for educating and supporting students, Strategy 3: strategies for changing school or classroom environment, and Strategy 4: strategies for educating and supporting parents.

Review of Related Literature

Student Misbehavior

Behavior refers to everything people do, good or bad, right or wrong, helpful or useless, productive or wasteful. Misbehavior is a kind of behavior. However, when a behavior is regarded as misbehavior, it is inappropriate for the setting or situation in which it occurs, and occurs on purpose, or else out of ignorance of what is expected.

Kyriacou (1997, cited in Yuan & Che, 2012) defined student misbehavior as any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. Student misbehavior such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. Moreover, school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior. To lessen these immediate and gradual adverse effects of student misbehavior, it is of primary importance to identify what exactly are these behaviors inside classroom. (Sun and Shek, 2012)

Rosen (1997) (cited in Temitayo et al., 2013) distinguished the following ten types of disciplinary problems which may lead to a learner's suspension, namely; defiance of school authority; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission.

The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) included fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration.

McManus (1995, cited in Yuan&Che, 2012) listed several types of misbehaviors which make the work of educators difficult. These include; repeatedly asking to go to the toilet; missing lessons, absconding; smoking in the toilets; pushing past the educator; playing with matches in class; making rude remarks to the educator; talking when the learner is supposed to be writing; being abusive to the educator; fighting in class; chasing one another around the classroom; packing up early, as if to leave; taking the educator's property; wearing bizarre clothing and make-up; threatening the educator; leaving class early; and commenting on the work.

Teachers' Coping Strategies

Prevention and problem solving strategies proposed by Smallwood (2003) are;

- Implement a school-wide approach to build positive behavior skills for all students.
- Communicate to students, staff, and parents expectations for behavior and how specific social skills will help students achieve that behavior.
- Reinforce behavior values and desired skills throughout the building by using bulletin boards, wall charts, morning announcements, etc.
- Have teachers introduce expectations at the beginning of the year and regularly incorporate opportunities for learning coping skills into the school day.
- Congratulate children when the teachers see them make a good choice.
- Model the skills the teachers want the children to learn.
- Provide teachers and support staff, including playground aides, with training.
- Develop a problem solving, team approach with staff.
- Reach out to parents. Invite them to let teachers know if they are concerned about behavior problems at home. Offer to be a resource.
- Build trust with students by being accessible and encouraging.

Strategies for supporting positive behaviors (Ward, 2007) are:

1. Respond to individual needs. Behavioral problem solving requires that services and programs are responsive to the preferences, strengths, and needs of individuals with challenging behavior.
2. Alter environments. If something in the individual's environment influences the challenging behavior, it is important to organize the environment for success.
3. Teach new skills. Explicitly teach new skills to the students with challenging behaviors and members of their social network. Students frequently need to learn alternative, appropriate responses that serve the same purpose as their challenging behavior;
4. Genuinely appreciate positive behaviors. It is important to reinforce and acknowledge all positive behaviors consistently.

The effective classroom manager uses three types of control: preventive, supportive, and corrective (Charles, 1985; Stefanich & Bell, 1985, cited in Froyen, 1988). Preventive control is aimed at minimizing the onset of discipline problems, which the teacher tries to anticipate through planning. Making predictions about what is likely to happen, given certain classroom activities, is an important element in the design and selection of preventive measures. Supportive control is aimed at helping students before their behavior becomes a full-fledged problem. Teachers often stand in the vicinity of students who need to be aware of the teacher's presence to behave properly. Corrective control seeks to discipline students who have not been faithful to the standards of good conduct. Teachers use corrective controls after the student has chosen to resist their influence or defy the rules. Because the student's behavior is inappropriate and objectionable, the teacher applies punitive measures or, at a minimum, a warning to redirect the behavior.

Frederick Jones (1987, cited in Moore, 2007), the founder of positive classroom discipline, analyzed thousands of hours of classroom observations and found that most management problems result from massive time wasting by students. Jones found very little hostile defiance on the part of students. Jones contends that this wasted instructional time can be reclaimed when teachers correctly address four skill clusters that relate to: classroom structure, limit setting through the use of body language, incentive systems, and efficient help.

Jones emphasized that prevention is the best way to deal with behavior problems. In turn, the best way to prevent problems is by providing a classroom structure that focuses on room arrangement. In effect, one key to preventing students' goofing off is to minimize the physical distance between teacher and students, so the teacher can move to problem areas quickly. Second, specific and general classroom rules should be established. These rules should be few in number and should define the teacher's broad guidelines, standards, and expectations for work and behavior. Third, Jones suggests that classroom chores be assigned to students. This will help students develop a sense of responsibility and give them a sense of "buy in" for the class. Finally, Jones contends that each classroom should have a "bell activity" that students get started on and complete when they enter the room. This activity can be related to the day's lesson, journal writing, or a brain teaser.

Jones suggested that 90 percent of discipline problems, keeping students' on-task, and other problem behaviors can be accomplished through the skillful use of body language. The body language that tends to get students back to work includes physical proximity to students,

direct eye contact, body position (body orientation toward student), facial expressions, gestures, and tone of voice.

Jones contended that incentive systems can be established to keep students on-task and to get them to complete their work. An effective classroom incentive can be anything outside the student that prompts the student to act. Jones suggests that preferred activities, such as time on the computer, free time, use of educational games, a popcorn party, and free reading, can serve as incentives or rewards for desired behaviors. Furthermore, Jones adds, the use of peer pressure represents an effective motivator. Finally, Jones suggested that providing efficient help is related to time on-task.

The assertive discipline model is predicated on a teacher's developing and using four competencies, according to L. Canter (1978, cited in Froyen, 1988). Canter's competencies involve (1) establishing a conduct code, (2) enforcing the rules, (3) seeking the support of the principal and parents, and (4) encouraging student self-discipline with positive feedback.

According to Rogovin (2004, cited in Serakwane, 2007) family involvement can have a direct and positive impact on a learner's behavior and academic work in class. He points out that some schools take steps to involve parents of learners with behavior difficulties in their children's education. The parents are invited to review meetings, diaries are used to inform them of their children's progress and behavior, and packs for parents help them to support their child's learning. However, Rogovin (2004, cited in Serakwane, 2007) advises that the family should not be involved too quickly. He urged educators to give a learner the option first of resolving it without his family. If the problem continues, then the educator will involve the family.

Cooperative discipline is based on the ideas of Linda Albert (1996, cited in Moore, 2007), who suggests that teachers need a management strategy that enables them to work cooperatively with students and parents. She adds that once a true cooperative understanding has been reached, the classroom can be transformed into safe, orderly, inviting place for teaching and learning; and students will have a good chance of learning to behave responsively while achieving more academically.

Methodology

Both quantitative and qualitative methods were used to collect the required data in this study. By using purposive sampling method, the five Basic Education High Schools in Monywa Township were selected as the sample schools according to the principals, who had two years of service at the present schools. A total of 5 principals and 144 senior teachers were asked to answer the questionnaire to obtain necessary information about the study. The researcher conducted the interview with the principals and subject deans from the sample schools.

Instrumentation

The questionnaire was constructed with three parts: part 1 for demographic information, part 2 for student misbehaviors consists of 32 items; and part 3 for teachers' coping strategies consists of 28 items. Principals and teachers rated each item for all dimensions of the study using a five-point Likert scale: "always observed or used" (coded as 5), "often observed or used" (coded as 4), "sometimes observed or used" (coded as 3), "rarely observed or used" (coded as 2), and "never observed or used" (coded as 1).

Procedure

For the expert validity, advice and guidance were taken from eight expert educators who have special knowledge and experiences in the field of study. And then, questionnaire for principals and teachers were distributed to two principals and fifty-eight teachers from two Basic Education High Schools in Myitnge and Amarapura on 17th November 2014 as a pilot study. The reliability coefficient (the Cronbach's alpha) for student misbehavior was 0.89 and 0.90 for teachers' coping strategies. Then, the instruments were modified again based on the findings of the pilot study.

After the permission from the responsible persons, the researcher went to schools in order to take the permission from the headmasters of the sample schools on 26th November 2014. Major study was conducted on the second last week of November, 2014. The SPSS (version 16.0) was used for the statistical analysis.

Research Findings

Findings of Quantitative Study

The scoring direction for this study were described as 1.00 to 1.49 for never, 1.50 to 2.49 for rarely, 2.50 to 3.49 for sometimes, 3.50 to 4.49 for often and 4.50 to 5.00 for always.

Table 1 Means and Standard Deviations of the Types of Student Misbehaviors exhibited in the Sample Schools

No.	Student Misbehaviors	N	Mean	SD
1	Type 1 misbehaviors	149	2.72	.468
2	Type 2 misbehaviors	149	2.38	.551
3	Type 3 misbehaviors	149	1.69	.607
4	Type 4 misbehaviors	149	1.55	.478

All the types of student misbehavior were examined by using the descriptive procedure. As shown in Table 1, the results showed that Type 1 student misbehavior was the most common type of student misbehavior exhibited by the students in the sample schools, according to the mean values ($\bar{X}=2.72$).

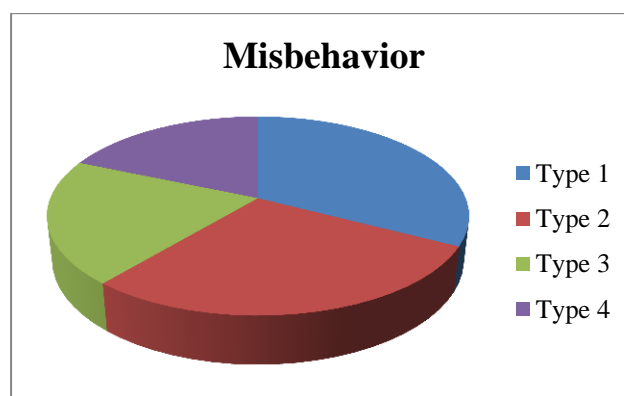


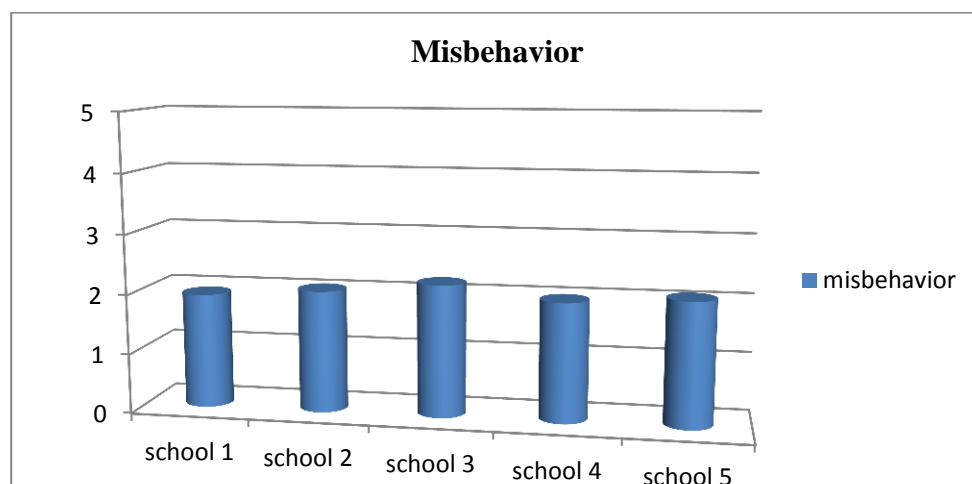
Figure 1 Types of Student Misbehavior

As clearly seen in Figure 1, Type 1 student misbehavior was commonly exhibited in the sample schools.

Table 2 Means and Standard Deviations for Student Misbehaviors exhibited in the Sample Schools

Schools	N	Mean	SD
School 1	26	1.93	.402
School 2	38	2.05	.461
School 3	39	2.22	.387
School 4	24	2.00	.318
School 5	22	2.20	.401
Total	149	2.09	.412

As in Table 2, school 3 and school 5 showed greater mean values than the other schools ($\bar{X}=2.2$). The student misbehavior was rarely observed in those schools. It can be clearly seen in Figure 2.

**Figure 2 Mean Values for Student Misbehavior in the Sample Schools****Table 3 ANOVA Table for Student Misbehavior exhibited in the Sample Schools**

Misbehaviors	Sum of Square	df	Mean Square	F	p
Between Groups	1.858	4	.465	2.872	.025
Within Groups	23.297	144	.162		
Total	25.156	148			

$p < 0.05$

There was a statistically significant difference in the student misbehavior among the sample schools, $F(4, 144) = 2.872$, $p < 0.05$, as seen in Table 3.

Table 4 The Result of Multiple Comparisons for Student Misbehavior exhibited in the Sample Schools

(I) Schools	(J) schools	Mean Difference (I-J)	Std. Error	p
School 3	School 1	.292*	.102	.038

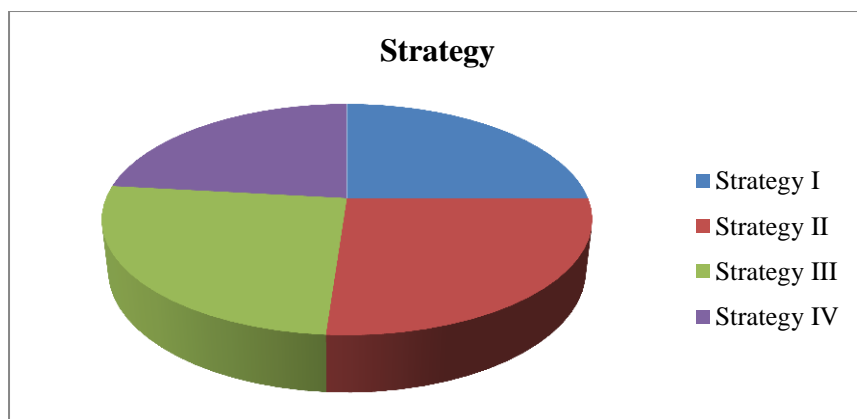
*. The mean difference is significant at the 0.05 level.

It was found that there was a statistically significant difference between School 3 and School 1 at the 0.05 level (As seen in Table 4).

Table 5 Means and Standard Deviations of Teachers' Coping Strategies in the Sample Schools

No.	Strategies	N	Mean	SD
1	Strategy I	149	4.19	.811
2	Strategy II	149	4.37	.467
3	Strategy III	149	4.29	.532
4	Strategy IV	149	3.89	.529

According to the mean values, Strategy II showed greater mean values. Teachers mostly used strategy II to cope with student misbehavior. (Table 5) It can be clearly seen in Figure 3.

**Figure 3 Teachers' Coping Strategies****Table 6 Means and Standard Deviations for Teachers' Coping Strategies in the Sample Schools**

Schools	N	Mean	SD
School 1	26	4.10	.481
School 2	38	4.07	.608
School 3	39	4.42	.346
School 4	24	4.26	.346
School 5	22	3.98	.460
Total	149	4.19	.488

According to Table 6, School 3 and School 4 had greater mean values. Teachers in those schools often used the teachers' coping strategies. It can be clearly seen in Figure 4.

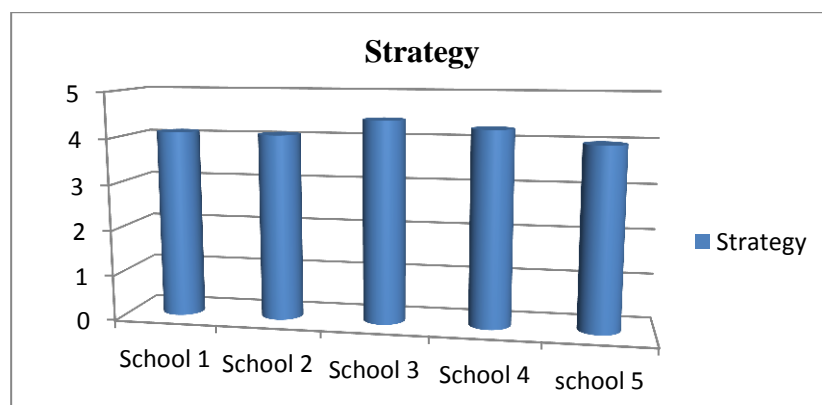
**Figure 4 Mean Values for Teachers' Coping Strategies in the Sample Schools**

Table 7 ANOVA Table of Teachers' Coping Strategies in the Sample Schools

Strategies	Sum of Square	df	Mean Square	F	p
Between Groups	3.964	4	.991	4.569	.002
Within Groups	31.231	144	.217		
Total	35.195	148			

$p < .05$

According to Table 7, ANOVA results showed that there was a statistically significant difference among the schools, $F(4,144) = 4.569$, $p < .05$.

Table 8 The Results of Multiple Comparisons for Teachers' Coping Strategies in the Sample Schools

(I) Schools	(J) schools	Mean Difference (I-J)	Std. Error	p
School 3	School 1	.329*	.118	.047
	School 2	.353*	.106	.010
	School 5	.440*	.124	.005

*. The mean difference is significant at the 0.05 level.

It was found that there were significant differences between School 3 and School 1, between School 3 and School 2, and between School 3 and School 5 at 0.05 levels (See Table 8)

And then, one way analysis of variance was conducted to find out the differences in teachers' coping strategies by teaching services. (See Table 9)

Table 9 ANOVA Table for Teachers' Coping Strategies by Services

Strategies	Sum of Square	df	Mean Square	F	p
Between Groups	3.957	7	.565	2.551	.017
Within Groups	31.238	141	.222		
Total	35.195	148			

$p < .05$

ANOVA results showed that there was a statistically significant difference in teaching services, $F(7,141) = 2.551$, $p < 0.05$.

To find which group of teaching services had the greatest differences, Post Hoc Multiple Comparison Test (Tukey HSD) was conducted. (See Table 10)

Table 10 The Results of Multiple Comparisons for Teachers' Coping Strategies in the Sample Schools

(I) Service	(J) Service	Mean Difference (I-J)	Std. Error	p
6-10	16-20	.622*	.201	.047
31-35		.812*	.216	.006

*. The mean difference is significant at the 0.05 level.

It was found that there were significant mean differences on teachers' coping strategies ($p < 0.05$) The results showed that teachers who were between 6 and 10 years, and 31 and 35 years of teaching service had better strategies than teachers who were between 16 and 20 years of teaching service.

Table 11 Mean Values for All Dimensions of the Study in the Sample Schools

Schools	Misbehavior				Strategy			
	Type 1	Type 2	Type 3	Type 4	Strategy I	Strategy II	Strategy III	Strategy IV
S ₁	2.63	2.28	1.39	1.40	4.17	4.24	4.15	3.82
S ₂	2.57	2.31	1.72	1.59	3.94	4.29	4.20	3.86
S ₃	2.85	2.45	1.93	1.65	4.51	4.56	4.58	4.05
S ₄	2.77	2.41	1.45	1.39	4.38	4.39	4.33	3.96
S ₅	2.85	2.49	1.82	1.64	3.90	4.28	4.06	3.69
Total	2.72	2.38	1.69	1.55	4.19	4.37	4.29	3.89

S₁ = School 1, S₂ = School 2, S₃ = School 3, S₄ = School 4, S₅ = School 5

As seen in Table 11, least disruptive misbehaviors were sometime exhibited by the students in all the sample schools. Moderately serious misbehavior were sometime exhibited by the students in school 3 and school 5, and rarely exhibited in school 1, school 2, and school 4. Illegal and very serious misconduct, but not life or health threatening were rarely observed in school 2, school 3, school 4 and school 5, and never observed in school 1. Illegal and very serious misconduct, but life or health threatening were rarely observed in school 2, school 3 and school 5, and never observed in school 1 and school 4.

To prevent and correct student misbehaviors, the teachers from all the sample schools used the strategies such as strategies for educating and supporting teachers, strategies for educating and supporting students, strategies for changing school or classroom environment, and strategies for educating and supporting parents.

The teachers mostly used strategies coping with the most exhibited student misbehavior in the sample schools were as seen in Figure 5.

	Type-2	Type-4
Type-1	Strategy I (Type 1, Type 2) S ₁ , S ₂ , S ₃ , S ₄ , S ₅	Strategy II (Type 1, Type 4) S ₂ , S ₃ , S ₅
Type-3	Strategy III (Type 3, Type 2) S ₂ , S ₃ , S ₄ , S ₅	Strategy IV (Type 3, Type 4) S ₂ , S ₃ , S ₅

Figure 5 Teachers used strategies coping with the student misbehavior exhibited in the sample schools

As seen in Figure 3, the teachers from all the sample schools used the strategies for educating and supporting teachers to cope with the least disruptive and moderately serious misbehaviors of the students. The teachers from all the sample schools used the strategies for educating and supporting students to cope with the least disruptive misbehavior and illegal and very serious misconduct, life or health threatening. Strategies for changing school or classroom environment were used by the teachers from all schools to cope with moderately serious

misbehavior, and illegal and very serious misconduct, but not life or health threatening. Strategies for educating and supporting parents were used by the teachers from all schools to cope with illegal and very serious misconduct, not life or health threatening; and illegal and very serious misconduct, life or health threatening.

Specifically, the most exhibited misbehavior by the students among the sample schools were always sleepy, truancy and skipping class. (See Table 12)

Table 12 Mean Values for Misbehaviors commonly exhibited by the students in the Sample Schools

Specific Student misbehavior	Mean Values					Total Mean
	S ₁	S ₂	S ₃	S ₄	S ₅	
Always sleepy	2.58	2.92	3.21	3.25	2.86	2.98
Truancy	3.08	3.00	2.74	3.38	3.68	3.11
Skipping class	2.62	2.26	2.67	2.42	3.18	2.59
Moving without the teacher's permission	1.65	1.63	2.38	1.58	1.82	1.85
Inciting a riot or mob action	1.5	1.37	2.18	1.58	2.23	1.78
Offensive gesture	1.38	1.42	1.69	1.21	1.55	1.47
Consuming alcoholic beverage	1.15	1.39	1.77	1.21	1.36	1.42
Bringing and using mp3, mp4 and mobile phone	1.58	2.03	2.56	1.75	2.14	2.06

S₁ = School 1, S₂ = School 2, S₃ = School 3, S₄ = School 4, S₅ = School 5

Similarly, the strategies that the teachers most commonly used are modeling self-regulation strategies for students, explaining school discipline, verbal redirection, recognizing and rewarding, and persistence coaching, as seen in Table 13.

Table 13 Mean Comparisons for Each Specific Teachers' Coping Strategies in the Sample Schools

Specific Strategies	Mean Values					Total Mean
	S ₁	S ₂	S ₃	S ₄	S ₅	
Modeling self-regulation strategies for students	4.00	3.76	4.67	4.5	3.86	4.17
Explaining school discipline	4.04	4.00	4.38	4.33	3.59	4.1
Verbal redirection	4.54	4.47	4.9	4.79	4.68	4.68
Recognizing and rewarding	4.42	4.32	4.9	4.46	4.27	4.50
Persistence coaching	4.58	4.63	4.95	4.71	4.64	4.72
Educating parents to recognize and correct discipline problems at home	3.46	3.29	3.85	3.83	3.27	3.55

S₁ = School 1, S₂ = School 2, S₃ = School 3, S₄ = School 4, S₅ = School 5

Findings of Qualitative Study

The finding of the qualitative study showed that most of the principals and subject deans never observed serious misbehavior. They sometimes observed truancy, skipping class, chewing, teasing others, and rarely observed fighting. They established the school discipline, explained the rules to students and encouraged them to obey the rules. They enforced the school discipline

according to the disciplinary procedure. They usually collaborate with the teachers and school disciplinary committee.

Conclusion, Discussion and Recommendation

According to this finding, statistically significant differences were found in the sample schools in student misbehavior $F(4, 144) = 2.872, p < 0.05$. The mean values of student misbehavior showed that least disruptive student misbehaviors were most commonly exhibited by the secondary students in the sample schools. The results showed that teachers from all the sample schools sometimes observed least disruptive and moderately serious misbehaviors. They rarely observed very serious misbehavior. There was a statistically significant difference in teachers' coping strategies in the sample schools $F(4, 144) = 4.569, p < 0.05$. The mean values for teachers' coping strategies showed that the most common strategies used by the teachers are strategies for educating and supporting students to prevent and correct student misbehavior. There was a statistically significant difference in the teachers grouped by teaching service on their coping strategies, $F(7, 141) = 2.551, p < 0.05$. There was no statistically significant difference in the teachers grouped by academic qualification and age on their coping strategies.

Albert (1996, cited in Moore, 2007) emphasized strategies to prevent misbehavior but also contended that teachers must be prepared to act the moment a student misbehaves. Albert suggested that three Cs; capability, connection, and contribution are essential to helping students feel a sense of belonging.

According to Albert (1996, cited in Moore, 2007), it is extremely important that all students initiate and maintain positive relationships with teachers and peers. Students also need to be helped in making contributions to the class. Students should be encouraged to make contributions to the class, school, and community and encouraged to protect the environment and help other students. Albert strongly advised teachers to establish a code of conduct for the classroom. Moreover, teachers should involve students and parents as partner in the formation of a management plan. This plan should include consequences that are related, reasonable, respectful, and reliably enforced. Students should be helped to learn to make better behavior choices.

The results of the study were consistent with Canter (1976, cited in Froyen, 1988). Canter and Canter (1976, cited in Moore, 2007) advocated the need for teachers to be assertive. The intent of the assertive discipline model is to help teachers take charge in the classroom and to teach them to be calm yet forceful with students. From the beginning of the year, assertive teachers refuse to tolerate improper behavior. The assertive teacher establishes rules for behavior along with consequences for proper and improper behavior. Students who follow the rules receive positive consequences, while students who break the rules receive negative consequences. These rules and consequences are clearly communicated to students and parents at the beginning of the year. Assertive teachers insist on decent, responsible behavior from their students.

The followings are some suggestions to prevent and correct student misbehavior;

- Teachers should identify expectations for student behavior and communicate those expectations to students periodically;
- Teachers should communicate and enforce the school rules;
- Compliance with the rules should be monitored constantly;

- Teachers should model the behavior and skill what they want students to learn.
- School-wide regulations should be explained carefully;
- Rules should be observable at all times, otherwise students will be confused about which behavior is appropriate at which time;
- Teachers should use concrete and graded language, keep directions short to the point and redirect the instruction when the students are confused to follow it;
- Teachers should recognize and praise the students for good behavior what they want.

Needs for Further Research

Based on the results of this study, some recommendations can be made for further research. According to the finding of this study, the following recommendations are made for further research:

1. There is a need to study the effect of student misbehavior on school achievement.
2. There is a need to study disciplinary climate in schools.
3. Although the study of teachers' coping strategies was studied for basic education high schools, it should be conducted in basic primary schools, and middle schools.

References

- Ahmad, S. (2011), *Definition and Purpose of School Discipline*: Retrieved July 30, 2014 from <http://edchat.blogspot.com/2011/01/definition-and-purpose-of-school.html>
- Froyen, L.A. (1988), *Classroom Management, Empowering Teacher-leaders*, University of Northern Iowa, Ohio.
- Kyriacou, C. (2007), *Essential Teaching Skills*, Third Edition, Nelson Thornes, United Kingdom: Retrieved Dec 22, 2014 from http://www.elib.tic.edu.vn:8080/dspace/bitstream/123456789/3665/1/essential_teaching_skills.pdf
- Lyons, G., Ford, M., & Arthur-Kelly, M. (2011), *Classroom Management, Creating positive learning environments*, Third Edition, Cengage learning, Australia: Retrieved Oct 24, 2014 from http://www.cengagebrain.com/content/lyons87128_0170187128_02.01_chapter01.pdf
- Mekuria, A.T. (2012), *Assessment of Student Misbehavior and Coping Strategies*, Addis Ababa University, Ethiopia: Retrieved June 25, 2014 from <http://etd.aau.edu.et/dspace/bitstream/123456789/4390/1/Alemayehu%20Tegenu.pdf>
- Moore, K.D. (2007), *Classroom Teaching Skills* (Sixth Edition), Herderson State University, New York: McGraw_Hill.
- Ozben, S. (2010), *Teachers' strategies to cope with student misbehavior*, Dokuz Eylul University, Buca Faculty of Education: Retrieved July 30, 2014 from www.sciencedirect.com
- Serakwane, J.M., (2007), *Establishing Discipline in the Contemporary Classroom*, University of Pretoria: Retrieved July 30, 2014 from <http://upetd.up.ac.za/thesis/available/etd-07222008-115350/unrestricted/dissertation.pdf>
- Shalaway, L. (1997) *25 Sure-Fire Strategies for Handling Difficult Students*, Scholastic Corporation: Retrieved Oct 24, 2014 from <http://www.scholastic.com/teachers/article/25-sure-fire-strategies-handling-difficult-students>
- Walker, J.E., & Shea, T.M. (1988), *Behavior Management, A Practical Approach for Educator*, Fourth Edition, Merrill.
- Ward, R. D. (2007), *A Study of Two Urban Middle Schools: Discipline Practices used to control Disruptive Behavior of Students*, Virginia Polytechnic Institute and State University: Retrieved from <http://scholar.lib.vt.edu/theses/available/etd-10172007-102056/unrestricted/dionneetd.pdf>
- Wong, H.K., & Wong, R.T. (2004), *How to be an Effective Teacher, The First Days of Schools*, Harry K. Wong Publication, Singapore.
- Yuan, X., & Che, L. (2012), How to Deal with Student Misbehavior in the Classroom? , *Journal of Educational and Developmental Psychology*, Vol. 2, No. 1; May 2012, Canadian Center of Science and Education: Retrieved from <http://www.ccsenet.org/journal/index.php/jedp/article/view/16609>

THE INTERRELATION BETWEEN PRE-SERVICE SCIENCE TEACHERS' CONCEPTIONS OF TEACHING AND LEARNING, LEARNING APPROACHES AND SELF-EFFICACY BELIEFS

Thida Soe¹ and Zin Nwe Than²

Abstract

The purpose of this study was to investigate the interrelation between pre-service science teachers' conceptions of teaching and learning, learning approaches and self-efficacy beliefs in Sagaing University of Education. Correlational research design was used in this study. A total of 858 pre-service science teachers from different BEd courses were randomly selected as participants. In order to collect and analyze data, four surveys were used in this study. They are "Draw-A-Science-Teacher-Test Checklist (DASTT-C)", "Teaching and Learning Conceptions Questionnaire (TLCQ)", "Learning Approach Questionnaire (LAQ)" and "Science Teaching Efficacy Belief Instrument (STEBI-B)". Based on the research findings of "Draw-A-Science-Teacher-Test Checklist (DASTT-C)", 30% pre-service science teachers expressed that they will utilize student-centered instruction, 21.4% pre-service science teachers expressed that they will utilize teacher-centered instruction, and 48.6% pre-service science teachers expressed that they will utilize both student-centered and teacher-centered instruction when they become science teachers. It was also found that they had constructivist conceptions of teaching and learning, and they learned science subjects by meaningful learning approach. Therefore, they had both personal science teaching efficacy and science teaching outcome expectancy. Finally, it was also found that "Constructivist Conception" was moderately and significantly correlated with "Meaningful Learning Approach" ($r=.375, p<0.01$), positively correlated with "Personal Science Teaching Efficacy" ($r=.346, p<0.01$) and "Science Teaching Outcome Expectancy" ($r=.229, p<0.01$). On the other hand, "Traditional Conception" was highly related to "Rote Learning Approach" ($r=.668, p<0.01$), negatively and significantly correlated with "Personal Science Teaching Efficacy" ($r=-.346, p<0.01$) and "Science Teaching Outcome Expectancy" ($r=-.134, p<0.01$) in selected courses. Therefore, teacher educators from Sagaing University of Education should instruct their students to develop constructivist conceptions of teaching and learning and encourage them to use meaningful learning approach in their learning. Only then, they will increase their personal science teaching efficacy and science teaching outcome expectancy and they can teach science subjects effectively when they become science teachers. Further research needs to be expanded to other Universities of Education and Education Colleges in our country.

Keywords: Constructivist Conception, Traditional Conception, Meaningful Learning Approach, Rote Learning Approach

Introduction

The rapid growth in knowledge over recent times has meant that teachers have to be responsive to new and ever changing demands of society. Science is among those key areas of knowledge that has experienced overwhelming growth and thus developing scientific literacy is a priority if citizens are to participate effectively in society (Watters & Ginns, 2000).

Science education provides us an opportunity to think critically, and unify the concepts of man's natural environment and apply these concepts to the control of the environment for man's benefit. Therefore, Watters and Ginns (2000) stated that failure to develop children's interest in science will disempower a generation of children in an era when scientific knowledge is at the foundation of our culture.

¹. Assistant Lecturer, Department of Educational Theory, Pakokku Education College

². Associate Professor and Head of Department, Department of Educational Theory, Sagaing University of Education

It is universally acknowledged that any attempt at the improvement in the quality of science education ultimately depends on the quality of teaching and learning in the classrooms and laboratories (Safdar, 2013). The task is to make science education meaningful and useful for children of today (Watters & Ginns, 2010; cited in Watters & Ginns, 2000). At the core of making science meaningful for children are the actions and initiatives of classroom teachers (Watters & Ginns, 2000). Therefore, Bursal (2012) stated that having science teachers with an accurate understanding of science concepts is a must-have requirement for a better science education.

Purpose of the Study

The main purpose of this study is to investigate the interrelation between pre-service science teachers' conceptions of teaching and learning, learning approaches and self-efficacy beliefs at Sagaing University of Education.

Specific purposes of this study are-

- To explore the images that pre-service teachers have of themselves as science teachers,
- To explore the teaching and learning conceptions perceived by pre-service science teachers,
- To investigate the learning approach adopted by pre-service science teachers,
- To examine the pre-service science teachers' efficacy beliefs regarding science teaching, and
- To discover the relationship between pre-service science teachers' conceptions about teaching and learning, learning approaches, and self-efficacy beliefs.

Research Questions

The following research questions guide the direction of the study.

1. What images do pre-service science teachers have of themselves as science teachers?
2. What are the teaching and learning conceptions perceived by pre-service science teachers?
3. What is the learning approach adopted by pre-service science teachers?
4. What are the pre-service science teachers' self-efficacy beliefs regarding science teaching?
5. What is the interrelationship between pre-service science teachers' teaching and learning conceptions, learning approaches and self-efficacy beliefs?

Limitation of the Study

The scope of the present study was limited to the information and data acquired from the pre-service science teachers about their conceptions of teaching and learning, learning approaches and self-efficacy beliefs. The participants of this study were the pre-service science teachers who were studying in BEd second year course, BEd third year course, BEd fourth year course and BEd fifth year course from Sagaing University of Education. The scope of this study was limited to Sagaing University of Education based on available time and resources of the researcher. The finding of this study may not be generalizable to any other University than Sagaing University of Education.

Definitions of Key Terms

The terms used throughout the current study are identified below for clarity and understanding.

- **Traditional Teaching/Learning Conception:** “It stresses learning by getting information from teachers and textbooks by considering teacher as transmitter of the knowledge as well as student as the recipient of the knowledge or passive learner” (Chan & Elliott, 2004; cited in Saçici, 2013).
- **Constructivist Teaching/Learning Conception:** “It stresses the importance of experience and active learning process that encourage critical thinking, discovery and cooperation by considering teacher as counselor as well as student as active participant” (Chan & Elliott, 2004; cited in Saçici, 2013).
- **Meaningful Learning:** It implies that what one has learned is intellectually linked and understood, in a non-arbitrary fashion, to what was known previously, and that this knowledge can be called upon in new situations (Ausubel, 1960; cited in Biser, 1984).
- **Rote Learning** is arbitrary, verbatim, and not related to experience with events or objects, and lacks affective commitment on the part of the learner to relate new and prior knowledge (Chin & Brown, 2000; cited in Kılıç & Sağlam, 2010).
- **Personal Science Teaching Efficacy** refers to the belief that one is capable of effective science instruction (Ngman-Wara & Edem, 2016).
- **Science Teaching Outcome Expectancy** refers to the teacher’s beliefs about students’ ability to learn science (Ngman-Wara & Edem, 2016).

Theoretical Framework

This study is based on Dewey’s (1916) Constructivism Learning Theory, Ausubel’s (1963) Assimilation Learning Theory and Bandura’s (1977) Self-Efficacy Theory. The theoretical framework for this study is summarized in the following Figure 1.

Entrenched in learning theories advanced by Dewey (1916), Piaget (1972), Vygotsky (1978) and Bruner (1990), constructivism learning theory is defined as active construction of new knowledge based on a learner’s prior experience (as cited in Koohang, Riley, & Smith, 2009). According to Dewey, active participation and self-direction by students are imperative and learner’s experience and worldview are critical to problem-solving education. Dewey (1961; cited in Ültanır, 2012) insists that the “contents of the child’s experience” is more important than the “subject-matter of the curriculum”.

Ausubel’s assimilation theory of meaningful learning was published in 1963 (Novak, 2010). First and most important was the emphasis on meaningful learning, which he defined as non-arbitrary, non-verbatim, substantive incorporation of new symbolically expressed ideas into cognitive structure. Ausubel defined rote learning as arbitrary, verbatim, non-substantive incorporation of new ideas into cognitive structure. Information does enter cognitive structure, but with no specific relevance to existing concept/propositional frameworks.

Science teaching self-efficacy is based on the work of Bandura (1977) who laid the foundation for self-efficacy. Bandura (1986; cited in Uswatte, 2013) defined self-efficacy as, “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performance”. Self-efficacy beliefs determine how people feel, think,

motivate themselves and behave (Bandura, 1994). According to Bandura (1977; cited in Hunter, 2016), our beliefs about self-efficacy are informed from four main sources; enactive mastery experiences, vicarious experiences, physiological factors and verbal persuasion. Among them, the most influential source of efficacy information is enactive mastery, which provides authentic evidence of the teacher's performance in the classroom and school setting, with success leading to enhanced self-efficacy and failure to reduced self-efficacy (Bandura, 1997; cited in Oh, 2011).

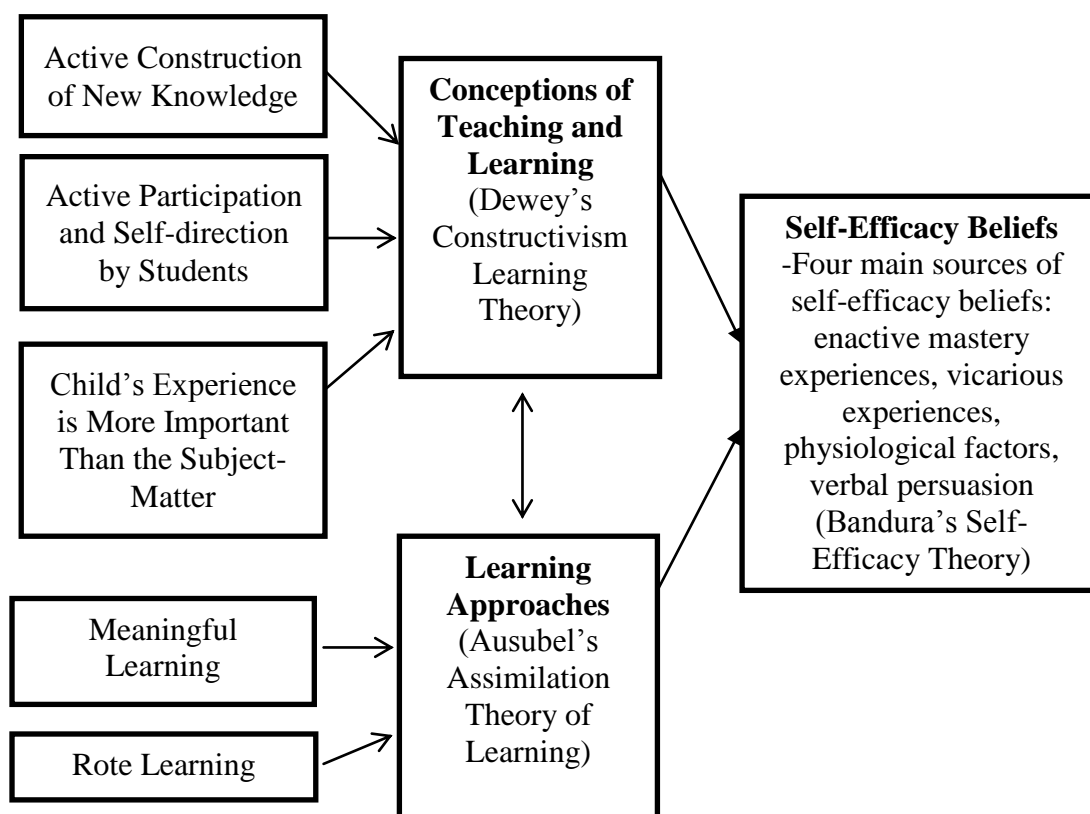


Figure 1 Theoretical Framework for the Study

Review of Related Literature

Conceptions of Teaching and Learning

What teachers do in their classrooms is oriented by their conception of teaching which are derived from their beliefs including a teacher's prior experiences, school practices, and a teacher's individual personality (Canbay & Beceren, 2012). Kember (1997, cited in Brown, Lake & Matters, 2009) concluded that "the methods of teaching adopted, the learning tasks set, the assessment demands made and the workload specified are strongly influenced by the orientation to teaching". Since behaviour can be seen as an outcome of beliefs (Ajzen, 1991), teachers' beliefs or conceptions of teaching matter to educational practices and outcomes (Pajares, 1992; Thompson, 1992; as cited in Brown *et al.*, 2009). Moreover, teachers' understandings of what learning is probably influence their teaching practices and student academic performance (Brown, Lake & Matters, 2008). How teachers conceive of learning is useful in understanding classroom teaching and assessment practices (Brown *et al.*, 2008).

Learning Approaches

Approaches to learning are understood to be learning processes which learners establish in order to deal with an academic task, and they originate from the learners' perceptions of the task and from their attributes (Entwistle and Peterson 2004; cited in López, Cerveró, Rodríguez, Félix, & Esteban, 2013). According to Biggs (1994; cited in Chiou, Liang & Tsai, 2012), students' approaches to learning refer to "the way in which students go about their academic work".

Self-Efficacy Beliefs

Bandura (1977; cited in Bahcivan & Kapucu, 2014) referred self-efficacy beliefs to perceived beliefs, judgments or capabilities of a person about performing actions at designated levels. In the context of science teaching, self-efficacy consists of personal science teaching efficacy (PSTE) and science teaching outcome expectancy (STOE) (Ngman-Wara & Edem, 2016; Cantrell *et al.*, 2003; Moore & Watson, 1999; cited in Bursal, 2012). PSTE is a person's belief in his or her ability to teach science effectively and STOE is the belief that effective teaching will have a positive effect on student learning.

Methodology

Descriptive research method was used to collect the required data in this study. Questionnaire survey was used in quantitative methods. In this study, 858 pre-service science teachers who were studying at BEd second year, BEd third year, BEd fourth year and BEd fifth year courses were randomly selected as participants.

Instrumentation

In this study, four research instruments were used to collect data. To explore the pre-service science teachers' conceptions about how to teach science, "*Draw-A-Science-Teacher-Test Checklist (DASTT-C)*" developed by Thomas, Pedersen and Finson (2001), to examine the pre-service science teachers' conceptions about teaching and learning, "*Teaching and Learning Conceptions Questionnaire (TLCQ)*" developed by Chan and Elliott (2004), to explore the pre-service science teachers' learning approaches, "*Learning Approach Questionnaire (LAQ)*" developed by Cavallo (1996), and to examine the pre-service science teachers' self-efficacy beliefs about their science teaching, "*Science Teaching Efficacy Belief Instrument (STEBI-B)*" developed by Enochs and Riggs (1990) were used.

Procedure

Before field testing the instruments with a sample of pre-service science teachers, four instruments were revised by a panel of experts who have special knowledge and close relationship with this area, from Department of Educational Theory. Two Education Colleges were selected as sample colleges for the pilot testing. The preliminary instruments were tested by 200 pre-service science teachers (100 male pre-service science teachers and 100 female pre-service science teachers) representing two colleges. Questionnaires were delivered to pre-service science teachers from those colleges on 14th December, 2017 and on 20th December, 2017 and collected after one week. All of pre-service science teachers responded to those questionnaires. After calculating the collected data in items of reliability, the researcher reviewed and revised the items which had correlation coefficient less than 0.3.

In order to measure the reliability of instrument, the Pearson product-moment correlation method (Average Item Total Correlation) was used. In this study, the coefficient of correlation

for pre-service science teachers' perceptions on their conceptions of teaching and learning ranged from 0.556 to 0.844, and thus the average was 0.7. Moreover, the coefficient of correlation for pre-service science teachers' perceptions on their learning approaches ranged from 0.542 to 0.8, and thus the average was 0.671. Furthermore, the coefficient of correlation for pre-service science teachers' self-efficacy beliefs ranged from 0.834 to 0.835 and thus the average was 0.835.

After taking permission from the responsible persons, questionnaires were distributed to pre-service science teachers who were attending at second year, third year, fourth year and fifth year science classes from Sagaing University of Education on 10th January, 2018 and 11th January, 2018 and then collected them after lasting 7 days. Out of 921 pre-service science teachers, only 858 pre-service science teachers completed the questionnaires. Based on the results of responses, this study was carried out to investigate the interrelation between conceptions of teaching and learning, learning approaches and self-efficacy beliefs pre-service science teachers from Sagaing University of Education.

Research Findings

Pre-service Science Teachers' Drawings Regarding Their Conceptions about How to Teach Science Subjects

The researcher identified that the pre-service science teachers who got between 0 and 4 scores will likely to use student-centered instruction, those who got between 10 and 13 scores will likely to use teacher-centered instruction and those who got between 5 and 9 scores will likely to use both student-centered and teacher-centered instruction when they become science teachers. Examples of student-centered, teacher-centered and neither student-centered nor teacher-centered drawings of pre-service science teachers are shown in Figure 2, Figure 3 and Figure 4.

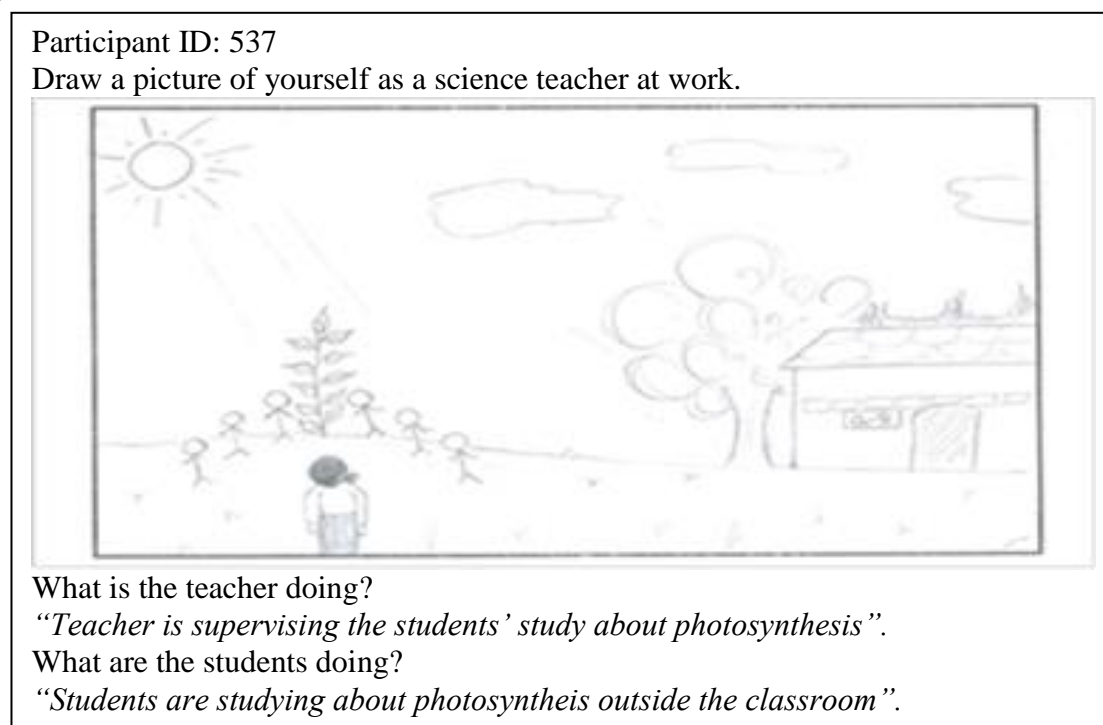


Figure 2 Student-centered DASTT Picture and Pre-service Science Teacher' Explanation

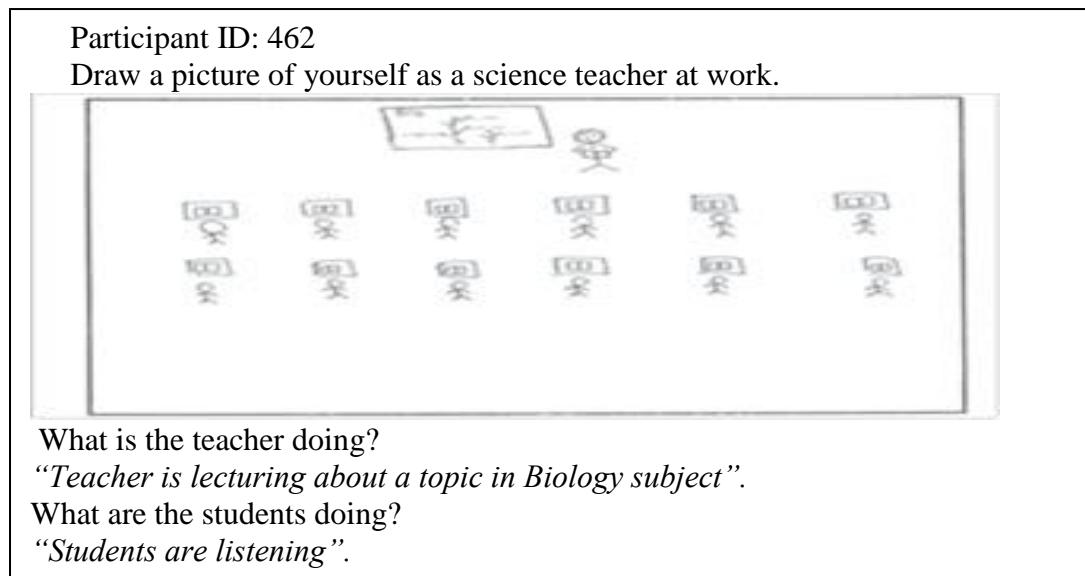


Figure 3 Teacher-centered DASTT Picture and Pre-service Science Teachers' Explanation

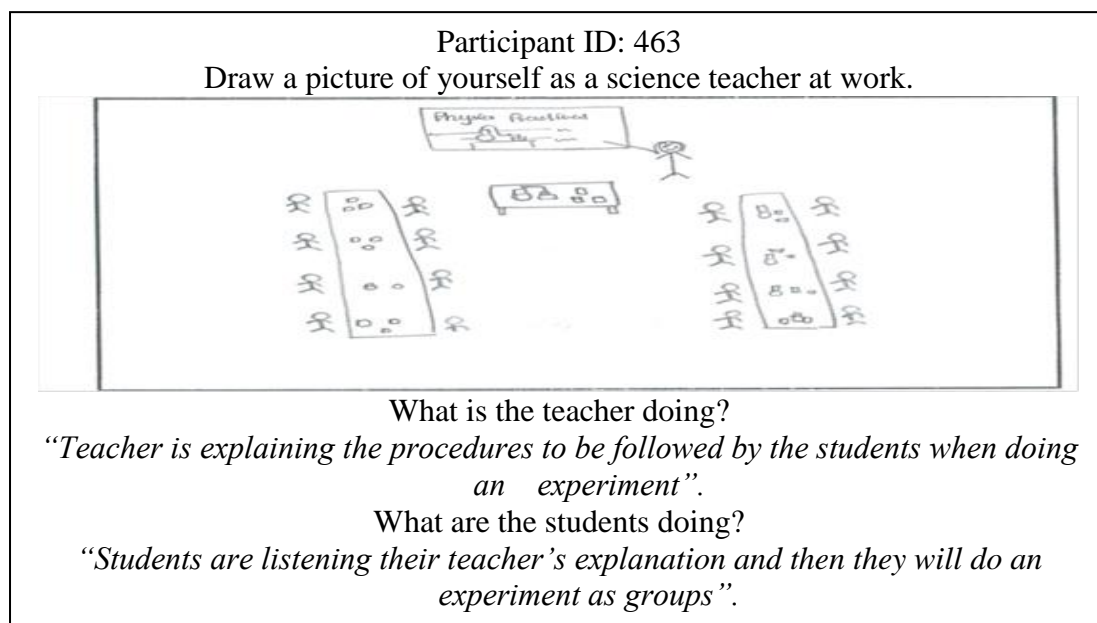


Figure 4 Middle Category—Neither Teacher-centered nor Student-centered—DASTT Picture and Pre-service Science Teacher' Explanation

The results of the DASTT-C showed that 30% of pre-service science teachers will utilize student-centered instruction regarding their perspectives of science teaching conception. Similarly, 21.4% of pre-service science teachers will use teacher-centered and 48.6% of pre-service science teachers will teach by using both approaches (*i.e.*, neither student-centered nor teacher-centered instruction) (See: Figure 5).

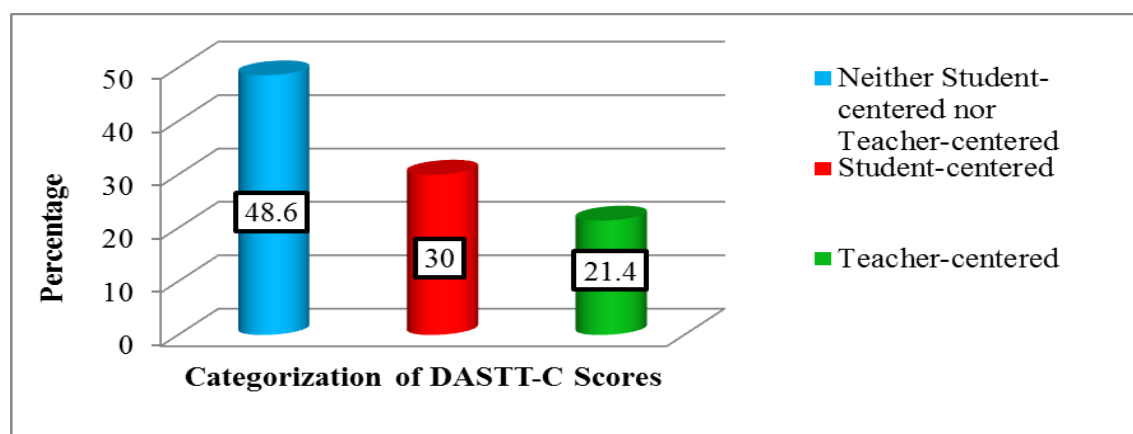


Figure 5 Results of DASTT-C Categorization in Percentage

Table 1 presents the mean values of “*Conceptions of Teaching and Learning*” perceived by pre-service science teachers at selected courses from Sagaing University of Education. According to Table 1, it was found that pre-service science teachers from all selected courses perceived constructivist conception. With respect to traditional conception, it was found that pre-service science teachers from all courses did not decide that whether they had traditional conception or not.

Table 1 Mean Values of Conceptions of Teaching and Learning Perceived by Pre- service Science Teachers from Different Courses

Course Dimension	2 nd Year (133)	3 rd Year (236)	4 th Year (172)	5 th Year (317)	Total (N=858)
Constructivist Conception	4.07 (.532)	4.15 (.369)	4.32 (.353)	4.29 (.382)	4.22 (.410)
Traditional Conception	3.15 (.640)	2.90 (.667)	3.03 (.501)	2.87 (.656)	2.95 (.636)

1= Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

Table 2 presents the mean values of learning approaches adopted by pre-service science teachers at selected courses from Sagaing University of Education. According to this Table, it was found that pre-service science teachers from all selected courses were learning by meaningful learning approach. However, it was found that they did not decide that whether they were learning by rote learning approach or not.

Table 2 Mean Values of Learning Approaches Adopted by Pre-service Science Teachers from Different Courses

Course Dimension	2 nd Year (133)	3 rd Year (236)	4 th Year (172)	5 th Year (317)	Total (N=858)
Meaningful Learning Approach	3.74 (.445)	3.85 (.440)	3.82 (.376)	3.80 (.412)	3.81 (.419)
Rote Learning Approach	2.94 (.627)	2.73 (.609)	2.82 (.448)	2.76 (.610)	2.79 (.587)

1= Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

Table 3 presents the mean values of self-efficacy beliefs perceived by pre-service science teachers at selected courses from Sagaing University of Education. This Table showed that the pre-service science teachers from BEd third year, fourth year and BEd fifth year courses had high level in “*Personal Science Teaching Efficacy*” and those from BEd second year course had moderate level in it. With respect to “*Science Teaching Outcome Expectancy*”, it was found that the pre-service science teachers from all selected courses had moderate level.

Table 3 Mean Values of Self-Efficacy Beliefs Perceived by Pre-service Science Teachers from Different Courses

Course Dimension	2 nd Year (133)	3 rd Year (236)	4 th Year (172)	5 th Year (317)	Total (N=85 8)
Personal Science Teaching Efficacy	3.57	3.72	3.76	3.81	3.74
Science Teaching Outcome Expectancy	3.54	3.52	3.53	3.58	3.55
Overall Self-Efficacy	3.55	3.62	3.64	3.69	3.64

1.00-2.33=Low 2.34-3.67=Moderate 3.68-5.00=High

According to table 4, there was a moderate positive correlation between “*Constructivist Conception*” and “*Meaningful Learning Approach*” ($r=.375$, $p<0.01$) in selected courses. However, it was found that there was a low positive correlation between “*Constructivist Conception*” and “*Personal Science Teaching Efficacy*” ($r=.346$, $p<0.01$). Similarly, it was also found that there was a low positive correlation between “*Constructivist Conception*” and “*Science Teaching Outcome Expectancy*” ($r=.229$, $p<0.01$).

In addition, it was found that there was a high positive correlation between “*Traditional Conception*” and “*Rote Learning Approach*” ($r=.668$, $p<0.01$) in selected courses. However, it was found that there was a low negative correlation between “*Traditional Conception*” and “*Personal Science Teaching Efficacy*” ($r=-.346$, $p<0.01$). Similarly, it was also found that there was a low negative correlation between “*Traditional Conception*” and “*Science Teaching Outcome Expectancy*” ($r=-.134$, $p<0.01$).

Table 4 Interrelation between Dimensions of Conceptions of Teaching and Learning, Learning Approaches and Self-Efficacy Beliefs of Pre-service Science Teachers from Sagaing University of Education

	1	2	3	4	5	6
1. Constructivist Conception	1					
2. Traditional Conception	.024	1				
3. Meaningful Learning Approach	.375**	.004	1			
4. Rote Learning Approach	-.006	.668**	-.071*	1		
5. Personal Science Teaching Efficacy	.346**	-.346**	.382**	-.428**	1	
6. Science Teaching Outcome Expectancy	.229**	-.134**	.385**	-.231**	.393**	1

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

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

According to the above Table, it was also found that there was a low negative correlation between “*Meaningful Learning Approach*” and “*Rote Learning Approach*” ($r=-.071, p<0.05$) in selected courses. However, it was found that “*Meaningful Learning Approach*” was moderately and positively correlated to “*Personal Science Teaching Efficacy*” ($r=.382, p<0.01$). Moreover, it was also found that “*Meaningful Learning Approach*” was moderately and positively correlated to “*Science Teaching Outcome Expectancy*” ($r=.385, p<0.01$).

Additionally, it was found that there was a moderate negative correlation between “*Rote Learning Approach*” and “*Personal Science Teaching Efficacy*” ($r=-.428, p<0.01$) in selected courses. Moreover, it was found that there was a low negative correlation between “*Rote Learning Approach*” and “*Science Teaching Outcome Expectancy*” ($r=-.231, p<0.01$). Finally, it was found that “*Personal Science Teaching Efficacy*” and “*Science Teaching Outcome Expectancy*” were moderately and positively correlated ($r=.393, p<0.01$).

Conclusion, Discussion and Recommendation

The results of research findings for selected courses were as follows:

1. When exploring the pre-service science teachers’ drawings regarding their conceptions about how to teach science subjects, 30% pre-service science teachers expressed that they will utilize student-centered instruction, 21.4% pre-service science teachers expressed that they will utilize teacher-centered instruction, and 48.6% pre-service science teachers expressed that they will utilize both student-centered and teacher-centered instruction when they become science teachers.
2. When exploring the conceptions of teaching and learning perceived by pre-service science teachers from selected BEd courses, it was found that the pre-service science teachers from selected BEd courses perceived “*Constructivist Conception*”. However, they did not decide that whether they had “*Traditional Conception*” or not.
3. In addition, when investigating the learning approaches adopted by pre-service teachers from selected BEd courses, it was found that pre-service science teachers from all selected courses were learning by “*Meaningful Learning Approach*”. However, they did not decide that whether they were learning by “*Rote Learning Approach*” or not.
4. When examining the pre-service science teachers’ self-efficacy beliefs regarding science teaching from selected BEd courses, it was found that pre-service science teachers from all selected courses had both “*Personal Science Teaching Efficacy*” and “*Science Teaching Outcome Expectancy*”. Among the selected BEd courses, the pre-service science teachers from BEd third year, BEd fourth year and BEd fifth year courses had high level in “*Personal Science Teaching Efficacy*” and those from BEd second year course had moderate level in it. With respect to “*Science Teaching Outcome Expectancy*”, it was found that the pre-service science teachers from all selected courses had moderate level.
5. When exploring the interrelation between conceptions of teaching and learning, learning approaches and self-efficacy beliefs of pre-service science teachers from selected BEd courses, it was found that there was a moderate positive correlation between “*Constructivist Conception*” and “*Meaningful Learning Approach*” ($r=.375, p<0.01$) in selected BEd courses. However, it was found that there was a low positive correlation between “*Constructivist Conception*” and “*Personal Science Teaching Efficacy*”

($r=.346, p<0.01$) and also “*Science Teaching Outcome Expectancy*” ($r=.229, p<0.01$). In addition, it was found that there was a high positive correlation between “*Traditional Conception*” and “*Rote Learning Approach*” ($r=.668, p<0.01$) in selected courses. However, it was found that there was a low negative correlation between “*Traditional Conception*” and “*Personal Science Teaching Efficacy*” ($r=-.346, p<0.01$) and also “*Science Teaching Outcome Expectancy*” ($r=-.134, p<0.01$). Furthermore, it was also found that there was a low negative correlation between “*Meaningful Learning Approach*” and “*Rote Learning Approach*” ($r=-.071, p<0.05$) in selected courses. However, it was found that “*Meaningful Learning Approach*” was moderately and positively correlated to “*Personal Science Teaching Efficacy*” ($r=.382, p<0.01$) and also to “*Science Teaching Outcome Expectancy*” ($r=.385, p<0.01$). Additionally, it was found that there was a moderate negative correlation between “*Rote Learning Approach*” and “*Personal Science Teaching Efficacy*” ($r=-.428, p<0.01$) in selected courses. Moreover, it was found that there was a low negative correlation between “*Rote Learning Approach*” and “*Science Teaching Outcome Expectancy*” ($r=-.231, p<0.01$). Finally, it was found that “*Personal Science Teaching Efficacy*” and “*Science Teaching Outcome Expectancy*” were moderately and positively correlated ($r=.393, p<0.01$).

Analyses of quantitative data collected from the study attempted to answer five research questions. **Research question one** assessed the pre-service science teachers’ drawings regarding their conceptions about how to teach science subjects. According to their drawings, it can be interpreted that the pre-service science teachers from selected courses will most utilize both teacher-centered and student-centered teaching approaches, will less utilize student-centered and will least utilize teacher-centered teaching approaches when they become science teachers. Therefore, this study is in line with the previous study of Uner, Akkusa and Turana (2012).

Research question two explored the conceptions of teaching and learning perceived by pre-service science teachers at selected BEd courses from Sagaing University of Education. When studying their rating, it was found that all (N=858) pre-service science teachers at selected BEd courses perceived “*Constructivist Conception*”. It can be concluded that the pre-service science teachers at selected BEd courses accepted the conception of teaching that the focus of teaching was to help students construct knowledge from their learning experience instead of knowledge communication. Moreover, they perceived that learning meant providing students ample opportunities to explore, discuss and express their ideas. This study was also in line with the previous study of Yılmaz and Şahin (2011) in which they found that the pre-service teachers were more homogeneous in believing conceptions of constructivist teaching than traditional ones.

Research question three examined the learning approaches adopted by pre-service science teachers at selected BEd courses from Sagaing University of Education. According to their rating, it was found that all (N=858) pre-service science teachers at selected BEd courses were learning by using “*Meaningful Learning Approach*”. It can be interpreted that all pre-service science teachers at selected BEd courses were learning by relating the knowledge they learned in a subject to what they have learned in another subjects and repeating the important matter until they fully understand when they were learning. This study was also in line with the previous study of Özkal (2007) in which the students used more meaningful learning approach than rote learning approach.

Research question four explored the pre-service science teachers' self-efficacy beliefs regarding science teaching at selected BEd courses. It was found that pre-service science teachers at selected BEd courses had both "*Personal Science Teaching Efficacy*" and "*Science Teaching Outcome Expectancy*". It can be said that pre-service science teachers at selected BEd courses will be able to teach science subjects effectively. Moreover, it can be concluded that they understood science concepts well enough to be effective in teaching science subjects; they believed in their ability in helping students understand the science concepts better; and they accepted that students' achievement in science subjects was directly related to their teacher's effectiveness in science teaching. Therefore, this study was in line with the previous study of Saçici (2013) in which the pre-service science teachers were confident in their ability to teach science subjects and generally convinced about the efficacy of their teaching on students' learning.

Finally, **research question five** explored the interrelation between conceptions of teaching and learning, learning approaches and self-efficacy beliefs of pre-service science teachers at selected BEd courses from Sagaing University of Education. Based on the research findings, the correlation ($r=.375$, $p<0.01$) depicted that there was a moderate positive correlation between "*Constructivist Conception*" and "*Meaningful Learning Approach*" at selected BEd courses. It pointed out that the more constructivist conception pre-service science teachers perceive, the more meaningful learning approach they adopt when they were learning. In other words, pre-service science teachers who perceived that good teachers always encourage students to think for answers themselves were learning by solving puzzles and problems. The correlation ($r=.346$, $p<0.01$) indicated that there was a low positive correlation between "*Constructivist Conception*" and "*Personal Science Teaching Efficacy*" at selected BEd courses. It depicted that the more constructivist conception pre-service science teachers perceive, the more personal science teaching efficacy they have. In other words, pre-service science teachers who perceived that learning meant students have ample opportunities to explore, discuss and express their ideas would usually welcome student questions when they teach science subjects. Similarly, the correlation ($r=.229$, $p<0.01$) stated that there was a low positive correlation between "*Constructivist Conception*" and "*Science Teaching Outcome Expectancy*" at selected BEd courses. It described that the more constructivist conception pre-service science teachers perceive, the more science teaching outcome expectancy they have. In other words, pre-service science teachers who perceived that the focus of teaching was to help students construct knowledge from their learning experience instead of knowledge communication would take responsibility for the achievement of students in science subjects. It can be concluded that the more "*Constructivist Conception*" pre-service science teachers perceive, the more "*Meaningful Learning Approach*" they adopt, the more "*Personal Science Teaching Efficacy*" and "*Science Teaching Outcome Expectancy*" they have.

Moreover, the correlation ($r=.668$, $p<0.01$) indicated that there was a high positive correlation between "*Traditional Conception*" and "*Rote Learning Approach*" at selected BEd courses. It meant that the more traditional conception pre-service science teachers perceive, the more rote learning approach they adopt when they were learning. In other words, pre-service science teachers who perceived that learning occurred primarily through drill and practice, they were learning the subjects by memorizing. However, the correlation ($r=-.346$, $p<0.01$) mentioned that there was a low negative correlation between "*Traditional Conception*" and "*Personal Science Teaching Efficacy*" at selected BEd courses. It pointed out that the more traditional

conception pre-service science teachers perceive, the less personal science teaching efficacy they have. In other words, pre-service science teachers who perceived that teaching was simply telling, presenting or explaining the subject matter would usually be at a loss as to how to help the student understand a science concept better when a student had difficulty understanding it. Similarly, the correlation ($r=-.134$, $p<0.01$) indicated that there was a low negative correlation between “*Traditional Conception*” and “*Science Teaching Outcome Expectancy*” at selected BEd courses. It implied that the more traditional conception pre-service science teachers perceive, the less science teaching outcome expectancy they have. In other words, pre-service science teachers who perceived that the major role of a teacher was to transmit knowledge to students accepted that the low science achievement of some students could not generally be blamed on their teachers. Therefore, it can be concluded that the more “*Traditional Conception*” pre-service science teachers perceive, the more “*Rote Learning Approach*” they adopt, the less “*Personal Science Teaching Efficacy*” and “*Science Teaching Outcome Expectancy*” they have. The first part of this finding was consistent with the finding of Saçici (2013) in which the pre-service science teachers who had high sense of personal science teaching efficacy, high sense of science teaching outcome expectancy and adopted more meaningful learning approach and less rote learning approach were likely to prefer more constructivist conception and less traditional conception. Although Saçici’s (2013) study found that pre-service science teachers who had high sense of science teaching outcome expectancy and adopted more rote learning approach were likely to prefer traditional conception, this study found that the more traditional conceptions pre-service science teachers perceived, the more rote learning approach they adopted, the less “*Personal Science Teaching Efficacy*” and “*Science Teaching Outcome Expectancy*” they had.

These findings make the pre-service science teachers know the requirements in order to have confidence in their ability to teach science subjects and the efficacy of their teaching on their students’ learning when they become science teachers in the future. Moreover, these findings informed the teacher educators from Sagaing University of Education that there are some pre-service science teachers who cannot decide whether they have traditional teaching/learning conception or not and learn by rote learning approach or not and do not have high level in both “*Personal Science Teaching Efficacy*” and “*Science Teaching Outcome Expectancy*”. Therefore, teacher educators should cultivate them to absolutely develop constructivist conceptions of teaching and learning and encourage them to always use meaningful learning approach in order to believe in their capability to teach science subjects and the efficacy of their teaching on their students’ learning like other pre-service science teachers when they become science teachers in the future.

Acknowledgements

First of all, we would like to express our respectful gratitude to Dr. Saw Pyone Naing (Rector, Sagaing University of Education) and Dr. Myat Myat Thaw (Pro-Rector, Sagaing University of Education) for their kind permission to do this study. Secondly, we would like to express our honorable thanks to Dr. Daw Khin Mar Yee (Retired Professor and Head of Department, Department of Educational Theory, Sagaing University of Education) who kindly guided all possible ways to smooth the completion all the piece of the work through her invaluable advices. Furthermore, we wish to extend a special word of thanks to pre-service science teachers from selected BEd courses at Sagaing University of Education for their time, honest, significant responses and accommodation to observe in their science classrooms.

References

- Bahcivan, E., & Kapucu, S. (2014). Turkish Pre-service Elementary Science Teachers' Conceptions of Learning Science and Science Teaching Efficacy Beliefs: Is There a Relationship? *International Journal of Environmental & Science Education*, 2014, 9 (4), 429-442. Retrieved January 3, 2018 from <http://files.eric.ed.gov/fulltext/EJ1048084.pdf>
- Bandura, A. (1994). Self-Efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior*, Vol. 4, 71-81, New York. Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of Mental Health*. San Diego: Academic Press, 1998). Retrieved February 22, 2018 from <https://www.uky.edu/~eushe2/Bandura/Bandura1994EHB.pdf>
- Biser, E. (1984). Application of Ausubel's Theory of Meaningful Verbal Learning to Curriculum, Teaching and Learning of Deaf Students. *Working Paper presented at the International Symposium on Cognition, Education, and Deafness Gallaudet College, Washington, DC*. Retrieved February 2, 2018 from <https://files.eric.ed.gov/fulltext/ED247712.pdf>
- Brown, G. T. L., Lake, R., & Matters, G (2009). Assessment Policy and Practice Effects on New Zealand and Queensland Teachers' Conceptions of Teaching. *Journal of Education for Teaching*, 35 (1). Retrieved December 12, 2017 from http://www.academia.edu/download/46323872/Assessment_policyand_practice_effects_o20160607-25493-wb4p6a.pdf
- Brown, G. T. L., Lake, R., & Matters, G (2008). New Zealand and Queensland Teachers' Conceptions of Learning: Transforming More Than Reproducing. *Australian Journal of Educational & Developmental Psychology*, Vol 8, 1-14. Retrieved January 15, 2018 from <https://www.newcastle.edu.au/data/assets/pdffile/0011/100325/v8-brown-et-al.pdf>
- Bursal, M. (2012). Changes in American Pre-service Elementary Teachers' Efficacy Beliefs and Anxieties during A Science Methods Course. *Science Education International*, 23 (1), 40-55. Retrieved November 10, 2017 from <http://www.icasonline.net/sei/march2012/p3.pdf>
- Canbay, O., & Beceren, S. (2012). Conceptions of Teaching Held by the Instructors in English Language Teaching Departments. *Turkish Online Journal of Quality Inquiry*, 3 (3). Retrieved December 24, 2017 from <http://eric.edo.gov/?id=ED537775>
- Cavallo, A. M. L. (1996). Meaningful Learning, Reasoning Ability and Students' Understanding and Problem Solving of Topics in Genetics. *Journal of Research in Science Teaching*, 33 (6), 625-656. Retrieved January 23, 2018 from http://www.academia.edu/download/44074284/Meaningful_Learning_Ability_an2016024-172_04-wo4rgq.pdf
- Chiou, G., Liang, J., & Tsai, C. (2012). Undergraduate Students' Conceptions of and Approaches to Learning in Biology: A Study of Their Structural Models and Gender Differences. *International Journal of Science Education*, 34 (2), 167-195. Retrieved March 9, 2018 from <https://ir.nctu.edu.tw/bitstream/11536/15737/1/000300301900002.pdf>
- Enochs, L. G., & Riggs, I. M. (1990). *Further Development of an Elementary Science Teaching Efficacy Belief Instrument: A Pre-service Elementary Scale*. Retrieved February 23, 2018 from <https://files.eric.ed.gov/fulltext/ED319601.pdf>
- Hunter, F. E. (2016). *Investigating Pre-service Teachers' Self-Efficacy and Practicum Experiences*. Retrieved March 9, 2018 from <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=6010&context=etd>
- Kılıç, D., & Sağlam, N. (2010). *Investigating the Effects of Gender and School Type on Students' Learning Orientations*. Retrieved December 3, 2017 from <https://www.uv.es/gargallo/Learning%20styles.pdf>
- Koohang, A., Riley, L., & Smith, T. (2009). E-Learning and Constructivism: From Theory to Application. *Interdisciplinary Journal of E-Learning and Learning Objects* Vol. 5. Retrieved February 23, 2018 from https://www.learntechlib.org/p/44824/article_44824.pdf
- López, B. G., Cerveró, G. A., Rodríguez, J. M. S., Félix, E. G., & Esteban, P. R. G. (2013). Learning Styles and Approaches to Learning in Excellent and Average First-Year University Students. *European Journal of Psychology of Education*, 28 (4), 1361-1379. Retrieved February 17, 2018 from <https://www.uv.es/~gargallo/Learning20%styles.pdf>
- Ngman-Wara, E. I., & Edem, D. I. (2016). Pre-service Basic Science Teachers' Self-Efficacy Beliefs and Attitudes towards Science Teaching. *International Journal for Innovation Education and Research*, 4 (8). Retrieved December 24, 2017 from <http://www.ijer/issue/view/5>

- Novak, J. D. (2010). Learning, Creating, and Using Knowledge: Concept Maps as Facilitative Tools in Schools and Corporations. *Journal of e-Learning and Knowledge Society*, 6 (3), 21-30. Retrieved February 21, 2018 from <http://rodall rich.com/advphysiolo/ausubel.pdf>
- Oh, S. (2011). Pre-service Teachers' Sense of Efficacy and Its Sources. *Psychology*, 2 (3), 235-240. Retrieved February 11, 2018 from https://file.scirp.org/pdf/PSYCH 20110300018_19732233.pdf
- Özkal, K. (2007). *Scientific Epistemological Beliefs, Perceptions of Constructivist Learning Environment and Attitude towards Science as Determinants of Students Approaches to Learning*. Retrieved January 9, 2018 from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.1746 &rep=rep1&type=pdf>
- Saçici, S. (2013). *The Interrelation between Pre-service Science Teachers' Conceptions of Teaching and Learning, Learning Approaches and Self-Efficacy Beliefs*. Retrieved October 21, 2017 from http://citeseerx.ist.psu.edu/viewdoc/download%3Fdoi%3D10.1.1.633.7161%26rep%3Drep1%26type%3Dpdf&ved=0ahUKEwjVgtGC8snXAhUZSY8KHYB8AHsQFggfMAA&usg=AOvVaw2DGQ5erQPIbMcfkdO_VspA
- Safdar, M. (2013). Meaningful Learning and Rote Learning in Physics: A Comparative Study in City Jhelum (Pakistan). *Middle Eastern & African Journal of Educational Research*, Issue 6. Retrieved November 12, 2017 from <http://majersite.org/issue6/5 safdar.pdf>
- Ültanır, E. (2012). An Epistemological Glance at the Constructivist Approach: Constructivist Learning in Dewey, Piaget, and Montessori. *International Journal of Instruction*, 5 (2). Retrieved February 21, 2018 from <https://files.eric.ed.gov/fulltext/ED5 33786.pdf>
- Uner,S., Akkusa, H., & Turana, N. (2012). Image Yourself as a Chemistry Teacher. *Procedia - Social and Behavioral Sciences*, Vol. 47, 417-421. Retrieved January 28, 2018 from <http://www.ejmste.com/pdf-75311-12108?filename=Developing%20a%20Tool%20to.pdf>
- Uswatte, D. (2013). *A Quantitative Study of Mathematics Teaching Self- Efficacy and Principal Instructional Leadership in Alabama Elementary Schools*. Retrieved November 5, 2017 from http://www.mhsl.uab.edu/dt/2013/Uswatte_uab_0005D_11204.pdf
- Watters, J. J., & Ginns, I. S. (2000). Developing Motivation to Teach Elementary Science: Effect of Collaborative and Authentic Learning Practices in Pre-service Education. *Journal of Science Teacher Education*, 11 (4), 277-313. Retrieved January 8, 2018 from https://eprints.qut.edu.au/1763/1/1763_2.pdf
- Yilmaz, H., & Sahin, S. (2011). Pre-service Teachers' Epistemological Beliefs and Conceptions of Teaching. *Australian Journal of Teacher Education*, 36 (1). Retrieved December 10, 2017 from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.888.2159&rep=rep1&type=pdf>

THE IMPORTANCE OF STUDENT-TEACHER RELATIONSHIP IN THE LIVES OF BEd FIRST YEAR STUDENTS IN SAGAING UNIVERSITY OF EDUCATION

Zin Nwe Than*

Abstract

Students' relationships with their teachers can be a crucially important influence, affecting students' connection to school, motivation, academic performance, and psychosocial well-being (Fredriksen & Rbodes, 2014). The purpose of this study was to explore the importance of student-teacher relationship in the lives of BEd first year students in Sagaing University of Education (SUOE). Out of BEd first year students, 200 students were selected as participants for the study. Quantitative data, gathered through the Class Maps Survey (CMS) which was developed by Beth Doll and associates (2007, cited in Knoell, 2012), provided an understanding of the student-teacher relationship from the perspective of first year students in SUOE. In this questionnaire, 53 items were included and they were divided into 8 dimensions such as *"Believing in me"*, *"My teacher"*, *"Taking charge"*, *"My classmates"*, *"Following the class rules"*, *"Talking with my parents"*, *"I worry that"*, and *"Kids in this class"*. Based on the results of this study, it was found that male and female students rated that they often conducted eight dimensions of student-teacher relationship. Although there was no significant difference in only one dimension of student-teacher relationship, *"Following the class rules"*, there were significant differences in 7 dimensions between perceptions of male and female students. On the other hands, all students from different age levels perceived that they often conducted eight dimensions of student-teacher relationship. Similarly, all students who were studying different types of specialized subjects perceived that they often conducted eight dimensions of student-teacher relationship. However, there was no significant difference in all dimensions of student-teacher relationship perceived by students according to their age levels and different types of specialized subjects. All in all, the literature review and results of this study found that teacher-student relationships are crucial to student success.

Keywords: relationship, student-teacher relationship

Introduction

Receiving a quality education is an important cornerstone in the lives of every individual. A quality learning environment is achieved when the classroom or other learning environment displays high levels of support for learning. In classroom environments, positive relationships are formed between teachers and students as they work cooperatively in an encouraging atmosphere (Berk, 2006, cited in Liberante, 2012). A good deal of literature provides evidence that strong relationships between students and their teachers are essential to the development of all students in school (Hamre & Pianta, 2006; Birch & Ladd, 1998, cited in Gablinske, 2014).

On average, students spend six and a half hours at school each day for 180 days throughout the year. Therefore, it comes as no surprise that teachers have an enormous amount of influence on their students. This influence, or power, can significantly impact the learning environment, which, in turn, affects a student's achievement in school. The most powerful weapon teachers have, when trying to foster a favorable learning climate, is a positive relationship with their students (Boynton & Boynton, 2005; cited in Varga, 2017). Therefore, a

* Dr, Associate Professor, Department of Educational Theory, Sagaing University of Education

good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn.

Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, para.1, 2009, cited in Da Luz, 2015). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment.

When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement. Students who perceive that their teachers are more supportive have better achievement outcomes. (Gehlbach et al., 2012; cited in Varga, 2017). Students who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom (Rimm Moreover, Kaufman & Sandilos, 2012; cited in Varga, 2017).

Empirical evidence on the importance of good teacher-student relationships for student outcomes is strong, with a large number of studies conducted during the last 20-30 years (Hughes, 2012; Newberry and Davis, 2008; Roorda et al., 2011, cited in Fosen, 2016). Good teacher-student relationships are linked to higher levels of student participation, as well as reducing disruptive behaviour, absences, and dropout (Cornelius-White, 2007, cited in Fosen, 2016). A negative relationship between teacher and student, marked by chronic conflict, is on the other hand associated with underachievement (Spilt et al., 2012a, cited in Fosen, 2016). Therefore, strong teacher-student relationships may be one of the most important environmental factors in changing a child's educational path (Baker, 2006, cited in Gablinske, 2014).

By keeping in view the importance of student-teacher relationship, the present study is designated to investigate the important role of student-teacher relationship in the lives of BED first year students in SUOE. Although it is likely to have shortcoming and weakness, the researchers believe that this study will help teacher educators of SUOE in the development of a better understanding and appreciation of the importance of student-teacher relationship which is vital for effective implementation of the educational objectives.

Significance of the Study

Teaching nowadays is filled with challenges and opportunities, but also with changes. In learning and teaching practices, relationships occur between teachers and students and between students and their peers. Research provides evidence of the importance of students' relationships to their successful school experience (Cullen & Monroe, 2010; Libbey, 2004; Marshall, 2004; Mathieson & Banerjee, 2010; McGrath & Noble, 2010; McLaughlin & Clarke, 2010; Murray-Harvey, 2010, cited in Maing, 2017).

The student-teacher relationship is one of the most powerful elements within the learning environment. Student-teacher interactions are not only influenced by a number of aspects including gender, but in turn also influence a students' academic outcomes and behavior. Supportive and positive relationships between teachers and students ultimately promote a sense of school belonging and encourage students to participate cooperatively in classroom activities (Hughes & Chen, 2011; cited in Liberante, 2012). Students who have positive relationships and interactions with others tend to be more successful at school and in their future life (Hoffman, 2009; Osterman, 2000, cited in Maing, 2017).

In other words, good teacher-student relationships are linked to higher levels of student participation, as well as reducing disruptive behaviour, absences, and dropout (Cornelius-White, 2007, cited in Fosen, 2016). A negative relationship between teacher and student, marked by chronic conflict, is on the other hand associated with underachievement (Spilt et al., 2012a, cited in Fosen, 2016). Overall, the quality of teacher-student relationships is associated with students' motivation to learn (Roorda et al., 2011, cited in Fosen, 2016). Therefore, it is necessary to study importance of student-teacher relationships which can greatly influence on the lives of students.

Purpose of the Study

The general purpose of this study is to examine the importance of student-teacher relationship in the lives of BEd first year students in Sagaing University of Education (SUOE).

The specific purposes of this study are as follows:

- (1) To explore the differences in perceptions of students on student-teacher relationship according to their gender,
- (2) To find out the differences in perceptions of students on student-teacher relationship according to their age levels, and
- (3) To examine the differences in perceptions of students on student-teacher relationship according to their specialized subjects.

Research Questions

1. Are there any significant differences in perceptions of students on student-teacher relationship according to their gender?
2. Are there any significant differences in perceptions of students on student-teacher relationship according to their age levels?
3. Are there any significant differences in perception of students on student-teacher relationship according to their specialized subjects?

Definitions of Key Terms

1. **Relationships:** The way in which two or more people are connected through their interactions; relationships can be defined as either positive or negative (Varga, 2017).
 - **Positive Relationships:** These relationships include teachers who think about their practice and search for ways to improve it. These teachers give students power and choice in the classroom. These teachers make their students feel a sense of belonging.
 - **Negative Relationships:** These relationships include teachers who do not foster a welcoming environment. They hold all the power and students do not feel a sense of belonging or control.
2. **Student-Teacher Relationships** are defined as caring and authentic relationships between teachers and the students (Knoell, 2012). In this study, student-teacher relationship was measured by eight dimensions such as *Believing in me, My teacher, Taking charge, My classmates, Following the class rules, Talking with my parents, I worry that, and Kids in this class* included in Class Maps Survey (CMS) developed by Beth Doll and associates (2007, cited in Knoell, 2012).

Scope of the Study

1. This study is geographically restricted to SUOE.
2. The participants of this study are students who are attending at BEd first year course at SUOE in 2016-2017 AY.

Review of Related Literature

• Importance of Student-Teacher Relationship

Students' ability to connect with their teachers is one attribute that can make a great difference in students' learning achievement. Pianta (1999, cited in Da Luz, 2015) defines the student-teacher relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their students." When students feel that their teachers are supportive, trustworthy people, they tend to create a connection with their teachers and start to see their teachers as someone who is there to protect them and give them all the chance to enhance their learning and in the same time behave well.

The relationships that teachers develop with their students have an important role in a student's academic growth. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom according to Downey (2008, cited in Gablinske, 2014). In other words, the relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences. Teachers can influence students' social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioral, and academic skills (Da Luz, 2015).

Da Luz (2015) conducted the relationship between teachers and students in the classroom: communicative language teaching approach and cooperative learning strategy to improve learning for his master degree. It investigates how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process and students will be engaged actively in the learning instead of being passive learners.

A good classroom environment is important because the social-emotional climate a teacher establishes with students will provide opportunities to see themselves as capable, worthy and confident members of the classroom community and make them feel part of the learning process. The classroom environment consists of three overarching dimensions: the ability for students to develop relationships with their instructors and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor (Trickett & Moos, 1973; cited in Da Luz, 2015).

Similarly, Gibb (1961) and Hays (1970, cited in Da Luz, 2015) state that "classroom communication climate is dependent largely on whether students consider their instructors to communicate with them in either a supportive or a defensive manner". Darling & Civikly (1987, cited in Da Luz, 2015) supported this finding by saying that "When instructors communicate with their students in a supportive manner, they establish a classroom climate in which

communication is efficient and characterized by few distortions, effective listening behaviors, and clear message transmission". On the other hand, "when instructors communicate with their students in a defensive manner, they establish a classroom climate in which students feel threatened and react by engaging in resistance, rebellion, and defiance". Therefore, students' reaction towards learning depends on how they feel engaged or not by their teacher. Research in the area of motivation indicates that the quality of teacher student relationships affects students' emotional and behavioral engagement in school.

• Dimensions of Student-Teacher Relationship Used in this Study

According to self-determination theory of motivation (SDT), there are three universal, innate psychological needs: autonomy (ownership, responsibilities, and self-actualization), belongingness (close relationships, interpersonal regard, and support), and competence (feeling capable to bring out desired outcomes and effectively cope with challenge). This theory has been widely applied to the study of motivation and well-being, and fulfillment of these basic needs for students contributes to intrinsic motivation and academic motivation and achievement (Spilt et al., 2011, cited in Varga, 2017). Teachers can fulfill these needs by building and maintaining relationships with their students. Students need to experience an emotional involvement from their teachers—to know their teachers care and can provide structure and support.

In this study, a survey of student-teacher relationships perceived by students from SUOE was conducted by modifying the instrument "*ClassMaps Survey (CMS)*" developed by Beth Doll and associates (2007, cited in Knoell, 2012). In this questionnaire, 53 items dividing into eight dimensions such as *Believing in me*, *My teacher*, *Taking charge*, *My classmates*, *Following the class rules*, *Talking with my parents*, *I worry that*, and *Kids in this class* were included to explore the student-teacher relationships.

(i) Believing in Me

The subscale *Believing in me* is about students' self-efficacy. The literature has shown the contribution of self-efficacy on students' learning outcomes. Thus it was considered that this subscale was very important to use in looking at students' learning self-efficacy.

Research shows that students with higher academic self-efficacy, regardless of earlier achievement or ability, work harder and persist longer; have better learning strategies, such as personal goal setting or time monitoring; and are less likely to engage in risky behaviours that negatively affect school success while controlling self-esteem according to Jonson-Reid who wrote the article "Academic Self-Efficacy among African-American Youths: Implications for School Social Work Practices" in the January 2005 issue of the *Journal Children and Schools* (Martin, 2005). Therefore, teachers must provide opportunities for students to feel good about their ability to succeed academically.

(ii) My Teacher

The teacher is a person or an agent who plays a crucial role in a classroom and school. Teachers play an important role in student-teacher relationship. In the classroom, teacher must have mutual respect and cares about students' responses. This section reflects the emotional connections between the teacher and students and considers how well the teacher manages their instructional times. Teacher needs to response his/her students' academic and emotional needs (Knoell, 2012). Again, teacher praises the good performance from high expectation students and

accepts poor performance from low expectation students. Teacher is always fair to all students. There should be no bias.

Similarly, Strong (2002, cited in Knoell, 2012) suggests praising students, reinforcing positive behaviors and establishing trust helps to build caring and respectful student-teacher relationship. So, teachers who know his/her students formally and informally not only know their learning styles and needs but also their personalities, likes, and dislikes and personal situations that might affect performance in school.

(iii) Taking Charge

The subscale Taking Charge related to students' self-determination in their learning. It is about their capability in managing or directing their own learning. For teachers or educators, it is essential to get information about the level of their students' self-managing in their learning.

When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement (Gehlbach et al., 2012, cited in Varga, 20017). Therefore, a strong teacher-student relationship allows students to feel competent to make greater academic gains.

(iv) My Classmates

This scale of six items assesses whether or not a student has friends to interact with throughout their entire school day especially when children typically practice interpersonal relationship skills during leisure time, such as lunch and recess. Peer relationships, like most social interactions, have the potential to be either powerfully harmful or protective (Jenkins, J., Madigan, S., & Arsenaault, L, 2015, cited in Chapla, 2018). Children and adults are more likely to perceive the classroom and school climate favorably when they have a sense of relatedness and belonging, and for many children, peer relationships are often highly motivating and reinforcing aspects of school attendance(Doll et al., 2014; Ladd et al., 2009 Chapla, 2018).

(v) Following the Class Rules

The subscale *Following Class Rules* is about students' behaviour in a classroom. The behaviour displayed by students within the learning environment is influenced by many variables including the 'perceived value' of their work. Learners tend to show little interest in activities they do not value, as the activities may not build on their background knowledge, or may fail to demonstrate links with other key learning areas (Schunk & Zimmerman, 1997, cited in Liberante, 2012). This may in turn contribute to the development of "non-disruptive off task behaviour" (Porter, 2007: 39, cited in Liberante, 2012) or 'disruptive behaviour' within the classroom setting, in turn impacting on both the class teacher as well as other students.

Whether students are in college, high school, middle school or elementary school, their teachers establish good classroom discipline which is essential to each child's success, confidence and well-being. A classroom with a good set of class rules will have many benefits. Students will know what to expect and understand the learning tasks better. Things in the classroom will run more smoothly with less confusion. And; students will have a clear sense of what it takes to perform (Liberante, 2012).

(vi) Talking with My Parents

The subscale *Talking with My Parents* is about the children's relationships with their parents. This subscale assesses communication between home and school from student perspectives by asking them to rate how their caregivers talk with them about or support academic performance. When caregivers regularly talk with and support their children in meeting their learning goals, their children are more likely have positive achievement outcomes and complete school (Buerkle, Whitehouse, & Christenson, 2009, cited in Chapla, 2018). Supportive caregiver behaviors include appropriate monitoring of leisure and homework activities, shaping the self-regulatory skills needed to plan and complete tasks, and giving nurturing feedback on how well they are meeting desired learning goals (Doll et al., 2014, cited in Chapla, 2018).

(vii) I worry that...

The subscale *I Worry That* relates to students' feeling of being worried about peer aggression. Worrying is a waste of time and energy. It drains mental energy and worrying too often can lead to high blood pressure, heart problems and other physical health issues (Maing, 2017). The issue of being worried in the classroom or at school is very important to be aware of, especially by teachers or school staff, so that support can be given to the students who feel very worried about being at school. Immediate preventive actions might be provided. College or University is a stressful time for many students as they go through the process of adapting to new educational and social environments. There can be a variety of things that are causing a student to worry or it could just be one thing that is making him worried about his friend.

(viii) Kids in This Class

The subscale *Kids In this Class* is about students' relationships with each other (peer conflicts). All teachers are faced with a large number of challenges within the classroom. In every classroom, problematic behavior is bound to occur. Especially, students will often distract other students, or roam the classroom in attempt to find more interesting alternative. Daniels identifies that misbehaviour could result from the "student's inability to understand the concepts being taught" (1998: 26, cited in Liberante, 2012).

Understanding the cause of a certain behavioral problem is the first step toward solving it for teachers. Problematic students are most likely simply communicating a need. This could be the need to escape a situation they don't feel comfortable in, or the need to obtain something. To promote good behavior among all students, it is important that teachers provide attention to generally desired behavior and not bad behavior.

Methodology

Research Method

Descriptive research method was used in this study.

Population and Sample

The target population of this study was BEd first year students from SUOE. Among them, 200 students (49.63 %) were randomly chosen as participants. Out of 200 students, 100 (50%) were male students and the remaining 100 students (50%) were female students. Concerning the age dispersion, 145 students (72.5%) were 17 years old, 49 students (24.5%) students were 18 years old, and 6 (3%) students were 19 years old. Similarly, 35 students (17.5%) took art subjects, 106 (53%) took science subjects, and 59 (29.5%) took combined subjects as their specialized subjects.

Research Instrument

In this study, a survey of students from SUOE was conducted by using the “*ClassMaps Survey (CMS)*” developed by Beth Doll and associates (2007, cited in Knoell, 2012). Although the original survey used a 4-point Likert scale namely Never, Sometimes, Often, Almost Always, 5-point Likert scale including Never, Rarely, Sometimes, Often, and Always was used to explore the perceptions of students on their student-teacher relationship in this study.

Before field testing the instrument with a sample of students, this instrument was reviewed by a panel of experts. Out of all BEd first year students, a sample of 50 students (25 male students and 25 female students) was randomly selected for pilot study. In order to measure the reliability of instrument, the Pearson product-moment correlation method (*Average Item Total Correlation*) was used for internal consistency reliability. The average correlation coefficient of student-teacher relationship was 0.753.

Data Collection and Analysis

After taking permission from the responsible persons, questionnaires were distributed to selected students from SUOE on 14th August, 2017 and collected those questionnaires after lasting five days. Data obtained were listed by gender. Using SPSS, descriptive statistics such as mean values and standard deviation were calculated for dimensions of student-teacher relationship. In addition, independent samples *t*-test and analysis of variance (ANOVA) were also used to determine if gender, age, and specialized subjects taken by students caused a difference in student-teacher relationship.

Findings

Table 1 shows the means and standard deviations for dimensions of student-teacher relationship perceived by male and female students.

Table 1 Means and Standard Deviations for Dimensions of Student-Teacher Relationship Perceived by Male and Female Students

Dimension	Gender	N	Mean	SD	Remark
<i>Believing in me</i>	Male	100	3.90	.429	often
	Female	100	4.07	.363	often
<i>My teacher</i>	Male	100	3.78	.482	often
	Female	100	4.04	.377	often
<i>Taking charge</i>	Male	100	3.73	.494	often
	Female	100	3.91	.411	often
<i>My classmates</i>	Male	100	4.02	.597	often
	Female	100	4.24	.550	often
<i>Following the class rules</i>	Male	100	3.71	.599	often
	Female	100	3.81	.508	often
<i>Talking with my parents</i>	Male	100	3.27	.777	sometimes
	Female	100	3.66	.809	often
<i>I worry that</i>	Male	100	3.60	.757	often
	Female	100	3.84	.757	often
<i>Kids in this class</i>	Male	100	3.19	.702	sometimes
	Female	100	3.42	.671	sometimes
Student-Teacher Relationship	Male	100	3.65	.335	often
	Female	100	3.87	3.05	often

1.00-1.49=never 1.5-2.49=rarely 2.5-3.49=sometimes 3.5-4.49=often 4.5-5.00=always

Based on the perceptions of male and female students, they **often** perform six dimensions of student-teacher relationship such as “*Believing in me*”, “*My teacher*”, “*Taking charge*”, “*My classmates*”, “*Following the class rules*” and “*I worry that*”. Similarly, one dimension of student-teacher relationship, “*Kids in this class*” is **sometimes** performed by male and female students. However, male students sometimes perform and female students often perform concerning the “*Talking with my parents*”. All in all, male and female students **often** perform eight dimensions of student-teacher relationship according to their perceived mean values of “*Overall Student-Teacher Relationship*”.

In order to study whether there were significant differences in perceptions of student-teacher relationship according to their gender, independent samples *t*-test was employed to analyze the data. According to Table 2, there were significant differences in seven dimensions of student-teacher relationship such as *Believing in me* ($t=-3.049$, $df=198$, $p=.003$), *My teacher* ($t=-4.295$, $df=198$, $p=.000$), *Taking charge* ($t=-2.858$, $df=191.717$, $p=.005$), *My classmates* ($t=-2.774$, $df=198$, $p=.006$), *Talking with my parents* ($t=-3.464$, $df=198$, $p=.001$), *I worry that* ($t=-1.98$, $df=336$, $p=.027$), and *Kids in this class* ($t=-2.410$, $df=198$, $p=.017$) between perceptions of male and female students.

Table 2 Independent Samples *t*-Test Results for Dimensions of Student-Teacher Relationship Perceived by Male and Female Students

Dimensions of Student-Teacher Relationship	<i>t</i>	Mean Difference	<i>df</i>	<i>P</i>
<i>Believing in me</i>	-3.049	-.171	198	.003
<i>My teacher</i>	-4.295	-.263	198	.000
<i>Taking charge</i>	-2.858	-.184	191.717	.005
<i>My classmates</i>	-2.774	-.225	198	.006
<i>Following the class rules</i>	-1.273	-.100	198	.205
<i>Talking with my parents</i>	-3.464	-.389	198	.001
<i>I worry that</i>	-2.228	-.234	198	.027
<i>Kids in this class</i>	-2.410	-.234	198	.017
Student-Teacher Relationship	-4.974	-.225	198	.000

On the other hands, there was no significant difference in only one dimension of student-teacher relationship, “*Following the class rules*” between perceptions of male and female students. However, the findings of “*Overall Student-Teacher Relationship*” ($t=-4.974$, $df=198$, $p=.000$) showed that there was a significant difference in perceptions of student-teacher relationship between male and female students.

Table 3 shows the means and standard deviations for dimensions of student-teacher relationship perceived by students according to their age levels. According to Table 3, there were different perceptions in one dimension of student-teacher relationship such as “*Talking with my parents*” among age levels of students. Students who were 17 and 18 years old answered that they **sometimes** perform it but students who were 19 years old answered that they **often** perform it.

All students who were different age levels perceived that they **often** perform in six dimensions of student-teacher relationship such as “*Believing in me*”, “*My teacher*”, “*Taking*

charge”, “*My classmates*”, “*Following the class rules*” and “*I worry that*” and sometimes perform in one dimension, “*Kids in this class*”. However, they **often** perform the eight dimensions of student-teacher relationship according to the mean values of “*Overall Student-Teacher Relationship*”.

Table 3 Means and Standard Deviations for Dimensions of Student-Teacher Relationship Perceived by Students according to their Age Levels

Dimension	Age	Mean	SD	Remark
<i>Believing in me</i>	17	4.00	.389	often
	18	3.95	.443	often
	19	3.83	.492	often
<i>My teacher</i>	17	3.89	.470	often
	18	3.94	.401	often
	19	4.07	.381	often
<i>Taking charge</i>	17	3.83	.449	often
	18	3.76	.509	often
	19	4.04	.351	often
<i>My classmates</i>	17	4.16	.563	often
	18	4.03	.623	often
	19	4.36	.695	often
<i>Following the class rules</i>	17	3.73	.553	often
	18	3.80	.551	often
	19	3.93	.734	often
<i>Talking with my parents</i>	17	3.46	.830	sometimes
	18	3.40	.781	sometimes
	19	4.02	.588	often
<i>I worry that</i>	17	3.65	.797	often
	18	3.87	.654	often
	19	4.26	.428	often
<i>Kids in this class</i>	17	3.30	.688	sometimes
	18	3.33	.712	sometimes
	19	3.00	.769	sometimes
Student-Teacher Relationship	17	3.75	.335	often
	18	3.76	.350	often
	19	3.94	.369	often

1.00-1.49=never 1.5-2.49=rarely 2.5-3.49=sometimes 3.5-4.49=often 4.5-5.00=always

Again, Table 4 illustrates the ANOVA results for dimensions of student-teacher relationship perceived by students according to their age levels. The findings showed that there was no significant difference in all dimensions of student-teacher relationship perceived by students according to their age levels in SUOE.

Table 4 ANOVA Results for Dimensions of Student-Teacher Relationship Perceived by Students according to their Age Levels

Dimension		Sum of Squares	df	Mean square	F	P
<i>Believing in me</i>	Between Groups	.217	2	.108	.657	.520
	Within Groups	32.483	197	.165		
	Total	32.700	199			
<i>My teacher</i>	Between Groups	.249	2	.125	.610	.545
	Within Groups	40.294	197	.205		
	Total	40.543	199			
<i>Taking charge</i>	Between Groups	.485	2	.242	1.134	.324
	Within Groups	42.131	197	.214		
	Total	42.616	199			
<i>My classmates</i>	Between Groups	.956	2	.478	1.411	.246
	Within Groups	66.727	197	.339		
	Total	67.683	199			
<i>Following the class rules</i>	Between Groups	.355	2	.178	.571	.566
	Within Groups	61.258	197	.311		
	Total	61.613	199			
<i>Talking with my parents</i>	Between Groups	2.070	2	1.035	1.568	.211
	Within Groups	130.081	197	.660		
	Total	132.151	199			
<i>I worry that</i>	Between Groups	3.490	2	1.745	3.046	.050
	Within Groups	112.845	197	.573		
	Total	116.335	199			
<i>Kids in this class</i>	Between Groups	.601	2	.300	.620	.539
	Within Groups	95.478	197	.485		
	Total	96.078	199			
Student-Teacher Relationship	Between Groups	.202	2	.101	.878	.417
	Within Groups	22.687	197	.115		
	Total	22.889	199			

Table 5 shows the means and standard deviations for dimensions of student-teacher relationship perceived by students according to their specialized subjects. When studying the perceptions of students who took different specialized subjects on their student-teacher relationship, they **often** perform six dimensions of student-teacher relationship such as “*Believing in me*”, “*My teacher*”, “*Taking charge*”, “*My classmates*”, “*Following the class rules*” and “*I worry that*” but they **sometimes** perform in one dimension, “*Kids in this class*”. On the other hands, they have different perceptions in one dimension of student-teacher relationship, “*Talking with my parents*”. The perceptions of students who were studying arts and combined subjects indicated that they **often** perform it but perceptions of students who were studying science subjects indicated that they **sometimes** perform it. In conclusion, students who were studying different specialized subjects **often** perform the eight dimensions of student-teacher relationship based on the mean values of “*Overall Student-Teacher Relationship*”.

Table 5 Means and Standard Deviations for Dimensions of Student-Teacher Relationship Perceived by Students according to their Specialized Subjects

Dimension	Subject	N	Mean	SD	Remark
<i>Believing in me</i>	Art	35	3.88	.391	often
	Science	106	3.98	.397	often
	Combined	59	4.04	.424	often
<i>My teacher</i>	Art	35	3.99	.364	often
	Science	106	3.87	.458	often
	Combined	59	3.93	.485	often
<i>Taking charge</i>	Art	35	3.92	.352	often
	Science	106	3.83	.448	often
	Combined	59	3.75	.536	often
<i>My classmates</i>	Art	35	4.23	.573	often
	Science	106	4.09	.588	often
	Combined	59	4.14	.582	often
<i>Following the class rules</i>	Art	35	3.86	.637	often
	Science	106	3.75	.543	often
	Combined	59	3.70	.531	often
<i>Talking with my parents</i>	Art	35	3.58	.840	often
	Science	106	3.37	.785	sometimes
	Combined	59	3.54	.848	often
<i>I worry that</i>	Art	35	3.83	.612	often
	Science	106	3.75	.765	often
	Combined	59	3.61	.840	often
<i>Kids in this class</i>	Art	35	3.19	.736	sometimes
	Science	106	3.37	.711	sometimes
	Combined	59	3.25	.637	sometimes
Student-Teacher Relationship	Art	35	3.81	.349	often
	Science	106	3.75	.325	often
	Combined	59	3.75	.361	often

1.00-1.49=never 1.5-2.49=rarely 2.5-3.49=sometimes 3.5-4.49=often 4.5-5.00=always

Table 6 represents the ANOVA results for dimensions of student-teacher relationship perceived by students according to their specialized subjects. According to the Table 6, there was no significant difference in all dimensions of student-teacher relationship perceived by students according to their specialized subjects in SUOE.

Table 6 ANOVA Results for Dimensions of Student-Teacher Relationship Perceived by Students according to their Specialized Subjects

Dimension		Sum of Squares	df	Mean square	F	p
<i>Believing in me</i>	Between Groups	.522	2	.261	1.598	.205
	Within Groups	32.178	197	.163		
	Total	32.700	199			
<i>My teacher</i>	Between Groups	.377	2	.189	.925	.398
	Within Groups	40.166	197	.204		
	Total	40.543	199			
<i>Taking charge</i>	Between Groups	.627	2	.314	1.472	.232
	Within Groups	41.968	197	.213		
	Total	42.616	199			
<i>My classmates</i>	Between Groups	.515	2	.257	.755	.471
	Within Groups	67.168	197	.341		
	Total	67.683	199			
<i>Following the class rules</i>	Between Groups	.533	2	.267	.860	.425
	Within Groups	61.080	197	.310		
	Total	61.613	199			
<i>Talking with my parents</i>	Between Groups	1.731	2	.866	1.307	.273
	Within Groups	130.420	197	.662		
	Total	132.151	199			
<i>I worry that</i>	Between Groups	1.215	2	.607	1.039	.356
	Within Groups	115.120	197	.584		
	Total	116.335	199			
<i>Kids in this class</i>	Between Groups	1.021	2	.510	1.058	.349
	Within Groups	95.057	197	.483		
	Total	96.078	199			
Student-Teacher Relationship	Between Groups	.167	2	.054	.464	.630
	Within Groups	22.782	197	.116		
	Total	22.889	199			

Discussion and Conclusion

Discussion

Analyses of quantitative data collected from the study attempted to answer three research questions. **Research question one** examined whether or not there was any significant difference in perception of student-teacher relationship between male and female students. Based on the research findings, there were significant differences in perception of student-teacher relationship between male and female students, except only one dimension of student-teacher relationship. In other words, perceptions of female students on seven dimensions of student-teacher relationship, namely, “*Believing in me*”, “*My teacher*”, “*Taking charge*”, “*My classmates*”, “*Talking with my parents*”, “*I worry that*” and “*Kids in this class*”, were higher than those of male students.

According to the findings, female students had more relationship with their teachers, classmates and parents than male students in SUOE. Both groups followed the classroom rules.

Research question two explored whether or not there was any significant difference in perception of student-teacher relationship as rated by students according to their age levels. When examining the levels of student-teacher relationships rated by students according to their age levels, five dimensions such as *“Believing in me”*, *“My teacher”*, *“Taking charge”*, *“My classmates”*, and *“Following the class rules”* were rated as high levels but one dimension of student-teacher relationship, *“Kids in this class”*, was perceived as moderate level for them. Concerning the dimension of *“Talking with my parents”*, students who were 17 and 18 years old rated as moderate level for them but students who were 19 years old rated it as high level for them. Again, students who were 17 years old rated as the moderate level for them but students who were 18 and 19 years old perceived it as the high level for them about the dimension *“I worry that”*..

Research question three investigated whether or not there was any significant difference in perception of student-teacher relationship as rated by students according to their specialized subjects. When investigating the levels of student-teacher relationship rated by students according to their specialized subjects, they often conducted the six dimensions of student-teacher relationship such as *“Believing in me”*, *“My teacher”*, *“Taking charge”*, *“My classmates”*, *“Following the class rules”* and *“I worry that”* but they sometimes conducted the only one dimension such as *“Kids in this class”*. Again, it was also found that students who took arts and combined subjects perceived that they often conducted *“Talking with my parents”* but students who took science subjects perceived that they sometimes did it.

However, the mean values for *“Overall Student-Teacher Relationship”* perceived by all students who took different specialized subjects, they often conducted eight dimensions of student-teacher relationship. When studying the whether or not there were significant differences among perceptions of students according to their specialized subjects, there was no significant difference in all dimensions of student-teacher relationship. All in all, students who are studying art, science and combined subjects have a high level of student-teacher relationship.

Conclusion

Within the learning environment, importance needs to be placed on the development of positive teacher–student relationships, as these relationships have immeasurable effects on students’ academic outcomes and behaviour. Through the literature review and surveys, it was obvious that a supportive relationship between teacher and students benefits the learning process. To more effectively develop relationships with their students, teachers should strive to provide a supportive environment that is built upon high expectations, positive encouragement, and a healthy dose of humor. Students will feel secure that the environment surrounded by caring teachers will allow them grow and develop their capacities, and give more of themselves to the enhancing of the learning process (Fosen, 2016).

Moreover, teachers need to develop caring relationships with their students in order to develop an in-depth understanding their learning needs and abilities; “they also need to establish an emotional link to motivate the student to participate actively in the learning process”. Building genuine trustworthy relationships between teachers and students is pivotal in student capacity to

learn (Raider-Roth, 2005, cited in Baruney, 2012). All in all, student- teacher relationships play a very important role in the lives of BEd first year students.

In conclusion, effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Students perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When teachers believes in students' ability to succeed it motivates them because students don't want to let them down but it also makes students believe that they are more capable than they even imagined (Koplow, 2002, cited in Da Luz, 2015). Crosnoe et al. (2004:57, cited in Gablinske, 2014) concluded that "students who had more positive views of their teachers did better and had fewer problems in school". Therefore, a teacher's personal interactions with his or her students can make a significant difference for students.

Acknowledgements

I would like to offer my respectful gratitude to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), and Dr. Myat Myat Thaw (Pro-Rector, Sagaing University of Education), Daw Kyi Kyi Sein (Lecturer and Head of Department of English, Sagaing University of Education) for their valuable expertise, support, constructive suggestions and criticism to complete my work. Most importantly, I wish to extend a special word of thanks to my pupils, BEd first year students, for cooperation and willingness to participate in this study.

References

- Baruney, G (2012). *The Importance of Developing Trust and Fostering Emotional Intelligence in the Classroom*. Retrieved from <http://dx.doi.org/10.1080/03054985.2012.921613>
- Chapla, B. A. (2018). *Shared Perceptions of the Classroom Environment and the Impact of Teacher Efficacy* (Order No. 10980873). Available from ProQuest Dissertations & Theses Global. (2154870288). Retrieved from <https://search.proquest.com/docview/2154870288?accountid=191264>
- Da Luz, F. S. D. R (2015). *The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning*. Retrieved from <http://vc.bridgew.edu/theses/22>
- Fosen, D. M. (2016). *Developing Good Teacher Student Relationships*. Retrieved from <http://discovery.ucl.ac.uk/1474062/>
- Fredriksen, K. & Rbodes, J. (2014). *The Role of Teacher Relationships in the Lives of Students*. Retrieved from <https://www.rhodeslab.org/wp-content/uploads/2004/04/fredrikson-rhodes-2004-role-of-teachers.pdf>
- Gabalinske, P. B. (2014). *A Case Study of Student and Teacher Relationships and the Effect on Student Learning*. Retrieved from <http://digitalcommons.ari.edu/oa-diss/266>
- Knoell, C.M. (2012). *The Role of the Student-Teacher Relationship in the Lives of Fifth Graders: A Mixed Methods Analysis* Public Access Theses and Dissertations from the College of Education and Human Sciences. 134. Retrieved from <http://digitalcommons.unl.edu/cehdsdiss/134>
- Liberante, L. (2012). The Importance of Teacher-Student Relationships as Explored Through the Lens of the NSW Quality Teaching Model. *Journal of Student Engaging: Education Matters*, 2(1), 2012, 29. Retrieved from <http://ro.uow.edu.au/jseem/vol2/iss1/2>
- Maing,, R. A. (2017). *Classroom Climate and Its Impact on Students' Outcomes in Maros Regency Junior High Schools in Indonesia*. Retrieved from <https://flex.flinders.edu.au/file/8ec19cee-28e0-48d2-9159-7303c4539926/1/ThesisAbdulMaing2017.pdf>
- Martin, J. (2005). *Promoting Students' Belief in Their Academic Abilities Is Key to Curbing African-American High School Dropout Rates?* Retrieved August 17, 2017, from <http://source.wustl.edu/2005/04/promoting-student-belief-in-their-academic-abilities-is-key-to-curbing-sfricanamerican-high-dropout-rates/>
- Varga. M. (2017). *The Effect of Teacher-Student Relationships on the Academic Engagement of Students*. Retrieved from <http://dx.doi.org.goucher.idm.oclc.org/10.1007/s106480119170y>

AN INVESTIGATION INTO COMPETENCIES OF HIGH SCHOOL PRINCIPALS

Lwin Lwin Than*

Abstract

The purpose of this study was to find out the generic ideas and concepts of high school principals' competencies. This paper specifically focused on the competence of school principals based on Ministry of Education Malaysia, Ministry of National Education Indonesia, Japanese association for the study of Educational Administration (JASEA) and Competency Framework for Southeast Asian School Heads. According to the purpose of this study, document analyzing was conducted by adapting method of Concept Mapping. It was found that competencies of school principals are divided into five sections, namely: (1) Strategic thinking and innovation: (a) Policy and direction, (b) Managing change and innovation, and (c) Building and realizing a shared vision of school; (2) Instructional Leadership: (a) Development of teaching, (b) Establishing collaborative structure and climate for quality improvement of education; (3) Managerial leadership: (a) Management, (b) Resources and operation, (c) Effective utilization of various resources and risk management; (4) Personal excellence: (a) Self-effectiveness, (b) Personality, (c) Ethical behaviour and leadership; (5) Stakeholder engagement: (a) Collaborative relationship with parents and community, (b) Social, (c) Human relationship. And then the researcher adapted a generic model for competency of high school principal by using the findings of Concept Mapping. Based on this model, the researcher also developed a set of questionnaire and interview questions to measure the perceptions of principals and teachers from selected Basic Education High Schools in Sagaing Township. The quantitative and qualitative findings indicated that all principals agreed and accepted the competencies mentioned in the generic model. Therefore, it can be said that the generic model provides guidelines to improve the competencies of high school principals.

Keywords: competency, instructional leadership, management

Introduction

The future life of the country and its people will be determined by the quality of education. In this knowledge age, almost all countries of the world are attempting to reform or to change their own existing education systems to face the challenges of the 21st century. The quality of education depends on many factors. One of the most important factors is competence of school leaders.

The role of the principal today is considerable whenever the effectiveness of the school and the achievement of the students are determined. Thus, all principals need to be the competent ones in performing their duties and responsibilities in their schools. It is Richard A. Gorton's strong conviction that the way to begin improving education is by improving the administrative and supervisory competence of the principals of the schools (Gorton, 1984).

As the school is the basic educational unit, competencies of schools principals are of paramount importance in the smooth running of the school and implementing the educational program. Professional knowledge, skills, and attitudes are likely to have a profound effect on the whole range of tasks undertaken by the head of a professional organization (Hughes, 1988, as cited in Thet Naing Oo, 2010). Hence, all principals need to know that knowledge, skills and abilities are essential for his position so that they can do their job competently. It is considerable body on what the whole tasks of a principal should be and what competencies make a good

* Associate Professor, Department of Educational Theory, Sagaing University of Education

principal. The current job of the school principal, as with any management positions, is complex. Therefore, this study specifically focuses on the literature review of competencies of school principals and descriptive analysis for validation study of Concept Mapping.

Aims of the Study

The general purpose of the study is to find out the generic ideas and concepts of high school principals' competencies.

The specific objectives of the study are:

1. To find out the dimensions of competency of high school principals by using Concept Mapping;
2. To investigate the levels of competency of high school principals as rated by principals themselves in selected high schools;
3. To examine the levels of competency of high school principals as perceived by teachers in selected high schools; and
4. To explore the differences in competency of high school principals between principals' self-rating and their teachers' perceptions.

Research Questions

This study explores to answer the following questions:

1. What are the dimensions of competency of high school principals by using Concept Mapping?
2. What are the levels of competency of high school principals as rated by principals themselves in selected high schools?
3. What are the levels of competency of high school principals as perceived by teachers in selected high schools?
4. Are there any differences in the competency of high school principals between principals' self-rating and their teachers' perceptions?

Review of Related Literature

This paper specifically focuses on the competence of school principals based on Competency Framework for Southeast Asian School Heads, Ministry of Education Malaysia, Ministry of National Education Indonesia, and Japanese association for the study of Educational Administration (JASEA).

(A) Competency Framework for Southeast Asian School Heads

There are five domains, sixteen general areas of competency and one hundred and six individual tasks/ competency statements. They are as follows:

Domain (1) Strategic Thinking and Innovation (STI)

- A. Charting the strategic direction of the school
- B. Making informed decisions
- C. Leading change and innovation

Domain (2) Instructional Leadership

- A. Leading curriculum implementation and improvement
- B. Creating a learner-centered environment
- C. Supervising and evaluating teachers' performance
- D. Delivering planned learning outcomes

Domain (3) Personal Excellence

- A. Managing personal effectiveness
- B. Acting on challenges and possibilities
- C. Pursuing continuous professional development

Domain (4) Stakeholder Engagement

- A. Promoting shared responsibility for school improvement
- B. Managing education alliances and networks
- C. Sustaining collaborative relationships with stakeholders

Domain (5) Managerial Leadership

- A. Managing school resources and systems
- B. Managing staff performance
- C. Managing sustainable school programs and projects (Taa, 2014)

(B) Indonesia Principal Competencies

Personality

- 1. Moral majesty
- 2. has integrity as a leader
- 3. has committed
- 4. be open
- 5. operation of self
- 6. has talent and interest as a leader

Management

- 1. Managing the school plan
- 2. Developing organization
- 3. Empower school resources
- 4. Managing change
- 5. Creating a conducive school climate
- 6. Managing teachers and staff
- 7. Operating facilities and infrastructure school
- 8. Operating human relationship
- 9. Managing students
- 10. Managing curriculum
- 11. Financial management
- 12. Operating administration

13. Managing unit specific service
14. Managing information systems school
15. Make use of ICT
16. Managing Monitoring and Evaluation advanced

Entrepreneurship

1. Creating innovation
2. Working hard to achieve goals
3. Has strong motivation never give up
4. Has entrepreneurship spirit

Supervision

1. Plan of academic program supervision
2. Doing academic program supervision
3. Doing follow up of results academic supervision

Social

1. Working with others
2. Active in community social activities
3. Has social sensitivity (Ministry of National Education Indonesia, 2007, as cited in Mustamin & Yasin (2012).

(C) Malaysia Principal Competencies

The competencies of Malaysian School Leaders are as follows (MOE Malaysia, 2010, as cited in Mustamin & Yasin, 2012).

Policy and Direction

1. Building a vision
2. Focus on quality
3. Strategic Thinking
4. Proactive

Development of Teaching

1. Achievement orientation
2. Development of teaching
3. Knowledge sharing
4. Focus on curriculum
5. Supervision

Managing Change and Innovation

1. Problem solving
2. Make a decision
3. Managing change
4. Making school improvement
5. Creativity and innovation

Resources and Operation

1. Financial management
2. Physical development and assets
3. Management of ICT
4. Management of performance

Human Relationship

1. Developing Capacity
2. Communication
3. Relationship with external parties
4. Work sharing with teamwork

Self-Effectiveness

1. Self-awareness
2. Social awareness
3. Self-management
4. Social management

(D) Professional Standards for Japan Principal**Standard 1- *Building and realizing a shared vision of school***

Principals create a vision that can be shared and supported by school staff, students, parents and community, and seek its realization.

- (1) Collect information on the situation of the school
- (2) Building shared school vision as the principal
- (3) Building shared school vision with school officials and others
- (4) Develop a shared vision and Implement
- (5) Validates and revises school vision

Standard 2-*Establishing collaborative structure and climate for quality improvement of education*

Principals propose and promote curriculum development to realize course instruction and student guidance, etc. that are appropriate for schools, and make structure and develop climate where school staff perform it collaboratively.

- (1) Responsibility for growth and the development of every student.
- (2) Curriculum development based on shared vision
- (3) School environment
- (4) Promotion of educational practice based on a school staff's motivation
- (5) Nurtures climate for quality education

Standard 3- *Establishing collaborative structure and climate to support professional development*

Principals create structure and nurture climate that support all school staff to reflect on practice and to continue professional development collaboratively.

- (1) Understanding of professional development

- (2) Understanding and support for school staff
- (3) Lead school staff to making shared vision
- (4) Organize school staff to promote collaboration and reflection
- (5) Nurture school staff climate

Standard 4- *Effective utilization of various resources*

Principals utilize and manage human/material/financial/informational resources effectively and efficiently to secure effective and safe learning environment based on school organization characteristics.

- (1) Analyze the realities in school situation
- (2) Necessary resources to achieve a shared vision
- (3) Create activities for organization based on management cycle
- (4) Lead the activities corresponding to crisis management

Standard 5- *Collaborative relationships with parents and community*

Principals understand diverse interests and needs of various stakeholders of parents and community, and promote collaboration responding to those interests and needs.

- (1) Understanding the necessity for collaboration and cooperation with parents and community
- (2) Understanding the environment of parents and community
- (3) Organize the interest and expectations in the school
- (4) Send information on shared vision and obtain the trust
- (5) Maintain a proper relationship with school officials and neighbors

Standard 6- *Ethical behaviour and leadership*

Principals set an example of professional ethics as chief executives as well as show leadership with deep insight backed with rich experience of education.

- (1) Professional ethics as the chief executive of a school
- (2) Determine communication with a school officials and students
- (3) Senses of values and cultures
- (4) Self-reflection and professional growth and development
- (5) Legal compliance

Standard 7 *Understanding of social/cultural context of school*

Principals understand that school education and society mutually affect each other and grasp social/cultural context of public education and school in a wide perspective.

- (1) Understanding of domestic and international school of education
- (2) Understanding of the constitution and related law
- (3) Understanding of social, economic, political, and cultural conditions of the local government
- (4) Understanding of educational history and thought

(Japanese Association for the Study of Educational Administration (JASEA), 2009).

Methodology

Qualitative and quantitative methods were used in this study. To analyze the differences and similarities between the dimensions of competency of school principals, the researcher adapted Concept Mapping method (Jackson&Trochim,2002).According to Jackson and Trochim (2002), Concept Mapping is used to give the concept of groups or units of analysis the same meaning inclination. Adaptation method based on concept mapping, then the stages of analysis in this study: (1) analyzing unit analyzes each dimension descriptors competencies of each country according to the document, (2) a thorough mapping concepts from competency framework for Southeast Asian School Heads (2014, Edition), (3) to analyze the concept mapping, (4) selecting the final cluster solution each unit of analysis, and (5) make labeling each cluster into the dimensions of a more moderate pace.

Based on the findings of Concept Mapping, researcher developed two research instruments to explore the principals' and teachers' perceptions of competencies of high school principals. Questionnaire (1) and (2) consisted of 61 items. The participants were asked to respond to the questionnaire items through the use of Likert (five-point), (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. Questionnaire was focused on five dimensions: the first 11 items are related to Strategic Thinking and Innovation, the second 12 items are associated with Instructional Leadership, The third 15 items are concerned with Managerial Leadership, the fourth 15 items are correlated with Personal excellence, and the last 8 items are related to Stakeholder Engagement.

This study focused on Basic Education High Schools in Sagaing Township. There are 5 Basic Education High Schools with Grade (A) and 8 Basic Education High Schools with Grade (B) in Sagaing Township. For this study, 5 Basic Education High Schools with Grade (A) were selected. Among them, one Basic Education High School was chosen for the pilot study that was conducted with one principal and 34 teachers from the selected high schools in Sagaing Township. The reliability coefficient (Cronbach's alpha value) was 0.86.The population of the main study was 4 principals and all teachers (135) from four selected high schools.

To collect more supplementary opinions about the competencies of high school principals, the researcher developed interview questions. There were seven interview questions for principal.

Findings

The results from qualitative and quantitative data will be presented.

(A) Findings of Concept Mapping

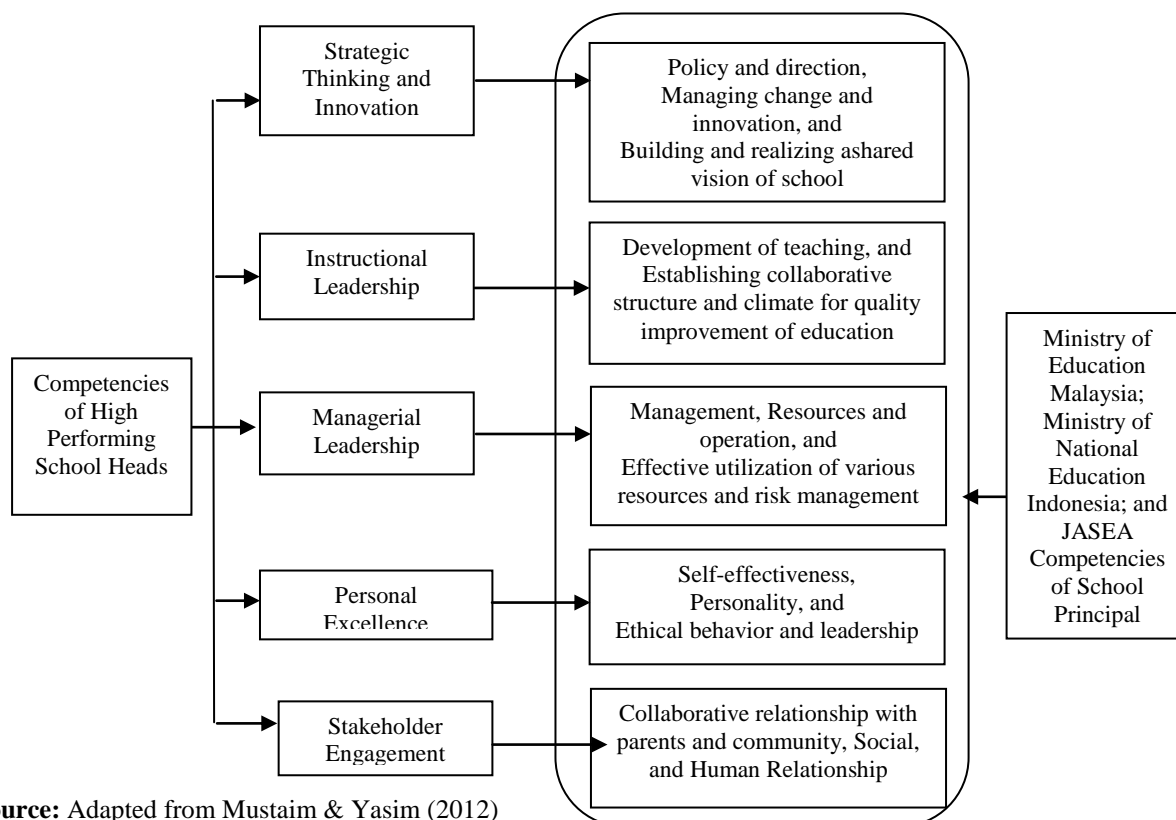
`In relation to the results of the Concept Mapping, the dimensions and indicators of competency of school principal are as follows:

Table 1 Dimensions and Indicators of Competency of School Principal

Dimension	Indicator
Policy and direction	(1) building a vision(2) strategic thinking (3)proactive
Managing change and innovation	(1)managing change (2)make a decision(3) making school improvement (4)creativity and innovation (5)problem solving
Building and realizing a shared vision of school	(1) Collect information on the situation of the school (2) Building shared school vision as the principal (3) Building shared school vision with school officials and others (4) Develop a shared vision and Implement (5) validates and revises school vision
Development of teaching	(1)focus on curriculum(2)knowledge sharing(3)supervision (4)managing curriculum
Establishing collaborative structure and climate for quality improvement of education	(1)creating a conducive school climate(2) Responsibility for growth and the development of every student(3) Curriculum development based on shared vision(4) Nurtures climate for quality education(5)creating a positive learning environment
Management	(1)managing school plan(2)empower school resources (3)managing teachers and staff
Resources and operation	(1)financial management (2)physical development and assets (3)management of ICT(4)management of performance
Effective utilization of various resources and risk management	(1) organize school staff to promote collaboration and reflection(2) understanding of professional development(3) lead school staff to making shared vision (4)understanding and support for school staff(5) nurture school staff climate(6) utilize and manage human/material/financial/ informational resources effectively and efficiently to secure effective and safe learning environment
Self-effectiveness	(1)self-awareness(2)social awareness(3)self-management (4)social management
Personality	(1)moral majesty(2) has integrity as a leader(3)operation of self(4)has talent and interest as a leader(5)has committed (6)be open
Ethical behavior and leadership	(1) professional ethics as the chief executive of a school(2) determine communication with a school officials and students(3) senses of values and cultures(4) self-reflection and professional growth and development(5) understanding of domestic and international school of education(6) understanding of educational history and thought
Collaborative relationship with parents and community	(1)understanding the necessity for collaboration and cooperation with parents and community(2) understanding the environment of parents and community(3) organize the interest and expectations in the school(4) send information on shared vision and obtain the trust(5) maintain a proper relationship with school officials and neighbors
Social	(1)working with others (2)active in community social activities (3) has a social sensitivity
Human relationship	(1)relationship with external parties (2)work sharing with teamwork (3)working with others

Source: Adapted from Mustaim & Yasim (2012)

Based on findings of the study and analysis of each dimension of adaption Concept Mapping, competencies of school principal Malaysia, Indonesia and JASEA documents, and then it can be concluded that the results of dimensional documents in terms of Competency Framework for Southeast Asian School Heads were shown in Figure 4.1.



Source: Adapted from Mustaim & Yasim (2012)

Figure 1 A Generic Model for Competency of High School Principal

(B) Findings of Quantitative Study

Table 2 Mean Scores for Principals' Competency as Perceived by Principals

Schools	Dimensions					Overall
	STI	IL	ML	PE	SE	
School 1	4.00	3.83	4.00	4.00	4.00	3.97
School 2	4.82	5.00	4.73	4.87	5.00	4.88
School 3	4.00	4.00	4.00	4.00	4.00	4.00
School 4	3.91	4.00	3.93	4.20	4.13	4.03

Note: 1- 2.33= Low Level 2.34- 3.67= Moderate Level 3.68 – 5.00 = High Level

STI= Strategic Thinking and Innovation

IL= Instructional Leadership

ML= Managerial Leadership

PE=Personal Excellence

SE= Stakeholder Engagement

According to the principals' rating in Table 2, among the four selected schools, School 2 showed the highest mean scores of 4.82 in Strategic Thinking and Innovation, 5.00 in Instructional Leadership, 4.73 in Managerial Leadership, 4.87 in Personal Excellence, and 5.00 in Stakeholder Engagement. Descriptive analysis revealed that the overall mean score of School 2 was the highest among the selected schools, followed in descending order by School 4, School 3,

and finally, School 1. Therefore, the mean scores of all selected schools indicated that principals from those schools perceived their competencies to high level.

Table 3 Mean Scores for Principals' Competency as Perceived by Teachers

Schools	Dimensions					Overall
	STI	IL	ML	PE	SE	
School 1	4.13	4.11	4.09	4.25	4.24	4.16
School 2	4.08	4.20	4.07	4.18	4.13	4.13
School 3	4.05	3.95	4.03	4.04	4.03	4.02
School 4	3.98	4.16	4.26	4.22	4.23	4.17

Note: 1- 2.33= Low Level 2.34- 3.67= Moderate Level 3.68 – 5.00 = High Level
 STI= Strategic Thinking and Innovation, IL= Instructional Leadership,
 ML= Managerial Leadership, PE=Personal Excellence,
 SE= Stakeholder Engagement

According to the teachers' rating in Table 3, among the four selected schools, School 1 showed the highest mean scores of 4.13 in Strategic Thinking and Innovation, 4.25 in Personal Excellence, and 4.24 in Stakeholder Engagement. Similarly, School 2 revealed the highest mean score of 4.20 in Instructional Leadership and School 4 had the highest score of 4.26 in Managerial Leadership. The overall mean score of School 4 was the highest among the selected schools, followed in descending order by School 1, School 2, and finally, School 3. Therefore, the mean scores of all selected schools indicated that teachers from those schools perceived their principals' competencies to high level.

Table 4 Comparison of Mean Values for Each Dimension of Principals' Competency as Perceived by Principals and Teachers

Dimensions of High School Principals' Competency	Principal	Teacher	Mean Difference
Strategic Thinking and Innovation	4.18	4.06	0.12
Instructional Leadership	4.21	4.10	0.11
Managerial Leadership	4.17	4.11	0.06
Personal Excellence	4.27	4.17	0.10
Stakeholder Engagement	4.28	4.15	0.13
Overall	4.22	4.12	0.10

Note: 1- 2.33= Low Level 2.34- 3.67= Moderate Level 3.68 – 5.00 = High Level

When studying the mean scores for dimensions of high school principals' competency rated by principals and teachers, principals' mean scores were more than teachers' in all dimensions. The scores illustrated that principals had better perception on high school principals' competency than the teachers. However, the mean scores of all selected schools indicated that all principals and teachers from those schools perceived their competencies and their principals' competencies at high level.

(C) Findings of Qualitative Study

A qualitative study was conducted through interviewing 5 high school principals from selected Basic Education High Schools in Sagaing Township. Principals were asked 7 items to express their competencies.

The first question was to describe their school vision and school objectives. All principals responded that their school vision is “Our Vision- To create an education system that can generate a learning society capable of facing the challenges of the knowledge age” and their school objectives are to produce all round developed students and to create a green and clean school environment.

The second question asked to the principals was to explain how to set their school objectives and school programmes. All principals responded that they collaborate with their teachers, students, parents and community members whenever they set their school objectives and school programmes.

The third question was to ask principals how to supervise their teachers for improving teaching-learning situations. All principals answered this question that they are accessible to teachers, visit the classrooms regularly and give advice and suggestions to their teachers if necessary and provide opportunities for them to have in depth knowledge for their professional development. In addition, they support teachers and students in creating effective learning environment which meets the needs of all students. Moreover, they always review and evaluate students’ learning outcomes as well as provide timely feedback to them.

The fourth question was to ask principals how to use the resources to improve their schools. All principals proposed that they try to integrate and align the school’s manpower and financial resources with the priorities identified in School Improvement Plan. Similarly, they use financial resources in line with their accountability, responsibility and transparency. Some principals monitor and evaluate all resources to support for the improvement of teaching-learning situation. Some principals try to provide adequate resources such as teaching-learning materials and school furniture.

The fifth question asked to the principals was to express management functions which are not common to other schools. The four principals answered that they manage their schools in a traditional approach. Only one principal responded that she uses different kinds of managerial functions. For example, she always makes Chapter End Tests (CETs) like a final examination. She also plans and organizes examination duties and rooms systematically. In checking the answer papers, the teachers do not correct their children’s papers concerning their subjects while other teachers correct those papers.

The sixth question was to express the principal’s opinions on community involvement in education. All principals accepted the importance of community involvement in education. They also try to develop effective and interactive two-way communication strategy between parents and teachers for better learning outcomes of students. Some principals create opportunities for the involvement of parents and community in school activities. They all try to promote community involvement in school functions and in student learning outcomes.

The seventh question was to ask principals how to develop their professional competencies continuously. All principals answered this question that they always seek their knowledge, ideas and skills as they are life-long learners. Sometimes, they share their knowledge with their colleagues, teachers, students and parents and they learn from them. At the same time, they learn from their superiors and experts.

Conclusion and Discussion

When analysing the findings of Concept Mapping, it was found that (1) Strategic Thinking and Innovation (2) Instructional Leadership (3) Managerial Leadership (4) Personal Excellence (5) Stakeholder Engagement are essential for high school principals .

Analysis of quantitative data collected from the study attempted to answer the three research questions. Research question one evaluated principals' competency rated by principals themselves in selected high schools. It was found that principals from all selected schools perceived that they have high levels of principals' competency in all dimensions: "Strategic Thinking and Innovation", "Instructional Leadership", "Managerial Leadership", "Personal Excellence" and "Stakeholder Engagement".

Similarly, research question two investigated the perceptions of teachers on the competency of their principal in selected high schools. It was found that teachers from all selected schools perceived that their principals possessed and applied high levels of competency in all dimensions: "Strategic Thinking and Innovation", "Instructional Leadership", "Managerial Leadership", "Personal Excellence" and "Stakeholder Engagement".

Accordingly, research question three explored whether there were any differences in principals' competency between principals' self-rating and teachers' perceptions in selected high school. Although there were some differences between the perceptions of principals and teachers, all principals and teachers perceived that their competencies and their principals' competencies were high.

According to the findings from interview questions, it was indicated that principals from all selected high schools agreed and accepted the competencies mentioned in a Generic Model for Competency of High School Principal. All in all, according to their answers mentioned above, it can be concluded that all principals from selected Basic Education High Schools try to use their competencies in implementing the goals and objectives for improving their schools as much as they can.

In conclusion, it can be said that the generic model provides guidelines to improve the competencies of high school principals.

Acknowledgements

I would like to offer our respectful gratitude to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Myat Myat Thaw (Pro-Rector, Sagaing University of Education), U Ye Myint (Retired Professor and Head of Department, Yangon University of Education), U Thar Aung Kyaw (Retired Professor and Head of Department, Sagaing University of Education), Dr. Khin Mar Yee (Retired Professor and Head of Department, Sagaing University of Education), Dr. Zaw Win (Retired Lecturer and Head of Department, Sagaing University of Education) and Dr. Zin Nwe Than (Associate Professor and Head of Department, Sagaing University of Education). Finally, I am intended to all people who supported to complete this study.

References

- Adegbemile, O. (2011). *Principals' Competency Needs for Effective Schools' Administration in Nigeria*. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 2, No 4, 201. Retrieved from <http://www.iiste.org/Journals/index.php/.../315>
- Arturo, J. C. & Martha, N. O. (2012). *Important Competencies for the Selection of Effective School Leaders: Principals' Perceptions*. University Council of Educational Administration: The Future is ours: Leadership Matters November 15-18, Denver, Colorado. Retrieved from <http://www.hcisid.org/.../202012Paper.../pdf>.
- Atlanta Public Schools (2015). *Principal Selection Process Office of Human Resources October 2015*. Retrieved from <http://www.atlanta.k12.ga.us/.../pdf>
- Boyatzis, R. (1982). *Management Competencies*. Retrieved from <http://changingminds.org>
- Gorton, R. A. (1984) *School Administration and Supervision*: W M.C. ,U.S.A. Brown Company Publishers.
- Halim, R. A. (2009). *Innovation in Educational Management and Leadership: High Impact Competency for Malaysian School Leaders*. Institute Aminudin Baki, Ministry of Education Malaysia. Retrieved from <http://www.seameo.org/vl.../fullpaper.pdf>
- Japanese Association for the Study of Educational Administration. (2009). *Professional Standards for Principal: Desired Principal Image and Competences*. Retrieved from <http://jasea.sakura.ne.jp/>
- Mustamin & Yasin, M. (2012). The Competence of School Principals: What Kind of Need Competence for School Success? *Journal of Education and Learning*, 6 (1), 33-42. Retrieved from <http://researchgate.net>
- Newberg, N & Glatthorn, A. (1982). *Instructional Leadership: Four Ethnographic studies on junior high school principals*. Washington, D.C: National Institute of Education, 1982.
- OECD. (2003). *Key Competencies for a successful life and well-functioning society. The definition and selection for key competencies: Executive summary*. Retrieved from www.oecd.org/dataoecd
- Taa, L. (2014). *Competency Framework for Southeast Asian School Heads*. Retrieved from lilibeth@seameo-inno.Org
- ThetNaingOo, Dr. (2010). *Core Competencies of High School Principals in Yangon City Development Area*, Doctoral Dissertation. Yangon Institute of Education.

INFLUENCE OF SCHOOL LEADERSHIP PRACTICES ON CLASSROOM MANAGEMENT, SCHOOL ENVIRONMENT AND ACADEMIC PERFORMANCE

Win Win Thein¹ and Si Si Win²

Abstract

This study investigated the influence of school leadership practices on classroom management, school environment and academic performance at Basic Education High Schools in Nyaung Oo Township. All principals and teachers from these schools were chosen as participants for this study. This study was conducted by using quantitative research method. As research instrument, the “School Leadership, Environment, Classroom Management Assessment Questionnaire (SLECMQAQ)” developed by Morgan (2015) was used to gather the required data. There are five dimensions in this questionnaire: perceptions of principals on school leadership practices, perceptions of teachers on school leadership practices, classroom management, school environment and academic performance. The distributed leadership (Spillane, 2005), the social activity (Bolden, 2011) and the social system (Bandura, 1977; Parsons, 1991, as cited in Morgan, 2015) theories were used as the theoretical framework. According to the research findings, school leadership practices of teachers ($\beta=0.726$) are more influence on classroom management than school leadership practices of principals ($\beta=0.027$), school leadership practices of principals ($\beta=0.402$) are more influence on school environment than school leadership practices of teachers ($\beta=0.388$) and school leadership practices of teachers ($\beta=0.518$) are more influence on academic performance than school leadership practices of principals ($\beta=0.119$).

Keywords: school leadership, classroom management, school environment, academic performance

Introduction

Leadership is an influence relationship between leaders and followers who are aiming at making changes that indicate their mutual purposes. Moreover, leadership also involves the group's goal achievement where the leaders guide their followers to achieve their common goals together (Northouse, 2004). School leaders are at the core of school growth and performance.

Smylic and Evans (2006) described effective leadership as a willingness to accept responsibility and accountability, and a commitment to support open and honest relationships to motivate others to work together for the common goal of the organization. Effective leadership requires knowledge of and experience in what works, confidence and flexibility, respect, trust, and empathy to enhance performance. Harris and Chapman (2002) viewed effective school leadership as key to improving the performance of teaching staff. So, school leaders (principals) should be able to apply leadership styles that align their values and moral purpose with the personal value systems of staff members.

According to Walter (2006, as cited in George, Sakirudeen, & Sunday, 2017), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom. The concept of classroom management is broader than the notion of student control and discipline and it involves all the things teachers must do in the classroom to foster students' academic involvement and cooperation in the classroom activities to create conducive learning environment (Umoren, 2010).

¹ Associate Professor, Department of Educational Theory, Sagaing University of Education

² Senior Assistant Teacher, BEHS (1), Nyaung Oo

The school environment was indicated by the level of the cooperation and collaboration among the teachers in sharing and discussing instructional ideas, experiences and materials. Cooperation is believed to be an indicator of school environment because it reflects freedom, collectivism, comfort and trust in the school's environment. School leaders also try to improve achievement and well-being for children by becoming more involved with other partners (Moorman et al., 2008).

The school system requires leaders who are able to manage the school system to influence students' academic performance (Leithwood, Day, Sammons, Harris, & Hopkins, 2006). According to Leithwood *et al.* (2006) in order to improve the school and students' outcomes, the leader, in this case, the principal needs to involve and engage all school elements. The schools elements consist of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. To perform instructional leadership well, a principal must be competent, skillful with statistical data, be able in connecting and communicating with teachers both on formal and informal levels and be able to carry out the specific methods and strategies that are most effective for enhancing student achievement.

Purpose of the Study

The main purpose of this study was to investigate the influence of school leadership practices on classroom management, school environment, and academic performance at Basic Education High Schools in Nyaung Oo Township.

Specific purposes of this study were-

- To examine the relationship between school leadership practices and classroom management at Basic Education High Schools in Nyaung Oo Township,
- To explore the relationship between school leadership practices and school environment at Basic Education High Schools in Nyaung Oo Township,
- To find out the relationship between school leadership practices and academic performance at Basic Education High Schools in Nyaung Oo Township, and
- To study how school leadership practices influence classroom management, school environment and academic performance at Basic Education High Schools in Nyaung Oo Township.

Research Questions

The following research questions guide the direction of the study:

- Is there any relationship between school leadership practices and classroom management at Basic Education High Schools in Nyaung Oo Township?
- Is there any relationship between school leadership practices and school environment at Basic Education High Schools in Nyaung Oo Township?
- Is there any relationship between school leadership practices and academic performance at Basic Education High Schools in Nyaung Oo Township?
- How do school leadership practices influence classroom management, school environment and academic performance at Basic Education High Schools in Nyaung Oo Township?

Review of Related Literature

The distributed leadership (Spillane, 2005), the social activity (Bolden, 2011) and the social system (Bandura, 1977; Parsons, 1991, as cited in Morgan, 2015) theories were used as the theoretical framework. For this study, the distributed leadership theory was the main framework used. The theories are used to describe leadership as a practice of leading and managing teaching and learning involving multiple people collaborating and coordinating with a degree of interdependence (Spillane & Diamond, 2007). Spillane (2005) commented that distributive leadership requires three elements, namely, leaders, followers, and situation, with each having a shared responsibility in meeting a desired goal and described distributed leadership as a diagnostic and analytical tool that applies and uses various artifacts to focus on collective attention and core tasks.

School Leadership

School leadership plays a critical role in improving school outcomes by influencing the motivations and capacities of teachers, the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (Moorman et al., 2008). When school leadership is deliberately examined, factors such as classroom management; school environment (i.e., internal and external to the school); and academic performance appear. School leadership practices (i.e., those of principals and teachers) can change the academic trajectory of a school (Farr, 2011, as cited in Morgan, 2015). School leadership practices that spring from the first of the four core assumptions about school leaders — developing a vision for the school, and setting the school's direction — include: Building a shared vision among all of the school's stakeholders, fostering the acceptance of group goals, and the setting and demonstration of high expectations for students, faculty, and administration (Leithwood & Riehl, 2005; Leithwood, Harris, & Hopkins, 2008, as cited in Mathis, 2014). To recognize the school's vision, the school leader must be a skilled and effective communicator, make clear what the vision holds for creating a more effective school, and establish school-wide responsibility for achieving the shared vision. Once the vision is clearly articulated and accepted, the school leader must demonstrate commitment to effecting the changes necessary and explicitly communicate the expectations required for success (Leithwood & Riehl, 2005, as cited in Mathis, 2014).

School Leadership Practices

Leadership practices define all those actions and tasks that the principal undertakes at school in order to improve teaching and learning. Jenkins (2006, as cited in Gowpall, 2015) proposes that 'leadership practices' have a dual approach since practices of leadership should not only focus on physical practices i.e. a means of doing things, practices also include understanding. Leadership practices must be understood as the activities both in theory and practice that the principal undertakes to ensure teaching and learning.

Effective school leaders perform five key practices well:

- Shaping a vision of academic success for all students,
- Creating a climate hospitable to education,
- Cultivating leadership in others,
- Improving instruction, and
- Managing people, data and processes to foster school improvement (The Wallace Foundation, 2013).

Leadership and Classroom Management

Effective classroom management is situational. Doyle (1983, as cited in Hoyle, English, & Steffy, 1998) pointed to six classroom characteristics that affect classroom management.

- *Multidimensionality*. Classrooms are multidimensional in so far as a variety of different activities go on at any one time, students are at a variety of learning levels, and the students learn in a variety of ways.
- *Simultaneity*. Simultaneity exists in that many activities are going on at any one time. Even if the teacher is in front of the class, students may be engaged in many different responses to instruction.
- *Immediacy*. A sense of immediacy exists in that action is taking place every minute through teacher talk and behavior.
- *Unpredictability*. Events in a classroom are unpredictable. Though the teacher may have a well-devised plan, events take place every day that disrupt the plan.
- *Observability*. Classrooms are public places, and whatever action takes place is generally observable by everyone in the class.
- *History*. Classrooms and classroom teachers have histories and these histories tend to follow teachers and students over time.

Leadership and School Environment

School environment that is orderly without being rigid maintains a consistent set of rules and values that clearly map out school goals and policies. This environment promotes student achievement by enhancing collegial relationships and promoting an atmosphere of trust, caring and cooperation (Mayberry, 1993). The quality of education not only depends on principals and teachers as reflected on performance of their duties, but also in the effective coordination of the school environment (Ajao, 2001, as cited in Chuma, 2012). According to Mathis (2014), school must build productive relationships with families and communities.

So, a principal must be connected to the community because what is happening outside of the school impacts the performance of students. Connecting to the wider environment allows the school to use new ideas from the community and helps resources flow into the school. The school environment was indicated by the level of the cooperation and collaboration among the teachers in sharing and disusing instructional ideas, experiences and materials. Cooperation is believed to be an indicator of school environment because it reflects freedom, collectivism, comfort and trust in the school's environment (Leithwood & Jantzi, 2006, as cited in Leithwood et al., 2006).

Leadership and Academic Performance

Leadership has very important impacts on the quality of the school organization and on students' outcome, and it does not reside in just one person; instead, it is embedded in the entire school community, whose members provide support for the leadership to make changes to the system to improve students' academic performance. So, school leadership is essential to the success of school organizations and it also facilitates students' achievement through the provision of better school conditions (Raihani, 2008, as cited in Morgan, 2015). In this new era of accountability, school leaders are expected to increase achievement and make substantial

academic growth for all students (Quin, 2015). Principals' leadership has a direct effect on organizational characteristics and teacher performance. It is teacher performance that directly affects student performance (Cheng, 2002, as cited in Vidoni, Bennina, Gatelli, & Grassetti, 2007). Participative leadership mediated through teacher activity, contributed effectively to student outcomes (Bolam et al., 1993, as cited in Vidoni et al., 2007). Therefore, school leadership needs to create a community of workers (i.e., principals and teachers) who can build the foundation of shared leadership that will ensure students' academic success.

Methodology

The purpose of this descriptive study was to investigate the influence of school leadership practices on classroom management, school environment and academic performance in all Basic Education High Schools in Nyaung Oo Township.

Research Method

The quantitative research method was used in this study to achieve the research objectives, which involved using questionnaires to gather data within a representative sample of a population.

Population and Sample

There are seven high schools in Nyaung Oo Township. All principals and teachers (315) were chosen as participants in the study.

Instrument

"The School Leadership, Environment, Classroom Management Assessment Questionnaire (SLECMAQ) developed by Morgan (2015)" is used. There were 62 items (five dimensions: perceptions of principals on school leadership practices, perceptions of teachers on school leadership practices, classroom management, school environment and academic performance) utilized in this current study. In this instrument, 5-point Likert scale; 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree was used.

Data Collection Procedure

To conduct the major study, it needed to have the permission from the responsible persons. After receiving the permission from the responsible persons, the agreement of school principals was taken and distributed the questionnaire.

Data Analysis

Using the Statistical Package for Social Sciences (SPSS) software version 20, the collected data were entered into it and analyzed through using descriptive statistics such as means, and standard deviations. To explore research question one, two and three, the relationship between school leadership practices and classroom management, school environment and academic performance, Pearson's product-moment correlation was used. For research question four, multiple linear regression analysis was used. Responses from open-ended questions were categorized into similar views that are adopted to sort out them.

Findings

In order to find out the school leadership practices and classroom management, school environment and academic performance perceived by principals and teachers at all high schools, all principals and teachers were examined by using questionnaires. The data collected were analyzed in terms of descriptive statistics such as mean scores, standard deviations, Pearson product-moment correlation, multiple linear regression and paired-sample *t*-test.

Table 1 Mean Values Showing Teachers' School Leadership Practices Perceived by Principals and Teachers Grouped by Schools (N=315)

Schools	Teachers' School Leadership Practices			
	N	M	SD	Remark
A	53	4.58	.49	High
B	56	4.05	.23	High
C	26	5.00	.00	High
D	23	4.05	.21	High
E	47	4.91	.29	High
F	85	4.00	.16	High
G	25	4.75	.44	High
All Schools	315	4.48	0.26	High

1.00 to 2.33= Low level

2.34 to 3.67= Moderate level

3.68 to 5.00=High level

Table 1 shows that leadership practices of teachers in those schools were at high level. The mean value of School C was the highest and of School F, the lowest.

Table 2 Mean Values Showing Principals' School Leadership Practices Perceived by Principals and Teachers Grouped by Schools (N=315)

Schools	Principals' School Leadership Practices			
	N	M	SD	Remark
A	53	4.83	.38	High
B	56	4.09	.29	High
C	26	4.96	.20	High
D	23	4.32	.48	High
E	47	4.24	.43	High
F	85	4.04	.24	High
G	25	4.38	.49	High
All Schools	315	4.41	.36	High

1.00 to 2.33= Low level

2.34 to 3.67= Moderate level

3.68 to 5.00=High level

Table 2 shows that leadership practices of principals in those schools were at high level. The mean value of School C was the highest and the School F, the lowest.

Table 3 Mean Values Showing Classroom Management Perceived by Principals and Teachers Grouped by Schools (N=315)

Schools	Classroom Management			
	N	M	SD	Remark
A	53	4.01	.51	High
B	56	4.17	.37	High
C	26	4.19	.40	High
D	23	4.05	.37	High
E	47	4.31	.37	High
F	85	4.04	.45	High
G	25	4.20	.34	High
All Schools	315	4.14	.40	High

1.00 to 2.33= Low level 2.34 to 3.67= Moderate level 3.68 to 5.00=High level

Table 3 shows that classroom management of principals and teachers in those schools were at high level. The mean value of School E was the highest and the School A, the lowest.

Table 4 Mean Values Showing School Environment Perceived by Principals and Teachers Grouped by Schools (N=315)

Schools	School Environment			
	N	M	SD	Remark
A	53	3.77	.63	High
B	56	3.97	.49	High
C	26	4.10	.32	High
D	23	4.10	.33	High
E	47	4.13	.41	High
F	85	3.92	.41	High
G	25	4.19	.53	High
All Schools	315	4.03	.45	High

1.00 to 2.33= Low level 2.34 to 3.67= Moderate level 3.68 to 5.00=High level

Table 4 shows that school environment of principals and teachers in those schools were at high level. The mean value of School G was the highest and the School A, the lowest.

Table 5 Mean Values Showing Academic Performance Perceived by Principals and Teachers Grouped by Schools (N=315)

Schools	Academic Performance			
	N	M	SD	Remark
A	53	4.11	.42	High
B	56	4.13	.33	High
C	26	4.21	.33	High
D	23	4.26	.33	High
E	47	4.20	.37	High
F	85	4.08	.25	High
G	25	4.28	.39	High
All Schools	315	4.18	.35	High

1.00 to 2.33= Low level 2.34 to 3.67= Moderate level 3.68 to 5.00=High level

Table 5 shows that academic performance of principals and teachers in these schools were at high level. The mean value of School G was the highest and the School F, the lowest.

Table 6 Correlations between School Leadership Practices of Principals and Teachers and Classroom Management in all High Schools

Dimensions	1	2	3
School Leadership Practices of Principals	1		
School Leadership Practices of Teachers	.803**	1	
Classroom Management	.610**	.747**	1

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

As shown in Table 6, it could be found that school leadership practices of teachers ($r = 0.803$, $p < 0.01$) was positively and highly correlated with school leadership practices of principals. And, school leadership practices of teachers ($r = 0.747$, $p < 0.01$) was positively and highly correlated with classroom management. On the other hand, school leadership practices of principals ($r = 0.610$, $p < 0.01$) was positively and moderately correlated with classroom management.

Table 7 Correlations between School Leadership Practices of Principals and Teachers and School Environment in all High Schools

Dimensions	1	2	3
School Leadership Practices of Principals	1		
School Leadership Practices of Teachers	.803**	1	
School Environment	.714**	.711**	1

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

As shown in Table 7, it could be found that school leadership practices of teachers ($r = 0.803$, $p < 0.01$) was positively and highly correlated with school leadership practices of principals. And also, school leadership practices of teachers ($r = 0.711$, $p < 0.01$) and school leadership practices of principals ($r = 0.714$, $p < 0.01$) were positively and highly correlated with school environment.

Table 8 Correlations between School Leadership Practices of Principals and Teachers and Academic Performance in all High Schools

Dimensions	1	2	3
School Leadership Practices of Principals	1		
School Leadership Practices of Teachers	.803**	1	
Academic Performance	.535**	.613**	1

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

As shown in Table 8, it could be found that school leadership practices of teachers ($r = 0.803$, $p < 0.01$) was positively and highly correlated with school leadership practices of principals. On the other hand, school leadership practices of teachers ($r = 0.613$, $p < 0.01$) and school leadership practices of principals ($r = 0.535$, $p < 0.01$) were positively and moderately correlated with academic performance.

A multiple regression was done to examine the influence of school leadership practices of principals and teachers on classroom management, school environment and academic performance.

Table 9 Multiple Linear Regression Analysis for School Leadership Practices of Principals and Teachers on Classroom Management in all High Schools

Dependent Variables	Predictors	β	t	F	R^2
Classroom Management	School Leadership practices of Principals	.027	.427	197.38***	.556
	School Leadership practices of Teachers	.726	11.485***	197.38***	.556

Note: *** $p < .001$

According to Table 9, results of the regression suggested that the independent variables, school leadership practices of principals and school leadership practices of teachers, significantly predicted the dependent variable of perceived classroom management, $F_{(2,312)}=197.38$, $p < .001$, $R^2=0.556$ (56%). The R^2 value suggested that 56% of the variability in perceived classroom management could have been explained by the perceptions of school leadership practices (i.e., those of principals and teachers). According to Cohen's d , this is a large effect. This means that school leadership practices of teachers are more influence on classroom management than school leadership practices of principals ($\beta=0.726$).

Table 10 Multiple Linear Regression Analysis for School Leadership Practices of Principals and Teachers on School Environment in all High Schools

Dependent Variables	Predictors	β	t	F	R^2
School Environment	School Leadership practices of Principals	.402	6.402***	201.217***	.563
	School Leadership practices of Teachers	.388	6.178***	201.217***	.563

Note: *** $p < .001$

According to Table 10, results of the regression suggested that the independent variables, school leadership practices of principals and school leadership practices of teachers, significantly predicted the dependent variable of perceived school environment, $F_{(2,312)}=201.217$, $p < .001$, $R^2=0.563$ (56%). The R^2 value suggested that 56% of the variability in perceived school environment could have been explained by the perceptions of school leadership practices (i.e., those of principals and teachers). According to Cohen's d , this is a large effect. This means that school leadership practices of principals are more influence on school environment than school leadership practices of teachers ($\beta =.402$).

Table 11 Multiple Linear Regression Analysis for School Leadership Practices of Principals and Teachers on Academic Performance in all High Schools

Dependent Variables	Predictors	β	t	F	R^2
Academic Performance	School Leadership practices of Principals	.119	1.589	96.077***	.381
	School Leadership practices of Teachers	.518	6.924***	96.077***	.381

Note: *** $p < .001$

According to Table 11, results of the regression suggested that the independent variables, school leadership practices of principals and school leadership practices of teachers, significantly predicted the dependent variable of perceived academic performance, $F_{(2,312)}=96.077$, $p < .001$, $R^2=0.381$ (38%). The R^2 value suggested that 38% of the variability in perceived academic performance could have been explained by the perceptions of school leadership practices (i.e., those of principals and teachers). According to Cohen's d , this is a large effect. This means that school leadership practices of teachers are more influence on academic performance than school leadership practices of principals ($\beta =.518$).

Paired-sample t test can be used to determine whether there is a significant difference between the average values of the same measurement under two different conditions, to compare perceptions of school leadership practices of principals and perceptions of school leadership practices of teachers, the researcher conducted a paired-sample t test.

Table 12 Paired-sample t Test for Perceptions of School Leadership Practices for Principals and Teachers

School Leadership Practices	Principals		Teachers		t	p	Cohen's d
	M	SD	M	SD			
	4.10	.45	4.13	.39	-2.32	.021	0.05

Results of the paired-sample t test indicated a significant difference, $t = -2.32$, $p = .021$, between perceptions of principals' school leadership practices and perceptions of teachers' school leadership practices. Average perception score of principals' leadership practices was 4.10 (SD=.45), and average perception score of teachers' leadership practices was 4.13 (SD=.39). According to Cohen's d , the difference in these perceptions was small but significant.

Open-Ended Responses

Besides, quantitative items, the researcher asked two open-ended questions. Firstly, principals and teachers were asked to describe their opinions about "What influence do school leadership practices of principals and teachers have on classroom management?" Participants answered the following.

- Good leadership of principals and teachers has effective and efficient influence on managing classroom activities.
- By leading the classroom management activities effectively, teaching learning process is more convenient, systematic, and students obey the discipline, there is no absence to sit the examination, the activities done by team do systematically, weak subjects are taught in extra classes, students attend the class regularly and they are more enthusiastic to learn the lessons.

Secondly, principals and teachers were asked to describe their opinions about "What influence do school leadership practices of principals and teachers have on school environment and academic performance of students?" Participants answered the following.

- Students are systematically taught and directed to improve creative and critical thinking skills, clean and green school environment can be created. Students are more learning opportunities. The standard of education will be more enriched.
- The school discipline can be defined exactly and student obeyed these discipline.
- It can be produced the outstanding students in academic and others activities.

Discussion

The first research question concerned the perceptions of school leadership practices and classroom management in all basic education high schools. The results indicated that relationship between school leadership practices and classroom management are significant and strong relationship. The earlier educational research has shown that an effective classroom management by the teacher increases student involvement in teaching reduces disruptive behavior and utilizes the instructional time to the fullest extent. These findings can be interpreted that principals and teachers should maintain an orderly learning environment and strive to monitor the activities of a classroom including learning, social skill, and student behavior.

In research question two, the results showed that school leadership practices can improve the effective school environment and can increase students' academic performance. Environment is a place where the child functions. This involves home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, social needs and psychological needs, etc. The school environment was shown by the extent of the cooperation and collaboration among the teachers in sharing and discussing instructional ideas, experiences and materials. School leaders are responsible for connecting and adapting schools to their surrounding environments. This finding can be seen that school leaders should encourage creating the external and internal physical environment that fosters learning and maintains the discipline procedures, safety, and security of the school.

Research question three asked whether school leadership practices related with academic performance in basic education high schools. The statistical findings indicated a significant relationship between the school leadership practices and academic performance. The results suggested that school leadership practices are influential factors in students' ability to learn through personal commitment, experience, understanding, and planning with teachers (Leithwood *et al.*, 2010, as cited in Mathis, 2014). Leadership has very important impacts on the quality of the school organization and on students' outcome. According to Leithwood *et al.* (2006) in order to improve the school and students' outcomes, the leader, in this case, the school's principle needs to involve and engage all school elements. The schools elements consist of teachers and school stakeholders. School principals need to be able to motivate and improve the conditions of all school elements. These findings can be interpreted that principals and teachers should provide opportunities to form larger patterns of knowledge and being able to communicate the knowledge.

Research question four asked whether school leadership practices influenced on classroom management, school environment and academic performance in all high schools. The statistical findings indicated that leadership practices of principals and teachers had a positive influence on classroom management, school environment, and academic performance. The role of the principal was perceived as highly influential in classroom management and its layout. Based upon the analysis of the data, the findings are consistent with the data gleaned from the literature review. The results suggested that there was a significant relationship indicating that school leadership practices (i.e., those of principals and teachers) positively influenced classroom management, school environment, and academic performance to facilitate improvements in students' academic performance.

Conclusion

This study investigates the influence of school leadership practices (i.e., those of principals and teachers) on classroom management, school environment and academic performance at Basic Education High Schools in Nyaung Oo Township. In this study the statistical findings indicated that leadership practices of principals and teachers had a positive influence on classroom management, school environment, and academic performance. Based upon the analysis of the data, the findings are consistent with the data gleaned from the literature review. The principals and teachers need to be aware that providing good leadership practices, clear instruction, and supervision could lead to higher level performance of classroom management, school environment and academic performance. The more the principals and teachers adopt their school leadership practices, the more they improve the level of performance in classroom management, school environment and their academic performance. Therefore, the principals and teachers need to emphasize their school leadership practices in order to improve the all-round development of their schools. Further research should be made for the schools in other states and regions to be able to represent the principals' and teachers' school leadership practices in Myanmar extensively and deeply.

Acknowledgements

First of all, I would like to express my profound gratitude and appreciation to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Myat Myat Thaw (Pro-Rector, Sagaing University of Education) for their guidance and suggestions for this study. Second, I want to express my sincere thanks and deep respect go to Dr. Zin Nwe Than (Associate Professor and Head of Department, Department of Educational Theory, Sagaing University of Education) for her tremendous assistance and criticisms towards the completion of this study. I recognize and appreciate the encouragement to all my teachers and colleagues from the Department of Educational Theory for their unceasing support. Finally, I most sincerely wish to thank the principals and the teachers who participated in the essential task of data collection.

References

- Bolden, R. (2011). Distributed leadership in organizations: A review of theory and research. *International Journal of Management Reviews*, 13(3), 251-269. Retrieved from <https://www.mnsu.edu/activities/leadership/distributedleadership.pdf>
- Chuma, P. C. (2012). *Challenges affecting teaching-learning in primary schools in kenya*. A case study of central division Mondera East District Executive M.Ed. Project, Moi University.
- George, I.N., Sakirudeen, A.O., & Sunday, A.H. (2017). *Effective classroom management and students' academic performance in secondary schools in Uyo Local Government Area of Akwa Ibom State*. University of UYO, UYO AKWA IBOM STATE. Retrieved from <https://www.researchgate.net/publication/318006423-EFFETIVE-CLASSROOM-MANAGEMENT-AND-STUDENTS'-ACADEMIC-PERFORMANCE-IN-SECONDARY-SCHOOLS-IN-UYO-LOCAL-GOVERNMENT-AREA-OF-AKWA-IBOM-STATE>
- Gowpall, Y. (2015). *School principals' instructional leadership practices: A case of two schools in the pinetown district* (Master's thesis), University of KwaZulu-Natal, KwaZulu-Natal.
- Harris, A., & Chapman, C. (2002). Democratic leadership for school improvement in challenging contexts. *International Electronic Journal for Leadership in Learning*, 6(9). Retrieved from <https://eprints.gla.ac.uk/75099/1/75099.pdf>
- Hoyle, J. R., English, F. W., & Steffy, B. (1998). *Skills for successful 21st century school leaders*. Rowman & Littlefield Education: Newyork.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Successful school leadership: What it is and how it influences pupil learning*. Nottingham: DfES Publications.

- Mathis, D.E. (2014). *School leadership: Implementation of effective leadership practices by four successful high school principals*. College of Education and Human Development, Department of Educational Leadership and Policy Studies, University of Texas at San Antonio Retrieved from http://awriterforallreasons.com/yahoo_site_admin/assets/docs/DE_Mathis_Dissertation_Final_Fall_2014.44131452.pdf
- Mayberry, M. (1993). *Effective learning environment in action: The case of home schools*. Retrieved from <http://www.adi.org/.../mayberrySpring1993.pdf>
- Moorman, H., Pont, B., & Nusche, D. (2008). *Improving school leadership*, Volume 1: Policy and Practice. Retrieved from <http://www.oecd.org/education/school/44374889.pdf>
- Morgan, L.N.W. (2015). *The influence of school leadership practices on classroom management, school environment, and academic underperformance*. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1451&context=dissertations>
- Northouse, P. G. (2004). *Leadership: Theory and Practice*, (3rd Edition), Sage Publications Ltd, London, UK. Retrieved from <http://www.sagepubco.uk/upm-data/9546-017487cho2.pdf>
- Quin, J. (2015). *Comparison of transformational leadership practices: Implications for school districts and principal preparation programs*. Retrieved from <http://www.journalofleadershiped.org/attachments/article/394/2014-0324-quin.pdf>
- Smylic, M., & Evans, A. (2006). Social capital and the problem of implementation. In M.I.Honig (Ed.), *New directions in education policy implementation: Confronting complexity* (pp187-208). New York: State University of New York Press.
- Spillane, J., P. (2005). *Distributed leadership*. *Education Forum*, 69, 143-150. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/00131720.508984678>
- Spillane, J., P., & Diamond, J., B. (2007). *Distributed leadership in practice*. New York, NY: Teachers College Press. Retrieved December from <https://www.tcpress.com/distributed-leadership-in-practice-9780807748060>
- Spillane, J., P., Halverson, R., & Diamond, J., B. (2004). *Towards a theory of leadership: A distributed perspective*. *Journal of Curriculum Studies*, 36(1), 3-34. Retrieved from [http://www.distributedleadership.org/assets/2004.-spillane%2C-halverson%2C-diamond.-towards-a-theory-of-leadership-practice-\(jcs\).pdf](http://www.distributedleadership.org/assets/2004.-spillane%2C-halverson%2C-diamond.-towards-a-theory-of-leadership-practice-(jcs).pdf)
- The Wallace Foundation (2013). *The School principal as leader: Guiding schools to better teaching and learning*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>
- Umoren, I.P. (2010). *The concept of classroom management in modern society*. Uyo: MGO Nigerian publishers.
- Vidoni, D., Bezzina, C., Gatelli, D., & Grassetti, L. (2007). The role of school leadership on student achievement: Evidence from TIMSS 2003. Retrieved from <http://publications.jrc.ec.europa.eu/repository/bitstream/11111111/4990/1/eur%2013072%20en.pdf>

TEACHER PARTICIPATION IN DECISION MAKING

Nyein Ma Ma Khin¹ and May Phyu Aung²

Abstract

The main purpose of this study was to investigate the perception of teachers on teacher participation in decision making at selected Basic Education High Schools in Mohnyin Township. All teachers (N=417) from nine selected high schools in Mohnyin Township participated in the study. In this study, the questionnaire for the teachers was used in order to collect the data required for the study. In this questionnaire, "Teacher Participation in Decision Making Questionnaire" developed by Keung (2002) was mainly used in order to measure the teachers' perception on their participation in decision making in relation with school managerial practices and their affective outcomes. Based on the research findings, it was found that all teachers from selected high schools actually perceived that they had high participation in "Technical Domain" and moderate participation in "Managerial Domain". According to the teachers' responses, all teachers in selected high schools in Mohnyin Township desired to have a greater involvement in decision making than their actual participation in decision making. In addition, the finding of this study indicated that there was a significant and positive relationship between teacher participation in decision making and school managerial practices ($r=0.300$, $p<0.01$). Moreover, it was also found that "Teacher Participation in Decision Making" was significantly and positively related to "Teachers' Affective Outcomes" ($r=0.225$, $p<0.01$) in selected schools.

Keywords: decision making, teacher participation, teacher participation in decision making

Introduction

Education is a complex endeavor. It includes decision-making processes concerning different issues and educational problems. Decision making is the aspect of educational management. The decision making could also be categorized as the collection of scarce teaching and learning resources, the enrollment of students, employment of teaching and non-teaching staff, introduction of the new curriculum, student and staff discipline, staff training and method of improving pedagogy and educational research etc. (Okumbe, 1998, as cited in Gemechu, 2014).

In the past, decision making was thought as management function by itself. But now a days, researchers and management authority relate decision-making with a collaborative work. This is because the changes in the educational system call for rethinking, reformulating and restructuring of educational policies both at national and school levels. As regards the role played by teachers, UNESCO (2005, as cited in Gemechu, 2014) writes that "without the participation of teachers, changes in education are impossible". This preposition proves that teachers are the foundation stone of school activities. The quality of school's performance largely depends upon teachers who occupy the most important place in teaching-learning process. Teacher participation in decision making is one of the features of such trend. Teachers are closest to students, so that they are more aware of the needs of their students and in a better position to anticipate the effects of decision implementation. In addition, teacher participation in decision making has been shown to be one of the key characteristics of effective schools (Taylor et al., 1991, as cited in Keung, 2002).

¹ Associate Professor, Department of Educational Theory, Sagaing University of Education

² Senior Assistant Teacher, BEHS (2), Mohnyin

Therefore, the involvement of teacher in decision-making is likely motivating teacher to exert their mental and emotional involvement in group situation that may contribute to school goals and shared responsibilities. The involvement of teachers in decision-making at all levels of the school system is very important for the good quality of the schools.

Purpose of the Study

The general purpose of the study is to investigate the perception of teachers on their participation in decision making at selected Basic Education High Schools in Mohnyin Township. The specific purposes of this study are:

- To study the situation today with regard to teachers' participation in decision making at selected Basic Education High Schools in Mohnyin Township,
- To analyze whether or not there are any significant differences in teachers' actual and desired participation in decision making at selected high schools,
- To examine the teachers' perception of their schools' managerial practices and their affective outcomes, concerning with their participation in decision making, and
- To explore the relationship among the perception of teachers on their participation in decision making, school managerial practices and their affective outcomes.

Research Questions

This study will seek to answer the following research questions:

- What is the status quo of teachers' participation in decision making and to what degree do teachers desire to participate in decision making at selected Basic Education High Schools in Mohnyin Township?
- Are there any significant differences between teachers' actual and desired participation in decision making at selected Basic Education High Schools in Mohnyin Township?
- What are the teachers' perception of their schools' managerial practices and their affective outcomes at selected Basic Education High Schools in Mohnyin Township?
- Are there any relationship among the perception of teachers on their participation in decision making, school managerial practices and their affective outcomes at selected Basic Education High Schools in Mohnyin Township?

Review of Related Literature

Concepts of Decision Making

Decision making is a process of making a choice from a number of alternatives to achieve a desired result (Lunenburg, 2010). This definition has three key elements. First, decision making involves making a choice from a number of options _ the school district can carry more or less inventory of school supplies. Second, decision making is a process that involves more than simply a final choice from among alternatives _ if the school district decides to renovate the existing high school rather than build a new one, it should be known how this decision was reached. Finally, the desired result mentioned in the definition involves a purpose or target resulting from the mental activity that the decision maker engages in, to reach a final decision _ to locate the new elementary school on the east side of town.

Okumbe (1998, as cited in Gemechu, 2014) defined decision making as the process of specifying the nature of particular problem and selecting among available alternatives in order to solve the problem. This definition of decision making indicates that a problem precedes any decision and that there must be a number of alternatives courses of action from which an optimum course will be selected.

Decision making is very important and significant in school and in any organization at large to conduct work, to distribute resources, to plan short-term and long-term of bring about the future state of affairs as an intention, and activities of the school. Decision making is very important and can have such significant effects on the operations on schools, so it has been suggested that administration is decision making (Lunenburg, 2010). However, it would be a mistake to conclude that only administrators make decisions. Increasingly, important decisions are being made in schools by non-administrative personnel. Furthermore, a school leader's main job is to lead the school through effective decision making. And quite often they have to decide on what is to be done, who to do it, and when and where is to be done. Thus, while decision making is an important administrative process, it is fundamentally a people process.

Teacher Participation in Decision Making

Participation in organizational decision making has emerged as a central concern for teachers because shared decision making and staff consultations are among those process factors that have been repeatedly identified as correlating with positive school outcomes in studies of school effectiveness (Hargreaves, 1991, as cited in Vengrasalam, 2000). Anderson (2002, as cited in Mosheti, 2013) suggests that high teacher participation results in teacher leadership and that teachers' actual participation was dependent upon individual desire and teacher characteristics. Teachers felt greater involvement in decision-making would assist them in helping students reach their potential, as they felt teacher participation in the organization would help them shape both short- and long-term goals. Consequently, teachers would stay longer in the organization, and would be less likely to leave for other schools or leave the teaching profession altogether.

In an earlier study, Smylie (1992, as cited in Mosheti, 2013) suggested four factors that tend to influence a teacher's willingness to participate in decision-making:

1. Principal-teacher working relationship,
2. Norms influencing working relationships among teachers,
3. Teachers' perceived capacity to contribute to or make decisions, and
4. Teachers' sense of responsibility and accountability in their work with students.

These four significant factors associated with participation in decision-making need further investigation to understand how they relate to student outcome and teacher commitment to the organization. Chan, Ching and Cheng (1997, as cited in Keung, 2002) described decision-making by organizational areas of participation, in which they suggested three organizational levels associated with school-based management:

1. Participation at the individual level—decision area close to the teaching task within a classroom
2. Participation at the group level—decision area of topics related to the functioning of groups (departments, subject-areas, and grade-level)

3. Participation at the school level—decision issues at the whole school level including goals, budget, personnel, etc.

In this regard the literature, therefore, suggests further study is needed on the relationship between teacher decision-making and other factors as a key component to student achievement.

Bi-dimensional Models

Some researchers (Parsons, 1951; Mohrman et al., 1978; Schneider, 1984, as cited in Keung, 2002) have described teachers' participation in school decision making as bi-dimensional, consisting of a technical core of activities related to classroom instruction and a managerial core of activities that are school wide in focus. The "technical domain" consists of decisions related to task execution (e.g. selecting texts, resolving learning problems). The "managerial domain" consists of decisions related to what Mohrman et al. term "managerial support functions" (e.g. hiring personnel, planning budgets).

Within these two domains of technical and managerial decision making, teachers may also describe their participation in absolute or relative terms (Alutto et al., 1972, as cited in Keung, 2002). Absolute participation means that teachers assess their actual participation. Relative participation is where teachers assess participation in terms of their desired participation.

The method initially advocated by Alutto and Belasco (1972, as cited in Conley, 1991) in their study of teachers in two districts, measured participation according to three decisional states: deprived, saturated, and in equilibrium. Decision deprivation means involvement in fewer decisions than desired; decision equilibrium means involvement in as many decision as desired; decision saturation means involvement in more decisions than desired. Conley (1991) reviewed various perspectives regarding teacher involvement within decision domains, and noted that technical and managerial decision domains were related but were conceptually distinct constructs and each implied a different orientation of teacher involvement in decision making. For that reason, a number of later studies conducted multidimensional approach to measuring teachers' participation in decision making.

Multidimensional Models

After 1990, most studies adopted a multidimensional model for analyzing the decision domains in which teachers' decision making occurred in place of the simple technical/managerial model. Conley (1991) used eight decision making domains: planning, policy, curriculum/instruction, pupil personnel, staff personnel, staff development, school/community and budget/management. It was found that teachers were most willing to participate in curricular and instructional decisions and least willing to participate in general administrative decisions.

Management Practices Affecting Teachers' Participation in Decision Making

In this study, according to Keung (2002), four kinds of school managerial practices were detailed as follows:

Bureaucratic Control: All organizations including schools are bureaucratic to a degree. Bureaucracy is seen as inevitable consequence of increasing the size and complexity of organizations, with written rules and regulations, and formal hierarchical structures. Personal initiative is not encouraged. This is designed to minimize the impact of individuality on decision

making. Scott (1981, as cited in Keung, 2002) argued that bureaucratic control of school organization may be a barrier to implementing teachers' participation in decision making.

Collegiality: Collegiality is seen as a key aspect of teacher professional development and a vehicle to increase teacher knowledge. Collegiality stimulates enthusiasm among teachers and reduces emotional stress and burnout (Shah, 2012). Teachers' participation is important because they have the responsibility for implementing changes in policy. Every teacher should be given a chance to be involved and created a climate for collegiality (Liontos, 1994, as cited in Keung, 2002).

Professional Autonomy: Teachers possess autonomy when they are able to have control over any situation and possess freedom to handle all matters using their own approach. One of the elements of autonomy is decision making ability (Pearson, 1995, as cited in Strong, 2011). This element allows teachers choice and determination in the critical issues surrounding their duties. Freedom of choice and decision making promotes creativity and enhances experiences of the teachers. Hence, the level of teachers' involvement in school decision making is likely to correlate with the view taken by the school authority on the professional autonomy of teachers.

Shared Vision: Keung (2002) considered that shared vision was an element of the organizational culture related to school effectiveness. Bondy et al. (1994, as cited in Keung, 2002) found that shared vision was one of the factors for enhancing teacher involvement in decision making. If the vision shared among the teachers, they were willing to put in more effort to make the school successful. Thus, if the principals' visions are strong and shared, the teachers will be empowered. Therefore, it seems that if teachers perceive their management practice as one of shared vision, they will likely to participate in decision making.

Teachers' Affective Outcomes

Job Satisfaction: Job satisfaction is a matter of great concern to all organizations. The use of participation in decision-making is believed to increase employees' job satisfaction. In the field of education, participation by professionals is positively correlated to job satisfaction and job commitment. Participation has been examined as a key determinant of such individual and organizational school outcomes as teachers' job satisfaction (Schneider, 1984, as cited in Keung, 2002).

Job Commitment: Employee commitment is very essential in basic education high school settings. This is because it is only when teachers are committed, when they will be able to combine their efforts to see to it that schools operate effectively and in that way learning performance will be maximized. According to Robinson, Perryman and Hayday (2004, as cited in Soelistya, Mashud, & Suryanto, 2016), commitment is a feeling of obligation or emotional attachment to the job. Murphy et al. (1995, as cited in Keung, 2002) found that teachers' participation in decision was positively related with their commitment and satisfaction. Thus, if teachers are involved in setting of school goals and the decision making process, they will tend to be committed members to staff.

Workload: Decision sharing at the school site is time-consuming. Addition of workload may be one of the major costs of participatory decision making. In certain circumstances, in the event of certain problems group decisions are superior, but it is a time consuming process. David (1989, as cited in Keung, 2002) found that when the extra time and energy demanded by planning and decision making are balanced by real authority, teachers report satisfaction, even exuberance. He

also stressed the importance of giving schools lots of opportunities to learn and time to learn, if school based management is to work. Specifically, higher participation in decision making will lead to a higher workload.

Methodology

The main purpose of the study is to investigate the perception of teachers on their participation in decision making at selected Basic Education High Schools in Mohnyin Township.

Research Method

The quantitative research method was used in this study to achieve the research objectives, which involved using questionnaires to gather data within a representative sample of a population.

Population and Sample

The target population of this study was all teachers from selected Basic Education High Schools in Mohnyin Township. Simple random sampling method was used to select the sample schools in order to fulfill the sample size of the population. Out of 16 Basic Education High Schools in Mohnyin Township, 9 schools were chosen as sample schools in this study. As teacher sample, all teachers from selected Basic Education High Schools were used as teacher sample. The number of teachers participated in this study was 384.

Instrument

Data were collected by using one questionnaire (Questionnaire for Teachers) in order to gain the perception of teachers on their participation in decision making in relation to school managerial practices and their affective outcomes. This instrument was the “Teacher Participation in Decision Making Questionnaire (TPDM)” developed by Keung (2002).

Data Collection Procedure

To conduct the major study, it needed to have the permission from the responsible persons. After receiving the permission from the responsible persons, the agreement of school principals of the selected schools was taken and distributed the questionnaire.

Data Analysis

Descriptive statistics were calculated for the perception of teachers on their participation in decision making, school managerial practices and their affective outcomes by using SPSS. The mean scores and standard deviations of these variables were calculated. To determine the level of teacher participation in decision making, the mean value was identified as the mean value from 1.00 to 2.00 was “Low level”, the mean value from 2.01 to 3.00 was “Moderate Level” and the mean value from 3.01 to 4.00 was “High Level”. *t*-test was used to determine whether the mean of perception of actual participation and the mean of desire to participate are significantly different at 0.05 probability levels. Moreover, Pearson-product moment correlation coefficient was used to explore the relationship among teacher participation in decision making, school managerial practices and teachers’ affective outcomes.

Findings

In order to explore the levels of actual and desired participation in decision making, the mean scores and standard deviations for “class level-technical domain”, “class level-managerial domain”, “school level-technical domain”, and school level-managerial domain” were calculated.

Table 1 Mean Scores of the Actual Participation in Decision Making Perceived by Teachers in Selected Basic Education High Schools

Dimension School	Class level- Technical	Class level- Managerial	School level- Technical	School level- Managerial	Actual Participation in decision making
A (N1=53)	3.27 (.332)	2.24 (.675)	2.76 (.720)	2.06 (.580)	2.58 (.467)
B (N2=44)	3.36 (.375)	2.46 (.358)	3.01 (.407)	2.72 (.529)	2.89 (.266)
C (N3=47)	3.22 (.470)	2.47 (.367)	3.02 (.437)	2.49 (.317)	2.80 (.271)
D (N4=34)	3.27 (.437)	2.61 (.455)	2.97 (.395)	2.59 (.389)	2.86 (.316)
E (N5=56)	3.32 (.381)	2.56 (.421)	3.06 (.366)	2.59 (.482)	2.88 (.270)
F (N6=62)	3.49 (.380)	2.59 (.500)	3.30 (.392)	2.63 (.526)	3.00 (.342)
G (N7=35)	3.23 (.238)	2.73 (.206)	3.07 (.203)	2.31 (.330)	2.83 (.192)
H (N8=34)	3.58 (.402)	2.71 (.460)	3.34 (.405)	2.83 (.418)	3.11 (.260)
I (N9=19)	3.21 (.315)	2.65 (.220)	2.96 (.403)	2.53 (.647)	2.84 (.293)
Total (N=384)	3.34 (.393)	2.53 (.469)	3.06 (.475)	2.52 (.523)	2.86 (.343)

1.00-2.00=low participation, 2.01-3.00=moderate participation, 3.01-4.00=high participation

According to Table 1, it was found that teachers from all schools perceived that they had high participation in “class level-technical domain” and “school level-technical domain”; moderate participation in “class level-managerial domain” and “school level-managerial domain”. All in all, teachers from selected high schools actually and moderately participated in decision making.

Table 2 Mean Scores of the Desired Participation in Decision Making Perceived by Teachers in Selected Basic Education High Schools

Dimension School	Class level- Technical Domain	Class level- Managerial Domain	School level- Technical Domain	School level- Managerial Domain	Desired Participation in Decision Making
A (n1=53)	3.51 (.404)	2.96 (.568)	3.26 (.379)	2.70 (.721)	3.11 (.365)
B (n2=44)	3.43 (.419)	2.95 (.462)	3.17 (.382)	3.00 (.455)	3.14 (.346)
C (n3=47)	3.35 (.413)	2.97 (.484)	3.15 (.336)	2.78 (.453)	3.06 (.322)
D (n4=34)	3.37 (.405)	3.10 (.421)	3.18 (.307)	2.88 (.358)	3.13 (.256)
E (n5=56)	3.66 (.441)	2.84 (.519)	3.19 (.364)	2.84 (.409)	3.13 (.301)
F (n6=62)	3.58 (.420)	2.99 (.479)	3.42 (.413)	2.98 (.499)	3.24 (.362)
G (n7=35)	4.00 (.000)	3.61 (.200)	3.83 (.121)	3.57 (.149)	3.75 (.094)
H (n8=34)	3.70 (.383)	3.01 (.626)	3.45 (.445)	3.08 (.493)	3.31 (.367)
I (n9=19)	3.37 (.436)	3.00 (.411)	3.36 (.402)	2.89 (.707)	3.16 (.430)
Total (n=384)	3.56 (.433)	3.03 (.520)	3.32 (.410)	2.95 (.539)	3.21 (.373)

1.00-2.00=low participation, 2.01-3.00=moderate participation, 3.01-4.00=high participation

According to Table 2, it was found that teachers from all selected schools perceived that they desired to participate at high levels in “class level-technical domain”, “class level-managerial domain”, and “school level-technical domain” but they desired to participate at moderate level in “school level-managerial domain”.

In order to find out whether or not there were significant differences between perceptions of teachers on the “level of actual participation in decision making” and “the level of desired participation in decision making”, the data was calculated by using the statistical Paired - Samples *t* Test. In this case the difference between the values of the variables of actual participation and desired participation for each case were tested to establish if the average of discrepancy differed from 0. Table 3 summarizes the results of the *t*-test on the mean scores of actual and desired participation in the four decision domains including the overall decision domain.

Table 3 Summary of *t*-Test Results for Actual and Desired Participation in the Four Decision Domains

Decision Domain	Participation	Mean Scores	SD	Mean Difference	<i>t</i>	<i>p</i>
Class level-Technical	Actual	3.34	0.393	0.22	-9.056***	0.000
	Desired	3.56	0.433			
Class level-Managerial	Actual	2.53	0.469	0.50	-16.654***	0.000
	Desired	3.03	0.520			
School level-Technical	Actual	3.06	0.475	0.26	-9.518***	0.000
	Desired	3.32	0.410			
School level-Managerial	Actual	2.52	0.523	0.43	-13.156***	0.000
	Desired	2.95	0.539			
Actual and Desired Participation	Actual	2.86	0.343	0.35	-15.451***	0.000
	Desired	3.21	0.373			

According to Table 3, there were significant differences in perception of teachers on actual participation and desired participation in overall decision making domain at the $p < 0.01$ level.

Table 4 presents the school managerial practices perceived by teachers at selected Basic Education High Schools in Mohnyin Township.

Table 4 Mean Scores of School Managerial Practices Perceived by Teachers in Selected Basic Education High Schools

Dimension School	Bureaucratic Control	Collegiality	Professional Autonomy	Shared Vision	Overall Management Practices
A (N1=53)	3.89 (.488)	4.18 (.462)	4.05 (.483)	4.01 (.375)	4.03 (.372)
B (N 2=44)	4.09 (.325)	4.19 (.332)	4.12 (.347)	4.19 (.350)	4.15 (.278)
C (N 3=47)	3.84 (.667)	4.03 (.624)	3.95 (.692)	3.99 (.711)	3.95 (.646)
D (N 4=34)	3.88 (.263)	4.12 (.330)	4.04 (.382)	3.95 (.447)	3.99 (.257)
E (N 5=56)	3.96 (.336)	4.12 (.245)	4.08 (.283)	4.12 (.278)	4.07 (.207)
F (N 6=62)	4.16 (.382)	4.42 (.428)	4.39 (.421)	4.27 (.546)	4.31 (.351)
G (N 7=35)	4.35 (.309)	4.19 (.172)	4.27 (.177)	4.05 (.208)	4.22 (.147)
H (N 8=34)	4.18 (.488)	4.44 (.404)	4.24 (.480)	4.42 (.430)	4.32 (.357)
I (N 9=19)	3.93 (.566)	4.06 (.325)	4.05 (.492)	4.01 (.468)	4.01 (.368)
Total (N =384)	4.03 (.460)	4.21 (.420)	4.14 (.458)	4.12 (.468)	4.12 (.381)

1.00-2.33=low involvement, 2.34-3.67=moderate involvement,

3.68-5.00=high involvement

Based on the teachers' responses in Table 4, it was found that teachers from all selected schools were involved at high levels in four types of managerial practices in their schools. Table 5 presents the mean scores of their affective outcomes perceived by teachers at selected Basic Education High Schools in Mohnyin Township.

Table 5 Mean Scores of Affective Outcomes Perceived by Teachers in Selected Basic Education High Schools

Dimension School	Job Satisfaction	Job Commitment	Workload	Overall Affective Outcomes
A (n1=53)	3.72 (.342)	3.84 (.360)	3.14 (.558)	3.57 (.284)
B (n2=44)	3.47 (.605)	3.85 (.401)	2.95 (.721)	3.42 (.445)
C (n3=47)	3.44 (.536)	3.73 (.629)	3.06 (.697)	3.41 (.472)
D (n4=34)	3.34 (.637)	3.86 (.445)	2.98 (.587)	3.40 (.449)
E (n5=56)	3.82 (.345)	4.11 (.394)	2.93 (.562)	3.62 (.333)
F (n6=62)	3.93 (.328)	4.10 (.420)	2.83 (.509)	3.62 (.295)
G (n7=35)	4.31 (.258)	4.17 (.297)	2.68 (.347)	3.72 (.169)
H (n8=34)	3.67 (.626)	4.28 (.427)	2.97 (.500)	3.64 (.352)
I (n9=19)	3.60 (.600)	3.95 (.480)	2.73 (.657)	3.43 (.364)
Total (N =384)	3.72 (.536)	3.98 (.463)	2.94 (.588)	3.55 (.372)

1.00-2.33=low level

2.34-3.67=moderate level

3.68-5.00=high level

According to Table 5, the total mean score of the overall teachers' affective outcomes was 3.55 in selected high schools. Out of the three dimensions of teachers' affective outcomes, the levels of job satisfaction and commitment perceived by teachers were at high levels but the level of their workload perceived by teachers was at moderate level in decision making process.

In order to find out the relationships among teacher participation in decision making, school managerial practices and their affective outcomes, Pearson product moment correlation method was also used. Table 6 shows these results.

Table 6 Relationship among Teacher Participation in Decision Making, School Managerial Practices and Teachers' Affective Outcomes at Selected High Schools

	1	2	3
Teacher Participation in Decision Making	1		
School Managerial Practices	.300**	1	
Affective Outcomes	.225**	.571**	1

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

According to Table 6, there was a positive correlation between “Teacher Participation in Decision Making” and “School Managerial Practices” ($r=.300$, $p<0.01$) in selected schools. Similarly, it was also found that “Teacher Participation in Decision Making” was significantly and positively related to “Teachers’ Affective Outcomes” ($r=.225$, $p<0.01$). Again, when analyzing the relationship between school managerial practices and teachers’ affective outcomes in selected high schools, there was a moderately and positively correlation between “School Managerial Practices” and “Teachers’ Affective Outcomes” ($r=.571$, $p<0.01$).

In addition to quantitative data, teachers were asked four open-ended questions in “Questionnaire for teachers”. The first question asked teachers to describe the role of their participation in decision making in their schools. Out of selected teachers, 315 (82.03%) teachers responded to this question. 69 (17.97%) teachers had no responded to this question.

According to teachers’ responses, 56 teachers (14.58%) from selected schools expressed that they had participated in issues related with the instruction in class. In addition, 31 teachers (8.07%) reported that they had participated in management issues of class such as class control, setting class penalty rules, etc. Again, 27 teachers (7.03%) answered that they took part in deciding issues of evaluation of students’ achievement such as examination marks, test scores, etc. Moreover, 21 teachers (5.47%) from selected schools stated that they had participated in decision making about the matters of discipline committee.

Furthermore, 42 teachers (10.94%) described their participation in decision making. They had participated in deciding issues in relation with the school development activities. Similarly, 4 teachers (1.04%) stated that they had carried out in deciding issues of school managerial functions such as budget allocations, setting school rules and regulations, delegating duties to other staffs, etc. However, 134 teachers (34.89%) from selected schools reported that they had no participation in decision making in their schools. But, they had carried out the duties according to their principals’ directions.

The second question asked teachers to describe the perceptions of teachers on their school managerial practices in their current schools. Among selected teachers, 327 (85.16%) teachers responded to this question but 57 (14.84%) teachers had no response. 96 teachers (25%) answered that they must always get their orders from their principals. Again, ten teachers (2.60%) stated that quality education was a management problem that should be solved by tight controls and school development depended upon principals’ management functions. In addition, 115 teachers (29.95%) described that their principals’ school management functions seemed to be good.

Moreover, 33 teachers (8.59%) mentioned that principals work together with the grade deans, subject deans, personnel who held the school administrative duties, the school associations including board of trustees, PTA; in deciding school managerial issues and in planning for school development. And also, principals had a good relationship and the collegiality among the school staff members. In addition, 22 teachers (5.73%) perceived that school management functions by principals were moderately good.

Furthermore, 23 teachers (5.99%) suggested that principals should work together and collaborate with teaching staff including teachers so that they could succeed in school improvement and effectiveness. However, 28 teachers (7.29%) perceived that their school management functions were not good because some teachers didn’t obey school disciplines,

some didn't cooperate and collaborate with others. Sometimes, there was a limitation such as budget and time limitations in carrying out of the school development plans.

The third question asked teachers to describe whether teachers satisfy with teaching as a career or not. 362 (94.27%) teachers from selected schools answered to this question but 22 (5.73%) teachers didn't respond to this question. According to teachers' responses, 349 teachers (90.89%) were satisfied with teaching as career because teaching profession was their hobby and they perceived that they had carried out for human resource development by contributing their knowledge to the new generations.

But 13 teachers (3.39%) from selected schools mentioned that they had no satisfaction with teaching profession because of students' misbehaviours. They also perceived that they must work the duties according to their higher orders and education system was not seemed to be good. In addition there was no enough salary for educational staff. Thus, they perceived that their living standard was low level.

The fourth question asked teachers to describe teachers' commitment to their teaching and their schools at current situation. 359 (93.49%) teachers responded to this question but 25 teachers (6.51%) had no answer. Based on the teachers' responses, it was found that 340 teachers (88.54%) from selected schools had committed to teaching and their schools because they had a high degree of commitment to the school and their teaching. And they were willing to do extra work in order to help the school to be successful. They perceived that the school improvement or development was their dignity.

However, 19 teachers (4.94%) from selected school had no commitment to teaching and their schools because they had no will to invest extra time and effort in activities beyond the classroom borders. They didn't want to carry out the duties according to the higher orders. Sometimes, the class size was so big that their teaching could not be effective.

Discussion

According to Mosheti (2013), involving teacher in decision making created change in the manner that schools were governed by removing the decision making power from the hands of the central office or administration and sharing it among the teachers, principals and sometimes parents. Employees who participate in decision making may feel more committed to execute them properly. In the current study, teachers' participation in decision making was examined at the classroom level and at the school level in terms of both technical and managerial decisions. One of the purposes in conducting the research was to establish the degree to which teachers wanted to be involved in decision making. This was investigated by asking teachers to distinguish between the actual participation in decision making, and decisions in which they desired to participate but they are not involved. Based on the information, it was intended to describe decision states that were distinguished as decision saturation, decision equilibrium and decision deprivation.

One factor that influenced the research design was the suggestion in some recent reports that the involvement of teachers in decision making varied between different schools and that one of the factors that accounted for this was the managerial practices of the school (Chan *et al.*, 1997, as cited in Keung, 2002). In the current study, the management practices of the school have been examined under four specific school managerial practices: bureaucratic control, collegiality,

professional autonomy and shared vision. Another factors thought to relate to teachers' participation in decision making were teachers' affective outcomes: job satisfaction, job commitment and their workload. The literature asserts that teachers' participation in decision making increases their job satisfaction and work commitment (Murphy *et al.*, 1995, as cited in Keung, 2002). One instrument including five sections was developed to investigate teachers' perceptions of the issues that form the purpose of the study.

Analyses of quantitative data collected from the study attempted to answer the research questions. The researcher examined the levels of teacher actual participation and desired participation in decision making perceived by teachers in selected Basic Education High Schools. According to the teachers' responses, teachers from nine selected high schools agreed that class level-technical dimension and school level-technical dimension of participation in decision making were actually high participated. However, all teachers from selected schools proposed that two dimensions of class level-managerial and school level-managerial decision domains were moderately participated. Participation of teachers in decision making has many benefits. According to Wadesango (2012), participation in decision making nurtures teachers' creativity and initiative there by empowering them to implement innovative ideas. Participation of teachers in decision making also enables teachers to become active participants in school management processes.

In the results of teacher desired participation, it was found that the teachers from all high schools had desired high participation in "class level-technical domain", "class level-managerial domain" and "school level-technical domain"; and also moderate participation in "school level-managerial domain". It can be interpreted that teachers from all high schools had desired to be highly participated in dealing with the instruction, instructional materials and classroom management functions, and moderately participated in dealing with the school level managerial support functions.

The researcher also explored any significant difference between teachers' perceptions of the level of actual participation and the level of desired participation in four decision domains with the overall participation of decision domain. Paired samples *t*-test procedure was used to explore the mean difference between the values of the variables of actual participation and desired participation for each case. The overall pattern of teachers' participation in decision making was a condition of decision deprivation. This was true for both managerial and technical issues and at both the classroom and school levels. Neither the decision condition of equilibrium nor the decision condition of saturation was significant.

Moreover, the researcher examined the perceptions of teachers on their school managerial practices and their affective outcomes in selected basic education high schools. When studying the mean scores of school managerial practices perceived teachers, it was found that all schools had high involvement in four dimensions of school management; "Bureaucratic Control", "Collegiality", "Professional Autonomy" and "Shared Vision". It can be said that principals and teachers from all selected schools had adopted these four managerial practices alternatively.

And then, the researcher examined the levels of teachers' perceptions on their affective outcomes in selected high schools. When studying the mean scores of teachers' affective outcomes perceived by them, it was found that all teachers from selected high schools had high level of teachers' affective outcomes. According to teachers' responses, teachers were satisfied with teaching as career because teaching profession was their hobby and they perceived that they

had carried out for human resource development by contributing their knowledge to the new generations. Teachers from selected schools had also committed to teaching and their schools because they had a high degree of commitment to the school and their teaching. And they were willing to do extra work in order to help the school to be successful. They perceived that the school improvement and development was their dignity.

Finally the researcher examined to investigate the relationships among teacher participation in decision making, school managerial practices and teachers' affective outcomes at selected Basic Education High Schools. Based on the research findings, the correlation ($r=0.300$, $p<0.01$) there was a moderate and positive relationship between teacher participation in decision making and school managerial practices in selected Basic Education High Schools. It can be interpreted that the relationship between school managerial practices and the level of teacher participation in decision making were proved to be significant, so that it would be possible to fine-tune the managerial practices to induce a higher level of participation.

In addition, based on the research findings, the correlation ($r=0.233$, $p<0.01$) indicated that there was a positive relationship between teacher participation in decision making and teachers' affective outcomes in selected high schools. It can be concluded that teacher participation in decision making could lead to positive affective outcomes such as job satisfaction and greater commitment to their work, which could improve their effectiveness. On the other hand, the increased workload was associated with greater participation in decision making.

In conclusion, teachers as professionals desired to participate in decision making in the organizations in which they were employed. School administrators should engage teachers in all the decision domains but especially the decision area of class level management. Teachers would prefer to concentrate on teacher-related concerns about the curriculum and instruction and it is through this preference that teachers might be encouraged to participating in a decision making process. The researcher suggests that schools need to build up a collegiate culture and shared vision; they should treasure teacher professionalism and allow teachers discretion in their work. They should diminish bureaucratic control and involve teachers in decision making. This is the way to more effective schools.

Acknowledgements

First of all, I would like to express my profound gratitude and appreciation to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Myat Myat Thaw (Pro-Rector, Sagaing University of Education) for their guidance and suggestions for this study. Second, I want to express my sincere thanks and deep respect go to Dr. Zin Nwe Than (Associate Professor and Head of Department, Department of Educational Theory, Sagaing University of Education) for her tremendous assistance and criticisms towards the completion of this study. I recognize and appreciate the encouragement to all my teachers and colleagues from the Department of Educational Theory for their unceasing support. Finally, I most sincerely wish to thank the principals and the teachers who participated in the essential task of data collection.

References

- Conley, S. (1991). Review of Research on Teacher Participation in School Decision Making. *Review of Research in Education*, Vol. 17, pp. 225-266. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.015.3832&rep=rep1&type=pdf>
- Gemechu, D. (2014). *The Practices of Teachers' Involvement in Decision-Making in Government Secondary Schools of Jimma Town*. Jimma University. Retrieved from <https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5337/whole%20research%202014.pdf?sequence=1>
- Keung, C. C. (2002). *Teacher Participation in Decision Making of Secondary School Teachers from Aided Schools in Hong Kong*. University of Leicester. Retrieved from <https://core.ac.uk/download/pdf/42016379.pdf>
- Lunenburg, F. C. (2010). The Decision Making Process. *National Forum of Educational Administration and Supervision Journal*. Sam Houston State University. Retrieved November from <http://www.nationalforum.com/Electronic%20Journal%20Volume/Lunenburg%20Fred%20The%20Decision%20Making%20NFEASJ%20V27%20N4%202010.pdf>
- Mosheti, P. A. (2013). *Teacher Participation in School Decision-Making and Job Satisfaction as Correlates of Organizational Commitment in Senior Schools in Botswana*. Andrews University. Retrieved from <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1568&context=dissertations>
- Nagussa, B. and Gabriel, L. (2017). Participation in Decision Making and Teachers' Commitment: A Comparative Study between Public and Private Secondary Schools in Arusha Municipality, Tanzania. *American Journal of Educational Research*, Vol. 5, No.7, pp. 801-807. Retrieved from <http://pubs.sciepub.com/education/5/7/17/index.html>
- Shah, M. (2012). *The Importance and Benefits of Teacher Collegiality in Schools_ a Literature Review*. University of Malaya. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042812014115/pdf>
- Soelistya, D., Mashud, M., & Suryanto, S. (2016). Problems of employee commitment from the perspective of Maslow's hierarchy of needs. *Global Journal of Human Resource Management*, 4(5), 45-64. Retrieved from <http://www.eajournals.org/wp-content/uploads/Problems-of-Employee-Commitment-from-the-Perspective-of-Maslow%E2%80%99s-Hierarchy-of-Needs-1.pdf>
- Strong, L. (2011). *A Psychometric Study of the Teacher Work-Autonomy Scale with a Sample of U.S. Teachers*. Doctor of Education. Lehigh University. Retrieved from <https://preserve.lehigh.edu/cgi/viewcontent.cgi?article=2092&context=etd>
- Vengrasalam, R. (2000). *A Survey of Teachers' Participation in Decision Making Process in Batu Pahat District Schools*. University Malaysia Sarawak. Retrieved from <http://ir.unimas.my/3502/1/A%20survey%20of%20teacher%27s%20participation%20in%20decision%20making%20process%20in%20Batu%20Pahat%20district%20schools.pdf>
- Wadesango, N. (2012). *The Influence of Teacher Participation in Decision-making on Their Occupational Morale*. Walter Sisulu University. Retrieved from [http://www.krepublishers.com/02Journals/JSS/JSS31000012Wed/JSS31300012AbstPDF/JSS313361121341WadesangoN/JSS313361369121341WadesangoNTx\[13\].pdf](http://www.krepublishers.com/02Journals/JSS/JSS31000012Wed/JSS31300012AbstPDF/JSS313361121341WadesangoN/JSS313361369121341WadesangoNTx[13].pdf)

RELATIONSHIP BETWEEN PRINCIPALS' SUPERVISORY BEHAVIOURS AND TEACHERS' EFFICACY

Saw Sandar Win Htut¹ and Cho Yi Mon²

Abstract

This paper concerns about the relationship between principals' supervisory behaviours and teachers' efficacy. In this study, two instruments were used: *Supervisory Behaviors Survey* developed by Bulach, Boothe and Pickett (1999) to measure principals' supervisory behaviours and *Teachers' Sense of Efficacy Scale* developed by Tschannen-Moran and Woolfolk-Hoy (2001) to measure teachers' efficacy. Mixed-methods study was used for this study. The sample was chosen 238 teachers from seven selected Basic Education High Schools by using purposive sampling method. After collecting the data, descriptive statistics such as means, independent samples *t*-test, one-way analysis of variance (ANOVA), and Pearson product-moment correlation coefficient were calculated by using SPSS. Based on the research findings, there were significant differences in perception of teachers on their principals' supervisory behaviours with respect to their gender, age, positions and teaching experiences but there was no significant difference in principal's supervisory behavior according to academic qualifications of the teachers. Teachers had high levels in three dimensions of efficacy and it was found that there was no significant difference in teachers' efficacy with respect to their gender, age, academic qualifications, positions and teaching experiences. Finally, principal supervisory behaviours was positively and moderately correlated with teacher efficacy ($r=0.441$, $p<0.01$). Based on the findings, this study suggested that if the supervisory behaviours of principals were good, teachers' efficacy would improve in their teaching efficacy.

Keywords: Principals' Supervisory Behaviours, Teachers' Efficacy

Introduction

Schools should strive to produce educated students who will be able to successfully contribute to their own lives, their communities and ultimately, to their nation's growth and success in a global economy. In this end, a country must aim to create quality schools for its children. It is the principal who is one of the fundamental contributors to the school quality (Chapman & Adams, 2002). The principal, as a leader, associate with all elements of a school. A good principal is one who can balance a variety of pressures while never losing sight of his or her values and who inspires and serves the school community (Day, 2000).

To emphasize the important role of the principal, Schiff (2001, p.7, as cited in Alhajeri, 2011) stated simply, "At the heart of every good school is a good principal". The principal "is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 5). Principal's actions or supervisory behaviours can determine his/her effectiveness. Those foundational behaviours determine the leader's ability to fulfill his/her educational duties (Alhajeri, 2011). Principal leadership consists of having vision and articulation, ordering priorities, getting others to go with him, constantly reviewing what they are doing and holding into things they value.

Teachers as well as principals are important persons to improve their schools. Teachers' beliefs and perceptions are important to govern teachers' actions and decisions in the classroom. One important area of teachers' beliefs that has been linked to teachers' behaviours in the

¹ Lecturer, Department of Educational Theory, Sagaing University of Education

² Senior Teacher, Basic Education High School, Tamu Township

classroom is teacher sense of efficacy (Porter & Freeman, 1986, as cited in Alrefaei, 2015). Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute a course of action required to produce a given attainment” (Bandura, 1997: 3, as cited in Murphy, 2013). Teacher efficacy has been a vital component of teacher effectiveness (Henson, Kogan, & Vacha-Haase, 2001, as cited in Gallante, 2015).

Therefore, principals’ supervisory behaviours and teachers’ efficacy are important variables for school effectiveness. The purpose of this study is to investigate teachers’ perceptions of their principals’ supervisory behaviours and their efficacy. The findings of this study may contribute to further studies deals with supervisory behaviours and teacher efficacy. Additionally, the results of this study will be useful and beneficial for educational fields.

Purpose of the Study

The main purpose of this study is to investigate the relationship between principals’ supervisory behaviours and teachers’ efficacy at selected Basic Education High Schools in Magway Township.

Research Questions

The following research questions guide the direction of the study.

- How do teachers perceive their principals’ supervisory behaviours at selected Basic Education High Schools in Magway Township?
- Are there any significant differences in teachers’ perceptions of principals’ supervisory behaviours based on their demographic information (gender, age, academic qualifications, positions and teaching experiences) at selected Basic Education High Schools in Magway Township?
- How do teachers perceive their efficacy at selected Basic Education High Schools in Magway Township?
- Are there any significant differences in teachers’ perceptions of their efficacy based on their demographic information (gender, age, academic qualifications, positions and teaching experiences) at selected Basic Education High Schools in Magway Township?
- Is there any significant relationship between teachers’ perceptions of principals’ supervisory behaviours and their efficacy at selected Basic Education High Schools in Magway Township?

Definitions of Key Terms

Supervisory Behaviours

Supervisory behaviours are the behaviours of principals who promote student learning and the professional growth of teachers (Fraser, 1979).

Self-Efficacy

Self-efficacy refers to an individual’s belief in his/her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, as cited in Gallante, 2015).

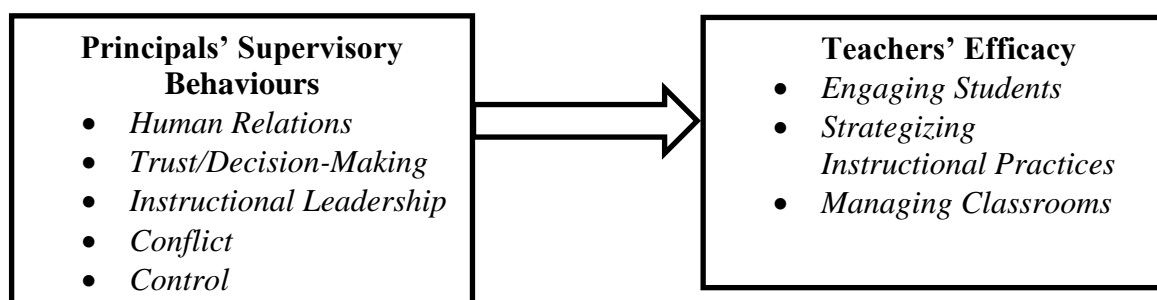
Teacher Efficacy

Teacher efficacy refers to teachers' beliefs in their ability to bring about necessary results (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 2001, as cited in Gallante, 2015).

Conceptual Framework

Supervisory Behaviors Survey developed by Bulach et al. (1999, as cited in Gallante, 2015) was based on great man, trait, transformational, transactional and situational leadership theories to measure principals' supervisory behaviours. It was comprised the following dimensions: (1) Human Relations, (2) Trust/ Decision-Making, (3) Instructional Leadership, (4) Conflict and (5) Control.

Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk-Hoy (2001, as cited in Gallante, 2015) was based on Bandura's social cognitive theory to measure teachers' efficacy. It was constituted of the following dimensions: (1) Engaging Students, (2) Strategizing Instructional Practices and (3) Managing Classrooms.



Source: Adapted from Gallante, P.E. (2015)

Figure 1 Conceptual Framework

Review of Related Literature

Supervisory behaviours of principals fall into five major dimensions (Bulach, Boothe, & Pickett, 1999, as cited in Gallante, 2015).

1. **Human Relations** – Human relations refer to those behaviours that fulfill teachers' needs. Human relation is an area that fosters the improvement of self-assurance and openness between the leader and the follower. Positive human relations include skills such as calling people by name, using eye contact, having a caring attitude, interacting with staff and including staff in decision-making (Bulach et al., 1999, as cited in Gallante, 2015).
2. **Trust/ Decision-Making** – Trust/decision-making refers to which degree principal entrusts his/ her staff to work autonomously and his/her making-decision skills. Trust/decision-making skills include listening to both sides of a story, not gossiping, and carefully thinking through decisions (Bulach et al., 1999, as cited in Gallante, 2015).
3. **Instructional Leadership** – Instructional leadership refers to principal's ability to guide teachers pedagogically. Instructional leadership skills involve vision, knowledge of curriculum, accountability and feedback (Bulach et al., 1999, as cited in Gallante, 2015).
4. **Conflict** – Conflict refers to those behaviours that used to avoid conflict. Conflict refers to behaviours such as being afraid to question superiors, assigning responsibility elsewhere

instead of dealing with an issue, showing favouritism and having double standards (Bulach et al., 1999, as cited in Gallante, 2015).

5. **Control** – Control refers to those behaviours that control duties. Control refers to behaviours such as principals sending a message that teachers and buildings belong to them, assigning a duty during a preparation period, assigning too much paperwork and using the words I and my too often (Bulach et al., 1999, as cited in Gallante, 2015).

Teacher efficacy falls into three major dimensions (Tschannen-Moran & Woolfolk-Hoy, 2001, as cited in Gallante, 2015).

1. **Engaging Students** – Engaging students refer to teacher behaviours that show how much the teacher is willing to do to engage students, help them think critically and motivate them to show an interest in learned (Tschannen-Moran et al., 2001, cited in Gallante, 2015).
2. **Strategizing Instructional Practices** – Strategic instructional practices refers to behaviours that show how well a teacher can respond to difficult questions, gauge student comprehension of what is being taught and craft good questions for their students (Tschannen-Moran et al., 2001, cited in Gallante, 2015).
3. **Managing Classrooms** – Managing classrooms refers to how well a teacher can control disruptive behaviour in the classroom, make clear the expectations for student behaviour and establish routines so activities run smoothly (Tschannen-Moran et al., 2001, cited in Gallante, 2015).

Methodology

Research Method

Quantitative (Questionnaires survey) research method was used in this study.

Population and Sample

This study focused on all Basic Education High Schools in Magway Township. In Magway Township, there are 21 Basic Education High Schools. Among these schools, schools in which principals have at least one year in current schools were selected as sample schools. Similarly, teachers who have at least one year in current schools were selected as participants because they can know well about principals of those schools. According to two criteria, 238 teachers from 11 high schools were used for this study. Among those schools, four selected high schools in Magway Township were chosen for the pilot testing and the remaining seven selected high schools were used for the main study. Teacher sample consists of 204 teachers at different levels (primary, junior and senior teachers) in seven selected high schools.

Research Instruments

In this study, two instruments were used: *Supervisory Behaviors Survey* developed by Bulach, et al. (1999, as cited in Gallante, 2015) and *Teachers' Sense of Efficacy Scale* developed by Tschannen-Moran and Woolfolk-Hoy (2001, as cited in Gallante, 2015). The first instrument comprised of five dimensions which represents 48 items. The second instrument constituted of three dimensions which covers 24 items. Both instruments have 5-point Likert scale which represent 1. Never, 2. Seldom, 3. Sometimes, 4. Often and 5. Always. Reliability coefficient (Cronbach alpha) of *Supervisory Behaviors Survey* was 0.73 and that of *Teachers' Sense of Efficacy Scale* was 0.79.

Data Collection

Before field testing the instrument with a sample of teachers, two instruments were revised by a panel of experts. Out of selected high schools in Magway Township, four selected high schools were chosen for the pilot testing. Questionnaire was sent to schools on October 15, 2018 and collected them after one week. The preliminary instrument was tested by 79 teachers representing four selected high schools. In the main study, questionnaires were distributed to teachers at seven selected high schools in Magway Township on November 5 and 6, 2018 and collected them after one week.

Data Analysis

The collected data were coded, categorized and analyzed by using SPSS. Both descriptive and inferential statistics were used to analyze principals' supervisory behaviours and teachers' efficacy.

Research Findings

Based on the data analysis, teachers' perception of principal supervisory behaviours and teacher efficacy and the relationship between these two concepts were explored.

Table 1 Mean Values for Principals' Supervisory Behaviours Perceived by Teachers in Selected High Schools

Schools Dimensions	S 1	S 2	S 3	S 4	S 5	S 6	S 7	All Teachers (N=204)
Human Relations	4.09	3.71	4.10	4.04	3.96	4.39	3.96	4.01
Trust/ Decision-Making	4.26	4.16	4.29	4.22	4.23	4.57	4.06	4.24
Instructional Leadership	4.39	3.94	4.31	4.24	4.16	4.40	4.01	4.21
Conflict	4.21	4.11	4.39	4.24	4.03	4.54	4.10	4.22
Control	3.60	4.04	4.03	3.95	3.82	4.14	3.76	3.89
Principals' Supervisory Behaviours	4.14	3.97	4.22	4.14	4.05	4.42	3.98	4.12

Scoring: 1.00-1.49=Never, 1.50-2.49=Seldom, 2.50-3.49=Sometimes, 3.50-4.49=Often, 4.50-5.00=Always

According to Table 1, it was found that principals from seven selected high schools (S1, S2, S3, S 4, S5, S6 and S7) **often** practiced all supervisory behaviours such as "Human Relations", "Trust/ Decision- Making", "Instructional Leadership", "Conflict ", and "Control" according to the perceptions of teachers.

Table 2 Independent Samples *t*-Test Results for Principals' Supervisory Behaviours Perceived by Teachers according to Male and Female Teachers

Principals' Supervisory Behaviors	Gender	N	\bar{X}	SD	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Human Relations	Male	21	3.90	.739	-.787	202	.432	-.120
	Female	183	4.02	.655				
Trust/ Decision-Making	Male	21	4.11	.672	-1.149	202	.252	-.146
	Female	183	4.26	.538				
Instructional Leadership	Male	21	3.95	.778	-1.844	202	.067	-.292
	Female	183	4.24	.676				
Conflict	Male	21	3.98	.833	-1.416	22.34	.171	-.265
	Female	183	4.24	.587				
Control	Male	21	3.55	.755	-2.542	202	.012*	-.379
	Female	183	3.93	.634				
Principals' Supervisory Behaviours	Male	21	3.92	.671	-1.462	22.61	.158	-.221
	Female	183	4.14	.500				

Note: * $p < .05$

In order to study whether there was a significant difference in principals' supervisory behaviours between the perceptions of male and female teachers or not, independent samples *t*-test was employed to analyze the data (See: Table 2). According to Table 2, it was found that there was a statistically significant difference in perceptions of teachers on one of their principals' supervisory behavior, "Control". The perception of female teachers ($\bar{X} = 3.93$) was higher than male teachers ($\bar{X} = 3.55$) in their principals' ability of "Control" behaviour.

Table 3 Mean Values for Principals' Supervisory Behaviours Perceived by Teachers according to Their Age

Age	Human Relations	Trust/Decision Making	Instructional Leadership	Conflict	Control	Principals' Supervisory Behaviours
<25	4.09	4.06	4.25	4.19	4.19	4.15
25-29	4.26	4.50	4.42	4.40	3.98	4.33
30-34	4.22	4.39	4.17	4.47	3.97	4.25
35-39	3.93	4.05	4.12	4.07	3.62	3.97
40-44	4.28	4.42	4.42	4.43	3.92	4.31
45-49	4.11	4.29	4.32	4.29	3.94	4.20
50-54	3.78	4.14	3.97	4.01	3.92	3.96
55 >	3.84	4.14	4.17	4.14	3.78	4.01
Total	4.01	4.24	4.21	4.22	3.89	4.12

Scoring: 1.00-1.49=Never, 1.50-2.49=Seldom, 2.50-3.49=Sometimes, 3.50-4.49=Often, 4.50-5.00=Always

According to Table 3, it was found that principals in selected high schools **often** practiced all supervisory behaviours in their schools from the perceptions of teachers from different age levels.

In order to study whether or not there was a significant difference in principals' supervisory behaviours perceived by teachers according to their age, one-way analysis of variance (ANOVA) was employed to analyze the data (See: Table 4).

Table 4 ANOVA Results for Principals' Supervisory Behaviours Perceived by Teachers according to Their Age

Dimensions		Sum of Squares	df	Mean Square	F	p
Human Relations	Between Groups	8.001	7	1.143	2.756	.009
	Within Groups	81.285	196	.415		
	Total	89.285	203			
Trust/Decision Making	Between Groups	3.837	7	.548	1.846	.081
	Within Groups	58.199	196	.297		
	Total	62.035	203			
Instructional Leadership	Between Groups	5.558	7	.794	1.705	.110
	Within Groups	91.255	196	.466		
	Total	96.812	203			
Conflict	Between Groups	5.455	7	.779	2.105	.045
	Within Groups	72.564	196	.370		
	Total	78.019	203			
Control	Between Groups	2.319	7	.331	.765	.617
	Within Groups	84.879	196	.433		
	Total	87.198	203			
Principals' Supervisory Behaviours	Between Groups	4.249	7	.607	2.329	.026
	Within Groups	51.089	196	.261		
	Total	55.338	203			

Note: * $p < .05$

According to the findings, it was found that there were significant differences in two principals' supervisory behaviours, "Human Relations" and "Conflict", and overall "Principals' Supervisory Behaviours" from the perceptions of teachers from different age levels.

Table 5 Results of Multiple Comparison for Principals' Supervisory Behaviours Perceived by Teachers according to their Age

Principals' Supervisory Behaviours	Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	p
Human Relations	40-44	50-54	0.495*	0.144	0.016
Conflict	40-44	50-54	0.419*	0.136	0.047

Note: * $p < .05$

In order to find out which particular groups had the greatest differences, Post Hoc Multiple Comparison Tests (Tukey HSD) was calculated (See: Table 5). According to Table 5, it was found that there were significant differences in perceptions of "Human Relations" and

"Conflict" behaviours between teachers who were 40-44 years old and teachers who were 50-54 years old.

Table 6 Mean Values for Principals' Supervisory Behaviours Perceived by Teachers according to Their Positions

Positions	Human Relations	Trust/ Decision Making	Instructional Leadership	Conflict	Control	Principals' Supervisory Behaviours
Primary	4.16	4.32	4.31	4.41	4.10	4.25
Junior	3.86	4.18	4.16	4.11	3.79	4.02
Senior	4.13	4.29	4.23	4.27	3.93	4.18
Total	4.01	4.24	4.21	4.22	3.89	4.12

Scoring: 1.00-1.49=Never, 1.50-2.49=Seldom, 2.50-3.49=Sometimes, 3.50-4.49=Often, 4.50-5.00=Always

The results shown in Table 6 pointed that principals in selected high schools **often** practiced supervisory behaviours in their schools from the perceptions of primary teachers, junior teachers and senior teachers.

In order to investigate whether or not there was a significant difference in principals' supervisory behaviours according to their positions, one-way analysis of variance (ANOVA) was used to analyze the data (See: Table 7). According to the findings, it was found that there were statistically significant differences in two principals' supervisory behaviours, "Human Relations" and "Conflict", and overall "Principals' Supervisory Behaviours" from the perceptions of teachers from different positions.

Table 7 ANOVA Results for Principals' Supervisory Behaviours Perceived by Teachers according to Their Positions

Principals' Supervisory Behaviours		Sum of Squares	df	Mean Square	F	p
Human Relations	Between Groups	3.886	2	1.943	4.573	.011
	Within Groups	85.399	201	.425		
	Total	89.285	203			
Trust/Decision Making	Between Groups	.723	2	.361	1.185	.308
	Within Groups	61.312	201	.305		
	Total	62.035	203			
Instructional Leadership	Between Groups	.555	2	.278	.580	.561
	Within Groups	96.257	201	.479		
	Total	96.812	203			
Conflict	Between Groups	2.437	2	1.218	3.240	.041
	Within Groups	75.582	201	.376		
	Total	78.019	203			
Control	Between Groups	2.272	2	1.136	2.689	.070
	Within Groups	84.926	201	.423		
	Total	87.198	203			
Principals' Supervisory Behaviours	Between Groups	1.695	2	.847	3.175	.044
	Within Groups	53.643	201	.267		
	Total	55.338	203			

Note: * $p < .05$

In order to find out which particular groups had the greatest differences, Post Hoc Multiple Comparison Tests (Tukey HSD) was calculated (See: Table 8).

Table 8 Results of Multiple Comparison for Principals' Supervisory Behaviours Perceived by Teachers according to their Positions

Principals' Supervisory Behaviours	Position (I)	Position (J)	Mean Difference (I-J)	Std. Error	<i>p</i>
Human Relations	Senior	Junior	0.269*	0.099	0.020

Note: * $p < .05$

According to Table 8, it was found that there was a significant difference between perceptions of senior teachers and junior teachers on "Human Relations" behaviour. In other words, the perceptions of senior teachers indicated that their principals more practiced "Human Relations" behaviour than the perceptions of junior teachers.

Table 9 Mean Values for Principals' Supervisory Behaviours Perceived by Teachers according to Their Teaching Experiences

Teaching Experiences	Human Relations	Trust/ Decision Making	Instructional Leadership	Conflict	Control	Principals' Supervisory Behaviours
below 5	4.16	4.39	4.34	4.30	4.04	4.25
5-9	4.26	4.45	4.32	4.49	4.13	4.33
10-14	4.28	4.39	4.36	4.44	3.98	4.30
15-19	4.07	4.23	4.39	4.30	3.72	4.16
20-24	3.99	4.26	4.31	4.30	3.92	4.15
25-29	3.90	4.16	4.06	3.96	3.84	3.99
30 and above	3.83	4.14	4.07	4.11	3.84	3.99
Total	4.01	4.24	4.21	4.22	3.89	4.12

Scoring: 1.00-1.49=Never, 1.50-2.49=Seldom, 2.50-3.49=Sometimes, 3.50-4.49=Often, 4.50-5.00=Always

Table 9 presents the mean values for principals' supervisory behaviours perceived by teachers according to their teaching experiences. The results shown in Table 9 showed that principals in selected high schools **often** practiced all supervisory behaviours from the perceptions of teachers from different groups of teaching experiences.

In addition, one-way analysis of variance (ANOVA) was used to analyze the data in order to study whether or not there were any significant differences in principals' supervisory behaviours perceived by teachers according to their teaching experiences.

Table 10 ANOVA Results for Principals' Supervisory Behaviours Perceived by Teachers according to Their Teaching Experiences

Principals' Supervisory Behaviours		Sum of Squares	df	Mean Square	F	p
Human Relations	Between Groups	6.223	6	1.037	2.460	.026
	Within Groups	83.062	197	.422		
	Total	89.285	203			
Trust/Decision Making	Between Groups	2.447	6	.408	1.349	.237
	Within Groups	59.588	197	.302		
	Total	62.035	203			
Instructional Leadership	Between Groups	4.156	6	.693	1.473	.189
	Within Groups	92.656	197	.470		
	Total	96.812	203			
Conflict	Between Groups	5.866	6	.978	2.669	.016
	Within Groups	72.153	197	.366		
	Total	78.019	203			
Control	Between Groups	2.029	6	.338	.782	.585
	Within Groups	85.169	197	.432		
	Total	87.198	203			
Principals' Supervisory Behaviours	Between Groups	3.555	6	.593	2.254	.040
	Within Groups	51.783	197	.263		
	Total	55.338	203			

Note: * $p < .05$

According to the findings, it was found that there were statistically significant differences in two principals' supervisory behaviours, "Human Relations" and "Conflict", and overall "Principals' Supervisory Behaviours" among the perceptions of teachers from different groups of teaching experiences.

In order to find out which particular groups had the greatest differences, Post Hoc Multiple Comparison Tests (Tukey HSD) was calculated (See: Table 11).

Table 11 Results of Multiple Comparison for Principals' Supervisory Behaviours Perceived by Teachers according to their Teaching Experiences

Principals' Supervisory Behaviours	TE (I)	TE (J)	Mean Difference (I-J)	Std. Error	p
Human Relations	10-14	30 and above	0.451*	0.133	0.015
Conflict	10-14	25-29	0.480*	0.146	0.020

Note: * $p < .05$

According to Table 11, it was found that there were significant differences in principals' supervisory behaviours such as "Human Relations" behaviour and "Conflict" behaviour. In the supervisory behaviour of "Human Relations", there was a significant difference between the perceptions of teachers who had 10-14 years of teaching experiences and teachers who had 30 and above years of teaching experiences. Similarly, there was a significant difference between teachers who had 10-14 years of teaching experiences and teachers who had 25-29 years of teaching experiences in the supervisory behaviour of "Conflict".

Table 12 Mean Values for Teachers' Efficacy Perceived by Teachers in Selected High Schools

Schools Dimensions	S1	S2	S3	S4	S5	S6	S7	Teachers (N=204)
Engaging Students	4.37	3.87	4.10	4.05	4.11	4.18	3.95	4.10
Strategizing Instructional Practices	4.44	3.88	4.07	4.22	4.15	4.12	3.95	4.15
Managing Classrooms	4.51	3.83	4.04	4.25	4.02	4.02	3.39	4.10
Teachers' Efficacy	4.44	3.86	4.07	4.18	4.10	4.11	3.77	4.12

Scoring: 1.00-2.33=Low Level, 2.34-3.67= Moderate Level, 3.68-5.00= High Level

According to Table 12, it was found that teachers in seven selected high schools (S1, S2, S3, S4, S5, S6 and S7) had high level of efficacy in “Engaging Students”, “Strategizing Instructional Practices”, “Managing Classrooms” and overall “Teachers’ Efficacy”. Among all those schools, it was found that teachers from S1 had the highest mean values for their efficacy because they were powerful and had high level of efficacy in overall “Teachers’ Efficacy”. On the other hand, teachers from S7 had the lowest mean values for their efficacy among selected schools because they had moderate level of efficacy in overall “Teachers’ Efficacy”.

In order to find out whether or not there were any significant differences in their efficacy according to their gender or not, independent samples *t*-test was employed to analyze the data. However, it was found that there were no statistically significant differences in all components of teachers’ efficacy rated by male and female teachers.

Table 13 Mean Values for Teachers' Efficacy Perceived by Teachers According to Their Age

Age	Means	Engaging Students	Strategizing Instructional Practices	Managing Classrooms	Teachers' Efficacy
Below 25	\bar{X}	3.60	3.85	3.65	3.70
25-29	\bar{X}	4.21	4.28	4.19	4.22
30-34	\bar{X}	3.83	3.86	3.75	3.81
35-39	\bar{X}	4.16	4.31	4.14	4.20
40-44	\bar{X}	4.21	4.28	4.29	4.26
45-49	\bar{X}	4.19	4.14	4.20	4.18
50-54	\bar{X}	3.97	4.02	3.93	3.98
55 and above	\bar{X}	4.17	4.23	4.17	4.19
Total	\bar{X}	4.10	4.15	4.10	4.12

Scoring: 1.00-2.33=Low Level, 2.34-3.67= Moderate Level, 3.68-5.00= High Level

In order to study whether there was a significant difference in their efficacy according to their age or not, one-way analysis of variance (ANOVA) was employed to analyze the data, but it was found that there were no significant differences according to their age.

Table 14 Mean Values for Teachers' Efficacy Perceived by Teachers According to Their Positions

Positions	Means	Engaging Students	Strategizing Instructional Practices	Managing Classrooms	Teachers' Efficacy
Primary	\bar{X}	4.13	4.02	3.81	3.99
Junior	\bar{X}	4.03	4.13	4.10	4.08
Senior	\bar{X}	4.18	4.23	4.22	4.21
Total	\bar{X}	4.10	4.15	4.10	4.12

Scoring: 1.00-2.33=Low Level, 2.34-3.67= Moderate Level, 3.68-5.00= High Level

In addition, one-way analysis of variance (ANOVA) was employed in order to study whether there was a significant difference in teachers' efficacy according to their positions. However, it was found that there were no significant differences in all components of teachers' efficacy (Table 15).

Table 15 Mean Values for Teachers' Efficacy Perceived by Teachers According to Their Teaching Experiences

Teaching Experiences	Means	Engaging Students	Strategizing Instructional Practices	Managing Classrooms	Teachers' Efficacy
Below 5	\bar{X}	4.03	4.11	3.98	4.04
5-9	\bar{X}	3.86	3.99	3.85	3.90
10-14	\bar{X}	4.17	4.19	4.20	4.18
15-19	\bar{X}	4.21	4.28	4.33	4.28
20-24	\bar{X}	4.13	4.12	3.96	4.07
25-29	\bar{X}	3.96	4.00	3.94	3.97
30 and above	\bar{X}	4.14	4.21	4.17	4.17
Total	\bar{X}	4.10	4.15	4.10	4.12

Scoring: 1.00-2.33=Low level, 2.34-3.67= Moderate Level, 3.68-5.00= High Level

Table 15 describes mean values and standard deviations for teachers' efficacy perceived by teachers according to their teaching experiences.

In addition, one-way analysis of variance (ANOVA) was used to analyze the data in order to study whether there were significant differences in teachers' efficacy according to their teaching experiences or not, and it was found that there were no significant differences in all components of teachers' efficacy.

To investigate the relationship between teachers' perceptions of principal supervisory behaviours and teacher efficacy, the Pearson-product moment correlation coefficient was utilized (See: Table 16). Table 16 presents relationship between principal supervisory behaviours and teacher efficacy.

Table 16 Relationship between Principal Supervisory Behaviours and Teacher Efficacy

No.	Variables	1	2
1.	Overall Principals' Supervisory Behaviours	1	.441**
	Sig. (2-tailed)		.000
2.	Overall Teachers' Efficacy	.441**	1
	Sig. (2-tailed)	.000	

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

According to Table 16, it was found that principals' supervisory behaviours were significantly related to teachers' efficacy ($r=0.441$, $p<0.01$). According to Gay (2003), this correlation implied that a moderate and significant relationship existed between principals' supervisory behaviours and teachers' efficacy in selected high schools. Therefore, it can be concluded that most of the sample schools had positive on principals' supervisory behaviours and it was significantly related to teachers' efficacy.

Conclusion, Discussion and Recommendation

The predictor variables were the supervisory behaviours practiced by principals: Human Relations, Trust/ Decision Making, Instructional Leadership, Conflict and Control. The criterion variables were the effect those behaviours had on teacher efficacy: Engaging Students, Strategizing Instructional Practices and Managing Classrooms at selected high schools in Magway Township.

All principals in seven selected high schools (S 1, S 2, S 3, S 4, S 5, S 6 and S 7) often practiced supervisory behaviours: Human Relations, Trust/ Decision-Making, Instructional Leadership, Conflict and Control from the perspectives of teachers. Among all these schools, principal of S 6 more practiced supervisory behaviours because teachers in S 6 had the highest mean values in all dimensions of supervisory behaviours. But principal of S 2 least practiced supervisory behaviours among all these schools because teachers in S 2 had the lowest mean values in Human Relations and Instructional Leadership.

Again, when analyzing whether there were any significant differences in principals' supervisory behaviours perceived by teachers according to their demographic information (gender, age, academic qualifications, positions and teaching experiences), it was found that there were significant differences in gender, age, positions and teaching experiences from the perceptions of teachers. But, it was found that there was no significant difference according to academic qualifications of teachers.

Teachers had high level of efficacy such as Engaging Students, Strategizing Instructional Practices and Managing Classrooms in the perceptions of teachers themselves in seven selected high schools (S 1, S 2, S 3, S 4, S 5, S 6 and S 7). Among all these schools, it was found that teachers in S 1 had the highest mean values for their efficacy because teachers in S 1 were powerful and had high level of efficacy in all dimensions such as engaging students, strategizing instructional practices and managing classrooms. But teachers in S 7 had the lowest mean values for their efficacy because teachers in S 7 had moderate level of efficacy in Managing Classrooms. The responses of the participants on teacher efficacy indicated that they perceived themselves as having high levels of efficacy. The fact teachers' efficacy was found to be high. So, they had a high efficacy that adequate knowledge and skills of effective teaching behaviours with respect to student engagement, instructional strategies and classroom management.

When investigating whether there were significant differences in teacher efficacy perceived by themselves according to their demographic information (gender, age, academic qualifications, positions and teaching experiences), it was found that there were no significant differences according to gender, age, positions, academic qualifications and teaching experiences.

It was found that there was a moderate and significant relationship ($r=0.441$, $p<0.01$) between principals' supervisory behaviours and teachers' efficacy in selected high schools. According to Calik et al. (2012, as cited in Gallante, 2015), more inquiry about teachers' self-efficacy, and principals' leadership behaviours that affect teacher efficacy is needed. Apart from being, teacher efficacy is one of the most important roles of the principal (Walker & Slear, 2011, as cited in Gallante, 2015).

Additionally, open-ended questions and interview questions to get the most specific information of principals' supervisory behaviours and teachers' efficacy were asked in selected high schools. Qualitative results regarding principals' supervisory behaviours and teachers' efficacy, principals in selected high schools practiced various types of supervisory behaviours according to different situations. But some principals had less effort in practicing control behaviour. And then, teachers had a high sense of efficacy within their daily practice. Similarly, teachers expressed a high sense of efficacy in their daily teaching. Teachers felt most confident in their instructional strategies.

Therefore, findings of principals' supervisory behaviours and teachers' efficacy were in line with the findings of quantitative study.

According to this research, these findings showed the importance of supervision in education. Principals must know that their behaviours impact teachers' efficacy. Principals have to believe that they play a significant role in their school's success or failure and must realize their behaviours can influence teachers' efficacy. The educational community must focus on supervisory behaviours that may increase teacher efficacy.

If the level of teacher efficacy becomes one of the standards for teacher accreditation, it would be helpful for leaders to develop behaviours that support to create the teacher efficacy.

The opinions of teachers about their principals' behaviours are very important. This will enhance the relationship between teachers and principals and improve the behaviours of principals. These findings pointed that principals' supervisory behaviours and teachers' efficacy were significant even with a small sample. Using these findings to better prepare future educators and educational leaders will create better educational community for students.

Therefore, it can be concluded that if the supervisory behaviours of principals were good, teachers' efficacy would improve in their teaching. These findings suggested that supervisory behaviours in the leadership model proposed by Bulach et al. (1999, as cited in Gallante, 2015) are useful in identifying behaviours that influence teacher efficacy and it should be used as a basis for further research as well as practical application.

Recommendation for Further Research

According to the findings of the study, the following recommendations may be advised for further research.

1. More research concerned with principals' supervisory behaviours and teachers' efficacy should be further conducted in basic education primary schools and middle schools, other Townships, States or Regions and Colleges and University of our country, Myanmar.

2. Replicating this study with larger sample size would increase the statistical data of the results. The number of teachers that are included in the study should be increased and could include participants from a larger geographical area.
3. Further research should explore differences in teachers' perceptions based on a variety of demographic factors than those used in this study.
4. Educators have to aware that the educational process depends on multiple factors. So, further research should be conducted similar studies with different variables.

Acknowledgements

First and foremost, we are deeply grateful to Rector Dr. Saw Pyone Naing (Sagaing University of Education) and Pro-Rector Dr. Myat Myat Thaw (Sagaing University of Education) who allow us to write this study. Special heartfelt thanks are given to Dr. Zin Nwe Than (Associate Professor and Head of Department, Department of Educational Theory, Sagaing University of Education) for her expert guidance, invaluable advice and suggestions. Words of appreciation also go to my external supervisor, Dr. Zaw Win (Retired Lecturer/ Head of Department, Department of Educational Theory, Sagaing University of Education) who spend his precious time during his busy schedule in going through my study and helping us for this paper. We recognize and appreciate the encouragement to all our teachers and colleagues from the Department of Educational theory for their unceasing support.

References

- Alhajeri, S. S. (2011). *Relationships between supervisory behaviors and school climate as perceived by secondary school teachers in the State of Kuwait* (Doctoral Dissertation). Retrieved from <http://scholars.indstate.edu/handle/10484/8083>
- Alrefaei, N.A. (2015). *Teachers' sense of efficacy: Examining the relationship of teacher efficacy and student achievement* (Doctoral Dissertation). Retrieved from <https://scholarworks.uark.edu/cgi/viewcontent.cgi?>
- Chapman, D., & Adams, D. (2002). The quality of education: Dimensions and strategies. *Education in Developing Asia*, 5. Retrieved from http://cerc.edu.hku.hk/wpcontent/uploads/2013/11/Vol5_ChapAdamsbookletr4.pdf
- Day, C. (2000). Beyond transformational leadership. *Educational Leadership*, 57(7), 56-59. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr00/vol57/num07/Beyond-Transformational-Leadership.aspx>
- Fraser, K.P. (1979). *Supervisory behavior and teacher satisfaction* (Doctoral Dissertation). Retrieved from <https://scholarworks.montana.edu/xmlui/bitstream/handle/1/4115/31762100051539.pdf?sequence=1&isAllowed=y>
- Gallante, P.E. (2015). *Principal leadership behaviors and teacher efficacy* (Doctoral Dissertation). Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi>
- Gay, L.R. (2003). *Educational research. Competencies for analysis and applications* (7 th ed.). United States of America, NJ: Jeffery W. Johnston.
- Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. Retrieved from <https://www.wallacefoundation.org/knowledgecenter/Documents/How-Leadership-Influences-Student-Learning.pdf>
- Murphy, D. (2013). *An examination into the relationship between teacher efficacy and organizational commitment of special education teachers* (Doctoral Dissertation). Retrieved from <https://repository.library.northeastern.edu/files/neu:1092/fulltext.pdf>

RELATIONSHIP BETWEEN COLLABORATIVE LEARNING AND STUDENT ENGAGEMENT

Moe Thuzar Kyaw^{*}

Abstract

The current study focused specifically on students' perceptions of the collaborative learning and their engagement. The purpose of the study was to investigate the relationship between students' perceptions of collaborative learning and their engagement. Purposive sampling method was used in this study. The subject of this study involved 200 second year students of Sagaing University of Education. In this study, quantitative research method was used. For quantitative study, "Collaborative Learning Questionnaire" developed by Gleeson, McDonald and Williams (2004) to measure the perceptions of students on collaborative learning practiced by teachers and "Students Engagement Questionnaire" developed by Lam & Jimerson (2008) to measure the perceptions of students on their engagement were used. This study used a descriptive research method. According to the results of the study, students' perceptions on "social benefits" dimension was the highest in three dimensions of collaborative learning. For their engagement, they perceived that "behavioral engagement" was the highest in three dimensions. When examining the relationship between students' perceptions on collaborative learning and their engagement, it was found that there was a positive correlation between two variables. A significant relationship between students' perceptions on collaborative learning and their engagement ($r=.236, p<0.01$) was found based on research findings.

Keywords: collaborative learning, active learning, small group learning, student engagement

Introduction

In most of traditional classroom, the teachers transfer the knowledge into the heads of their students as empty vessels. Although the teachers believe that their students can store these information and withdraw later, their students cannot store them like a computer. The teachers neglected their students' diverse needs and feeling. For this reason, the new cognitive science reject the notion that real learning occurs when new information simply rests on top of the existing cognitive structure. Alfered North Whitehead (1929, cited in Barkley, Cross and Major, 2005) captured the wisdom of active learning in these words: "Beware of inert ideas- ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combination". Thus the teachers need to create a collaborative learning environment where students can engage actively. In collaborative learning (CL), learners can actively make the connections in their own brains and minds that produce learning for them (Cross, 1999, cited in Barkley et al, 2005).

CL gives students more deeper understanding because it helps students multiple perspectives and skills to address the common problem. In Vygotsky's zone of proximal developmental (ZPD) , he indicated "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, cited in Barkley et al, 2005).

CL can motivate students to become more active and more engaged in the learning process. Nowadays, colleges and universities want to provide greater opportunities for a wider

^{*} Lecturer, Department of Educational Theory, Sagaing University of Education

variety of students to develop as lifelong learners. In traditional lectures, students generally are treated as a single, passive, aggregated entity. CL engages students of all backgrounds personally and actively, calling individuals to contribute knowledge and perspectives to the education developed from their unique lives as well as academic and vocational experiences (Barkley et al, 2005). One of the ideas behind this learning is to explore the relationship between students' perception of collaborative learning and their engagement.

Purpose of the Study

The purpose of this study is to investigate the relationship between the perceptions of second year students on collaborative learning and their engagement at Sagaing University of Education. The specific objectives of this study are as follows:

1. To examine the perceptions of students on collaborative learning at Sagaing University of Education.
2. To explore the perceptions of students on their engagement at Sagaing University of Education.
3. To investigate the relationship between the students' perceptions on collaborative learning and their engagement.

Research Questions

The research questions for the study are as follows:

1. What are the perceptions of students on collaborative learning at Sagaing University of Education?
2. What are the perceptions of students on their engagement at Sagaing University of Education?
3. Is there any relationship between the perceptions of students on collaborative learning and their engagement at Sagaing University of Education?

Definition of Key Terms

The terms used throughout the current study were defined for clarity and understanding in the below.

- **Collaborative Learning:** Collaborative learning is that it is a situation in which two or more people learn or attempt to learn something together (Dillenbourg, 1999, as cited in Mc Garrigle, 2009).
- **Active Learning:** To learn new information, ideas or skills, our students have to work actively with them in purposeful ways. They need to integrate this new material with what they already know-or use it to reorganize what they thought they knew (Smith & MacGregor, 1992).
- **Small Group Learning:** The shared learning gives learners an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, 1991, as cited in Laal & Laal, 2012).
- **Student Engagement:** Hu and Kuh (2001, as cited in Trowler, 2010) define engagement as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes".

Review of Related Literature

Collaborative Learning

Collaborative teaching and learning is a teaching approach that involves groups of students working to solve a problem, complete a task or create a product. (Mac Gregor, 1990, as cited in Laal, & Laal, 2012). Johnson et al. (1990, as cited in Laal, & Laal, 2012) pointed out 5 basic elements in CL. CL is not simply a synonym for students working in groups. A learning exercise only qualifies as CL to the extent that the following elements are present:

- Clearly perceived positive interdependence; Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences. Members need to believe that they are linked with others in a way that ensures that they all succeed together.
- Considerable interaction; Members help and encourage each other to learn. They do this by explaining what they understand and by gathering and sharing knowledge. Group members must be done interactively providing one another with feedback, challenging one another's conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another.
- Individual accountability and personal responsibility; All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- Social skills; Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- Group self-evaluating; Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

CL is the instruction including these elements that involves members working in groups to accomplish a common goal (Laal, & Laal, 2012).

Theoretical Foundation

Collaborative learning is a concept that defines a theoretical and research area of great interest and strong identity.

Socio-cognitive Conflict Theory

The socio-cognitive conflict theory is part of the Social Psychology School in Geneva, responsible for its systematization, called “interactionist paradigm of intelligence”. This position must be understood in the context of Piagetian thought as a critical derivation of this. In this regard, it can be called as neo-Piagetian, despite the importance assigned to the socio-cognitive interaction by its representatives bring them to the Vygotskian perspective. In fact, it may be considered as a socio-constructivist approach (Dillenbourg et al., 1996, cited in Roselli, 2016). This theory argues that dissent with one or several partners over a task in which learning is concerned may stimulate task-related cognitive activity and result in progress. This idea support that the child at higher level can provide the child at the lower level in the learning process (Doise & Mugny, 1978).

Intersubjectivity Theory

For Vygotsky, like for G. Mead, inter-psychological processes precede genetically to the intra-psychological processes. This implies that individual consciousness emerges due to and through communicative interaction with others. The importance of this primary social interactivity is that through it the instruments and signs of culture are “internalized”. Semiotic or cultural mediation is fundamental to all human activity, whether directed towards the physical world and the social world. It is understood then why, for this current, interaction with others (and the interaction of the subject with himself) is basically dialogic because it is an interaction mediated by language and other symbolic systems. Consciousness (as intra-psychological phenomenon) emerges then from the intersubjectivity, understood as mediated communication (the inter-psychological process precedes the intra-psychological process, according to the well-known “general genetic law of cultural development”, by Vygotsky) (Dillenbourg et al., 1996, cited in Roselli, 2016).

Distributed Cognition Theory

The concept of distributed cognition emerges as a critical posture in cognitive psychology and, even more, in cognitive science. The essential idea is that information processing is performed on a human scale; it is not an exclusively individual, mental or internal phenomenon. Human cognition is integrated into the social and cultural context in which it happens (in this sense, it is about situated cognition) and, therefore, cognitive functioning should not be considered in terms of individual conscience, but “distributed” in the environment of tools and involved social agents. This implies that the group can be considered as a unit of cognitive functioning, that is, a cognitive system. But this system also includes, as elements of the system and not as mere external context, concurrent technologies and instruments (Dillenbourg et al., 1996, cited in Roselli, 2016).

Advantages and Disadvantages of Collaborative Learning

Considering the different approaches regarding collaborative learning, its implementation generates some advantages and disadvantages. As the main benefits of teamwork, Johnson and Johnson (1994, cited in Barros, 2011) highlight the following: student motivation to carry out a joint effort and to meet the planned objectives, the responsibility assumed by all the team members, a greater productivity, the generation of positive relations among the team members (commitment, solidarity, respect, teamwork spirit, etc.) as well as developing the awareness of being a translator and the integration with other members. Kelly (2005, cited in Barros, 2011) claims that teamwork promotes the acquisition of interpersonal skills as well as entailing a personal and social experience for students. Despite these benefits, collaborative learning can involve some disadvantages including the lack of participation of some team members and the dominant attitude of some members, especially self-confident students (Johnson & Johnson, cited in Barros, 2011). Kiraly *et al.* (2003, cited in Barros, 2011) also highlight a tendency in which weak students usually benefit from the most advanced ones, whilst the opposite rarely occurs. Sometimes, students find it difficult to trust the other team members, since some of them prefer to work individually and are not motivated to work as a team. Klimkowski (2006, cited in Barros, 2011) claims that inappropriate teamwork performance may cause difficulties in coordinating the project and attaining the planned goals.

Student Engagement

Students engagement is important in the educational setting (Mosley, Ardito, & Scollins, 2016, Roseth, Johnson, & Johnson, 2008, Fredricks, Filsecker, & Lawson, 2016, as cited in Cinches et al., 2017). “Engagement could be described as the holy grail of education,” (Sinatra, Heddy, & Lombardi, 2015, as cited in Cinches et al., 2017); therefore, meaningful benefits happen when a student is engaged in their learning.

New Models of Student Engagement

Many educators said that engagement includes three, four or more components. Although different terminology makes comparison difficult, four dimensions appear repeatedly. Three correspond to the behavior component of the participation identification model, and one corresponds to the affective component.

- *Academic engagement* refers to behaviors related directly to the learning process, for example, attentiveness and completing assignments in class and at home or augmenting learning through academic extracurricular activities. Certain minimal “threshold” levels of academic engagement are essential for learning to occur.
- *Social engagement* refers to the extent to which a student follows written and unwritten classroom rules of behavior, for example, coming to school and class on time, interacting appropriately with teachers and peers, and not exhibiting antisocial behaviors such as withdrawing from participation in learning activities or disrupting the work of other students. While a high degree of social engagement may facilitate greater learning, a low degree of social engagement usually interferes with learning, that is, it serves to moderate the connection between academic engagement and achievement.
- *Cognitive engagement* is the expenditure of thoughtful energy needed to comprehend complex ideas in order to go beyond the minimal requirements. Behaviors indicative of cognitive engagement include: asking questions for the clarification of concepts, persisting with difficult tasks, reading more than the material assigned, reviewing material learned previously, studying sources of information beyond those required, and using self-regulation and other cognitive strategies to guide learning. High levels of cognitive engagement facilitate students’ learning of complex material.
- *Affective engagement* is a level of emotional response characterized by feelings of involvement in school as a place and a set of activities worth pursuing. Affective engagement provides the incentive for students to participate behaviorally and to persist in school endeavors. Affectively engaged students feel included in the school community and that school is a significant part of their own lives (belonging), and recognize that school provides tools for out-of-school accomplishments (valuing) (Christenson, Reschly and Wylie, 2012).

Methodology

Research Method

Descriptive survey method was used in this study.

Population and Sample

The second year students were mainly considered as the sample of the research. Among the entire population is (408) second year students in Sagaing University of Education, a total of

(200) student was selected. Forty nine percent of second year students who involved in collaborative learning were selected as the participants of this study by using purposive sampling method.

Research Instrument

In this study, Students' Perceptions on Collaborative Learning Questionnaire was constructed by Gleeson, McDonald and Williams (2004) and Student Engagement in Schools Questionnaire developed by Lam & Jimerson (2008) were used. The questionnaire was divided into two parts. The first part of questionnaire was for collaborative learning which included five point Likert-type items for three categories: social benefits (2 items), developing small group communication skills (6 items), and learning benefits (11 items). The second part of the questionnaire was for student engagement and it also included five point items for three categories: affective engagement (9 items), behavioral engagement (11 items) and cognitive engagement (12 items).

Data Collection

Firstly, the researcher studied the relevant literature concerned with the research. Secondly, in order to get the required data, the researcher constructed an instrument under the guidance of Head of department. The questionnaire was translated into Myanmar by the researcher. To enhance the suitability of the questionnaire in Myanmar context, at least three educators in Sagaing University of Education agreed all the items to make modifications to translate a draft questionnaire. Next, the questionnaires were returned (100%) from the subjects in the sample University under study. Then, the collected data were statistically analyzed and interpreted. Finally, based on the findings, suggestions and recommendations were made.

Analysis of the Data

To analyze the quantitative data, the Statistical Package for the Social Science (SPSS) version (23) was used. In order to examine the means and standard deviations for students' perceptions towards collaborative learning and their engagement, descriptive statistics was used. In addition, Pearson-product movement correlation was utilized to explore the relationship between the perceptions of second year students on collaborative learning and their engagement. Then, responses from open-ended questions were categorized and analyzed to complement findings on differences in students' perceptions on collaborative learning and their engagement.

Research Findings

Table 1 shows the mean and standard deviation of the dimensions.

Table 1 Mean Values and Standard Deviations of Collaborative Learning Perceived by Students on each Dimension

Dimension	N	M	SD
Social Benefits	200	4.15	0.615
Learning Benefits	200	4.18	0.565
Developing Small Group Communication Skills	200	4.03	0.492
Collaborative Learning	200	4.12	0.476

Based on the results of mean values, Table 1 is illustrated. It demonstrates the comparison of the mean values of students' perceptions on each dimension of the effectiveness of collaborative learning. According to Table 1, the mean value for social benefits was 4.15, the mean value for developing small group communication skill was 4.03 and the mean value for learning benefits was 4.18. Among them, it can be found that the mean value for learning benefits was the highest and the mean value for small group communication skill was the lowest (See Figure 1).

In order to see obviously for the mean values for each dimension, Figure 1 was illustrated.

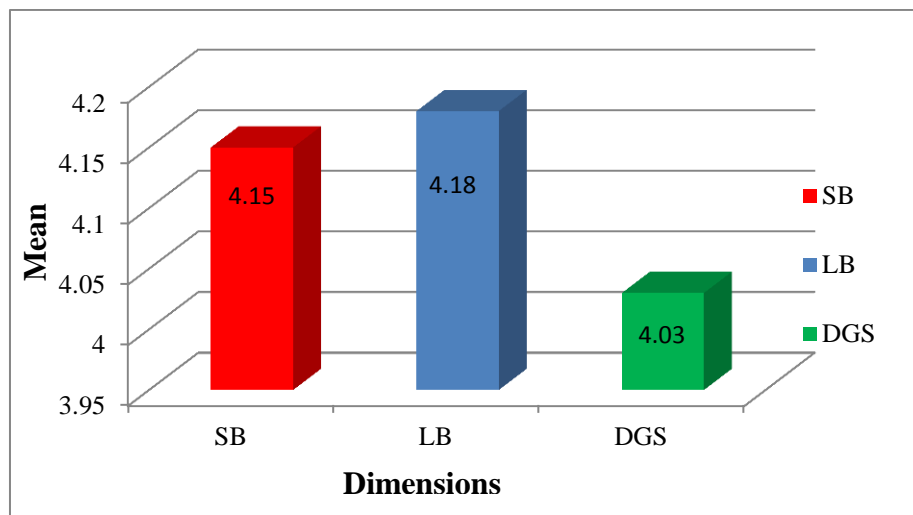


Figure 1 Mean Values of Collaborative Learning Perceived by Students on each Dimension

Note: SB= Social Benefits LB= Learning Benefits

Table 2 shows the mean and standard deviation of students' engagement on each dimension.

Table 2 Mean Values and Standard Deviations of Students' Perceptions of their Engagement on each Dimension

Dimension	N	M	SD
Affective Engagement	200	3.16	0.423
Behavioral Engagement	200	3.72	0.790
Cognitive Engagement	200	3.49	0.827
Engagement	200	3.45	0.521

Based on the results of mean values, Table 2 is illustrated. It demonstrates the comparison of the mean values of students' perceptions on each dimension of their engagement. According to Table 2, the mean value for affective engagement was 3.16, the mean value for behavioral engagement was 3.72 and the mean value for cognitive engagement was 3.49. Among them, it can be found that the mean value for behavioral engagement was the highest and the mean value for affective engagement was the lowest (See Figure 2).

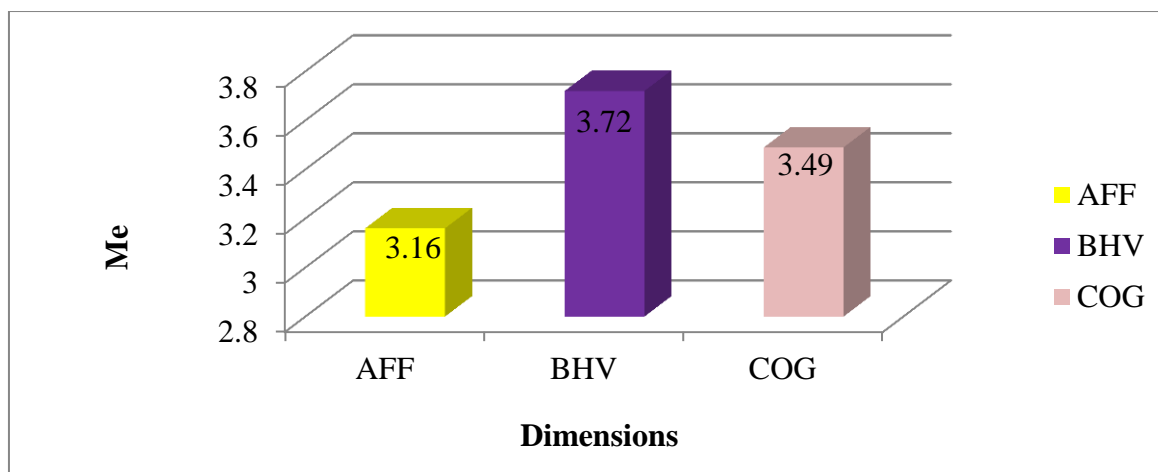


Figure 2 Mean Values of Students' Perceptions of their Engagement on each Dimension

Note: AFF=Affective Engagement BHV=Behavioral Engagement COG=Cognitive Engagement

The Pearson's product moment correlation was used to find out the relationship between students' perception of collaborative learning and their engagement. Table 3 shows the relationship between students' perception of collaborative learning and their engagement.

Table 3 Relationship between Students' Perceptions of Collaborative Learning and their Engagement

Variables	Collaborative Learning	Engagement
Collaborative Learning Pearson Correlation Sig (2- tailed)	1	
Engagement Pearson Correlation Sig (2- tailed)	.236** .001	1

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

Table 3 describes correlation between students' perceptions of collaborative learning and their engagement. Based on the responses of students, collaborative learning ($r = .236$, $p < 0.01$) was positively correlated with their engagement.

Open-ended Responses

Students were asked one open-ended question concerning with their attitudes toward collaborative learning and their engagement. Among students participants, 195 (97%) students responded this question while 5 (3%) did not response. Students' responses were as follows:

- Most students stated that they have more friends and good relationship with their teachers because of collaborative learning. They can expand their knowledge by sharing knowledge in group works and can understand their lessons more thoroughly and specifically than before. Some thank that collaborative learning can motivate them to get their success. Therefore, they are interested in their lessons and want to attend their class regularly. Some mentioned that they can construct their group's unity and coordinate their group members for their group's benefits. Some responded that they have more confidants to present their ideas in front of the class. Therefore, they like collaborative

learning because CL is more effective and they know CL's advantages. Some students answered that they are satisfied with themselves because they can reflect their weakness through collaborative learning. A few of students stated that they are worried about collaborative learning because they have a little difficult and cannot concentrate their learning. Moreover, they have difficulties to adjust different ideas within group. They are disappointed with disengaged members. In addition, they responded that their groups are not interested in their teacher and classmates more often. Although they think that they were tried the best, they could not succeed. They need to get feedback from their teachers. Moreover, they need more clear and more specific their teachers' instructions. Sometimes, they meet more complex questions in paper seminar. They suggested that one group include five members only. In addition, presenting different titles can be more attractive than presenting same titles in class. Besides, they stated that collaborative learning is time consuming. For this reason, the teachers should use teacher-centered approach. They proposed that they do not want group works when they are near exam. They felt that it becomes so difficult for their exam.

Conclusion, Discussion, Suggestions and Recommendation

The main purpose of the study was to examine the relationship between the perceptions of second year students on collaborative learning and their engagement at Sagaing University of Education.

In order to measure students' perceptions on collaborative learning, Students' Perceptions on Collaborative Learning Questionnaire was constructed by Gleeson, McDonald and Williams (2004). In order to measure their engagement, Student Engagement in Schools Questionnaire developed by Lam & Jimerson (2008) was used.

Analyses of quantitative data collected from the study attempted the three questions. **Research question one** investigated second year students' perceptions on collaborative learning at Sagaing University of Education measured by Students' Perceptions on Collaborative Learning Questionnaire was constructed by Gleeson, McDonald and Williams (2004). According to this questionnaire, students' perceptions on collaborative learning were measured by three dimensions: social benefits, learning benefits and small group communication skills. When studying the students' perceptions on each dimension of collaborative learning, it was found that the mean value for social benefits was 4.15, the mean value for developing small group communication skill was 4.03 and the mean value for learning benefits was 4.18. Among them, it can be found that the mean value for learning benefits was the highest and the mean value for small group communication skill was the lowest.

In other words, second year students can learn collaborative rapidly and they can understand effectiveness of collaborative learning. Moreover, they can participate group work activities and also can enhance their learning.

Research question two investigated second year students' perceptions on their engagement at Sagaing University of Education by using Student Engagement in Schools Questionnaire developed by Lam & Jimerson (2008). According to this questionnaire, students' engagement was measured by three dimensions: affective engagement, cognitive engagement and behavioral engagement. When studying the students' perceptions on each dimension of their engagement, it was found that the mean value for affective engagement was 3.16, the mean value

for behavioral engagement was 3.72 and the mean value for cognitive engagement was 3.49. Among them, it can be found that the mean value for behavioral engagement was the highest and the mean value for affective engagement was the lowest. In a way, the students attend their class regularly and participate their activities with enthusiasm.

Research question three valuated the relationship between second year students' perceptions on collaborative learning and their engagement at Sagaing University of Education. According to the research finding, the overall students' engagement was positively correlated with students' perceptions of collaborative learning of "Social Benefits" ($r = .174, p < 0.05$), "Learning Benefits" ($r = .226, p < 0.01$), "Developing Small Group Communication Skills" ($r = .207, p < 0.01$). Again, the overall collaborative learning was positively correlated with students' engagement dimensions such as "affective engagement" ($r = .263, p < 0.001$), "behavioral engagement" ($r = .174, p < 0.05$), "cognitive engagement" ($r = .145, p < 0.05$).

Based on the research findings, students' perceptions on collaborative learning ($r = .236, p < 0.01$) was positively correlated with their engagement. It can be found that correlation was low. When calculating the coefficient of determination r is 5. This means that 5 percent of the variance in students' engagement is predictable from the variance of students' perceptions on collaborative learning. Therefore, 5 percent of the variance of students' engagement is due to other factors than students' perceptions on collaborative learning such as motivation, collaborative learning skills, learning environment and exam oriented system.

According to the finding of the open-ended responses, most of the students have more friends and good relationship with their teachers because of collaborative learning. Some students said that they can expand their knowledge by sharing knowledge in group works. They can understand their lessons more thoroughly and specifically than before. Some students thank that collaborative learning can motivate them to get their success. Therefore, they are interested in their lessons and want to attend their class regularly. Some can construct their group's unity and coordinate their group members for their group's benefits. In addition, they have more confidents to present their ideas in front of the class. They are satisfied with themselves because they can reflect their weakness through collaborative learning. Therefore, they like collaborative learning because CL is more effective and they know CL's advantages.

On the other hand, some students have difficulties in collaborative learning they cannot concentrate and lack skills about this learning. Some cannot adjust within group because of different ideas. Some think this learning is boring and time consuming. Some said that they are worried about exam and this learning cannot support exam. Thus, the findings of open-ended responses support the quantitative findings.

In conclusion, second year students of Sagaing University of Education have positive perceptions on collaborative learning. Especially, their perceptions of learning benefits are strongest. Besides, their perceptions of their engagement are also positive and their perceptions of behavioral engagement are strongest. In this way, second year students can understand collaborative learning and change their learning rapidly because they know benefits and get opportunities to expend and share their knowledge. Similarly, they can participate their class works with enthusiasms. Although students' perceptions of collaborative learning was positively and low correlated with their engagement, there are other factors such as motivation, collaborative learning skills, learning environment.

In suggestions, the followings are suggested for the learners and teachers.

Students should be encouraged to develop social skills by encouraging leadership, decision-making, trust-building and conflict management skills. They need to believe that they are linked with others in a way in a group so that their group can get success. Therefore, all have accountability and responsibility within group to develop small group communication skills. They should actively participate for doing their share of the work and for mastery of all of the material to be learned. Besides, they need to understand that collaborative learning is more fun, more interest and deeper learning.

For the teachers, trained and experienced teachers are needed to support and create collaborative learning environment. Then, they should give feedback on their students' works. To be more effective, they always reflect their teaching and instruction. Finally, University and all departments should support the needs because the teachers invest more time and more effort for this learning process.

Recommendation for Further Research

This study was concerned with the relationship between students' perceptions on collaborative learning and their engagement. Due to the limitations of time and resources, this research study was conducted with second year students from Sagaing University of Education. It was a small scale study and did not cover all the students in University of Education. On the basis of this study, some suggestions are made.

- This study will provide a foundation for further research. A longitudinal study is needed to undertake to validate and confirm the findings of the study.
- This research studied second year students from Sagaing University of Education. Thus, it should be expanded to various years in Sagaing University of Education, Yangon University of Education, and University for Development of National Races and other Education Colleges.
- Further study should explore the relationship between students' perceptions of collaborative learning and their accountabilities.

The twenty-first century poses a paradox for higher education. When higher education introduces collaborative learning in their classrooms, a number of research and wisdom grew. There was empirical evidence that small groups of peers learning together have advantages for academic achievements, motivation, and satisfaction.

This study could supply university teachers to better understand how they teach by evaluating students' perceptions on their learning. This study will assist teachers to understand students' attitudes toward learning and, to encourage students' participation in learning, to solve students' difficulties, to espouse proper and efficient teaching strategies to achieve a better performance in teaching.

Acknowledgements

I would to offer my respectful gratitude to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Myat Myat Thaw (Pro-rector, Sagaing University of Education), Dr. Zi New Than (Associate Professor and Head, Department of Educational Theory, Sagaing University of Education) and Daw Kyi Kyi Sein (Lecturer and Head, Department of English, Sagaing University of Education). Finally, I am intended to express our thanks to all people who supported to complete this study.

References

- Barkley, E.F., Cross, K.P., & Major, C.H., (2005). Collaborative learning techniques. (1st ed.). San Francisco, Jossey-Bass.
- Barros, E. H., (2011). *Collaborative learning in the translation classroom: Preliminary survey results*. Retrieved March 22, 2018, from http://www.jostrans.org/issue16/art_barros.pdf
- Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). *Handbook of research on student engagement*. Retrieved March 22, 2018, from https://www.researchgate.net/publication/310773130_Handbook_of_Student_Engagement/link/5836a0dd08aed45931c772b7/download
- Cinches, M. F., Russell, R. L. V., Chavez, J., & Rosella O. Ortiz, R. (2017). Student engagement: Defining teacher effectiveness and teacher engagement. *Journal of Institutional Research South East Asia*, 15(1), 5-19. Retrieved March 22, 2018, from https://www.researchgate.net/publication/317165358_Student_engagement_Defining_teacher_effectiveness_and_teacher_engagement
- Doise, W., & Mugny, G., (1978). Socio-cognitive conflict and structure of individual and collective performances. *European journal of social psychology*, Vol. 8, 181-192. Retrieved March 22, 2018, from https://web.stanford.edu/dept/SUSE/projects/ireport/articles/concept_maps/socio-cognitive%20conflict%20and%20structure%20of%20individual%20and%20collective%20performances.pdf
- Gleeson, A., McDonald, J., & Williams, J., (2004). *Student perception of the effectiveness of collaborative learning tutorials*. Retrieved March 12, 2018, from https://www.chatbots.org/journal/across_languages_and_cultures_a_multidisciplinary_journal_for_translation_a/
- Laal, M., & Laal, M., (2012). Collaborative learning: What is it? *Procedia - Social and Behavioral Sciences* 31, 491 – 495. doi:10.1016/j.sbspro.2011.12.092
- Lam & Jimerson, (2008). *Teacher and student reports about engagement and performance*. Retrieved March 22, 2018, from <http://core.ac.uk/download/pdf/thequohaslostitsstatus.weebly.com/>
- McGarrigle, J. (2009) *A case study of student engagement in collaborative group learning in a Blended Community Based (Service) Learning module*. Retrieved March 22, 2018, from <https://arrow.dit.ie/cgi/viewcontent.cgi?article=1005&context=aaconmusthe>
- Roselli, N. (2016). Collaborative learning: Theoretical foundations and applicable strategies to university. *Propósitos y Representaciones*, 4(1), 219-280. Retrieved March 22, 2018 from <http://dx.doi.org/10.20511/pyr2016.v4n1.90>
- Smith, B. L., & MacGregor, J. T., (1992). *What is collaborative learning?* Retrieved March 30, 2018, from <http://healthystartacademy.com/wpcontent/uploads/2015/09/WhatIsCollaborativeLearning.pdf>
- Trowler, V. (2010). *Student engagement literature review*. Retrieved March 30, 2018 from https://www.heacademy.ac.uk/system/files/studentengagementliteraturereview_1.pdf

RELATIONSHIP BETWEEN PRINCIPAL'S LEADERSHIP BEHAVIOURS TO ACADEMIC ACHIEVEMENT AND SCHOOL CULTURE

Moe Moe Aung¹ and Hnin Yu Yu Khaing²

Abstract

This study focused on the relationship between principal's leadership behaviours to academic achievement and school culture at selected High Achieving and Low Achieving High Schools in Mandalay. Mixed research method was used in this study. The sample schools which had limited to the schools by using two criteria: two years consecutive Matriculation Examination Pass Rate of Mandalay District and the participants who had been at least two years at the current school. Four principals and 309 teachers at different levels in high achieving and low achieving high schools participated in this study. For this study, *Leadership Orientation Survey* (Self and Other) designed by Bolman and Deal (1991, as cited in King, 2006) was used to investigate the principal's leadership behaviours and *School Improvement Questionnaire (SIQ II)* developed by Webb and Pajares (1996, as cited in Clear, 2005) was also used to explore the levels of their school culture. According to quantitative research findings, principal's leadership behaviours and school culture were positively and moderately correlated in both high achieving ($r=0.419, p<0.01$) and low achieving schools ($r=0.573, p<0.01$). Qualitative research findings are further provided to complete the quantitative findings for the teachers' perceptions on their principal's leadership behaviours and school culture of selected high and low achieving schools. Based on the related literature and findings of this study, it was recommended that, principals should know about how to operate all four frames of leadership behaviours depending on the conditions and how to shape and change positive school culture for student achievement and schools' success.

Keywords: Leadership behaviors, School culture, Academic achievement

Introduction

Principals must show strong leadership no matter what their styles. Strong principal leadership is defined as having knowledge of teaching and learning processes and the power to motivate other members of the organization to achieve and work toward the common goal of the school (Clear, 2005). Public schools need leaders who are experts in educational leadership, including instructional leadership, who can work in all four frames, multi-frames or reframe as the need arises (Bolman and Deal, 1997, as cited in Poniatowski, 2006). Bolman and Deal (1984, as cited in Pourrajab & Ghani, 2016) took the position that a successful leader must understand and integrate the subcultures of an organization. They discussed four frames of an organization: *Structural Frame*, *Human Resource Frame*, *Political Frame* and *Symbolic Frame*. All of these frames are found in varying degrees in all organizations. An effective leader must possess the wisdom to identify and successfully use each frame within that particular organization.

Similarly, the principal is essentially responsible for shaping school culture (Snowden & Gorton, 1998, as cited in Martin, 2009). According to Phillips (1993, as cited in Smith, 2014), school culture is defined as the beliefs, attitudes, and behaviours that characterize a schools in terms of: How people treat each other; the extent to which people feel included and appreciated; and rituals and traditions reflecting collaboration and collegiality. The importance of building school culture is primarily concerned with achieving of school education. The culture of this school will affect the motivation of teachers in work and teachers job satisfaction. Efforts to

¹ Lecturer, Department of Educational Theory, Sagaing University of Education

² Senior Teacher, Basic Education High School, Shwe Pyi, Singue Township

develop an organizational culture in school are primarily concerned with the principal's roles as leader and manager of the school (Mukhtar, Ali, & Rusmini, 2017).

Education today requires a leader who is willing to foster student achievement in some of the most complex environments. The leader must balance varying leadership styles and relationships among members of the organization for the goal of student achievement (Moffitt, 2007). Ash and Persall (1999, as cited in Clear, 2005) noted student learning must be the focus of educational efforts, while school leaders create systematic change to pursue higher levels of student achievement. Therefore, this study attempted to explore the relationship between principal's leadership behaviours to academic achievement and school culture as assessed by teachers in selected high achieving and low achieving school. The result of this study will contribute to the knowledge of how principal respond to school improvement and student achievement.

Aim of the Study

The aim of this study is to investigate the relationship between principal's leadership behaviours to academic achievement and school culture at selected high achieving and low achieving high schools in Mandalay.

The specific objectives are as follows:

- To explore the perceptions of teachers on their principal's leadership behaviours in high achieving and low achieving schools and,
- To find out the differences between perceptions of teachers from high achieving and low achieving schools on their principal's leadership behaviours,
- To examine the perceptions of teachers on their school culture in high achieving and low achieving schools,
- To find out the differences between perceptions of teachers from high achieving and low achieving schools on their school culture, and
- To explore the relationship between teachers' perceptions of principal's leadership behaviours and school culture in high achieving and low achieving schools.

Research Questions

The following research questions guide the direction of the study:

- What are the perceptions of teachers on their principal's leadership behaviours of high achieving and low achieving schools?
- Are there any differences in the perceptions of teachers on their principal's leadership behaviours between high achieving and low achieving schools?
- What are the perceptions of teachers on their school culture in high achieving and low achieving schools?
- Are there any differences in the perceptions of teachers on their school culture between high achieving and low achieving schools?
- What is the relationship between teachers' perceptions of principal's leadership behaviours and school culture in high achieving and low achieving schools?

Definition of Key Terms

- **Leadership Behaviours** refer to the principal's interpersonal influence, exercised in situations and directed through the communication process, toward the attainment of a special goal or goals (Huber - Dilbeck, 1988). In this study, principal's leadership behaviours will be examined by four frames of leadership developed by Bolman and Deal (1991, as cited in King, 2016): *Structural Frame*, *Human Resource Frame*, *Political Frame* and *Symbolic Frame*.
- **School Culture** is the underground stream of norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems, and confront challenges (Deal & Peterson, 1999, as cited in Clear, 2005). In this study, school culture will be examined six dimensions developed by Webb and Pajares (1996, as cited in Clear, 2005): *Collegiality*, *Collective Efficacy*, *Personal Efficacy*, *Job Satisfaction*, *Policy Say So*, and *Teaming*.
- **Academic Achievement** is the performance outcomes that indicate the extent to which a person has accomplished specific goals that are the focus of activity in instructional environments, specifically in school, college, university (Steinmayr, Meibner, Weidinger, & Wirthwein, 2017). In this study, the student academic achievement is student pass rate of matriculation exam.

Theoretical Framework of this Study

Bolman and Deal's (1997, as cited in Elliff, 2012) four frames model is used as the theoretical framework for leadership behavior in this study. This framework assumes that successful leaders must be able to frame and reframe experiences to lead effectively and deal successfully with organizational challenges (Elliff, 2012). This model is the result of a consolidation of the major schools of organizational theory (Bolman and Deal 2003, as cited in Roddy, 2010). To provide a more concrete understanding of organizations, Bolman and Deal (1984, as cited in Little, 2010) synthesized the organizational theory into four perspectives, or frames: *Structural*, *Human Resource*, *Political*, and *Symbolic*.

Organizational culture theory underlines the critical role for leaders in the creation of culture in the organization (Schein, 1985, as cited in Roddy, 2010). Understanding the cultural issues enables one not only to see what is going on in the organization, but to identify the priorities of the leader and leadership structure of the organization (Schein, 1985, as cited in Roddy, 2010). In other words, understanding the culture of an organization is necessary to analyze the leadership of the organization (Little, 1982, as cited in Roddy, 2010). School culture was assessed through the "School Improvement Questionnaire" (Webb & Pajares, 1996, as cited in Clear, 2005). The six school climate factors were "Collegiality", "Collective Efficacy", "Personal Efficacy", "Job Satisfaction", "Policy-Say So", "Teaming".

Review of Related Literature

The purpose of leadership is to facilitate group goal attainment by establishing and maintaining an environment favorable to group performance. Successful leadership involves using social influence processes to organize, direct and motivate the actions of others. It requires constant task-directed efforts, effective task strategies, and the artful application of various conceptual, technical and interpersonal skills (Massawe, 2014). Leadership can be defined as the nature of the influencing process – and its resultant outcomes – that occurs between a leader and

followers and how this influencing process is explained by the leader's dispositional characteristics and behaviors, follower perceptions and attributions of the leader, and the context in which the influencing process occurs (Antonakis, Cianciolo, & Sternberg, 2004). Bolman and Deal (2002, as cited in Roddy, 2010) also state that school administrators are most successful when they are able to look at things from more than one angle.

Bolman and Deal's Four-Frame Organizational Theory

Organizational leadership theories commonly placed leadership behaviours within a single framework; for example the trait-skills, transformational, contingency, path-goal, and psychodynamic leadership theories were all based upon central leadership behaviour (Northouse, 2004, as cited in Tillman, 2012). Bolman and Deal's (2003, as cited in Higgins, 2008) frame theory proposes to be a defense against cluelessness, postulating that learning to use four frames for organizational analysis provides enhanced understanding and potential for more creative problem-solving. The four frames are rooted in both managerial practice and social science research. To provide a more concrete understanding of organizations, Bolman and Deal (1984, as cited in Little, 2010) synthesized the organizational theory into four perspectives, or frames: *Structural*, *Human Resource*, *Political*, and *Symbolic*. Bolman and Deal (1991, as cited in Little, 2010) define the term frame as a window, or image, through which individuals view the organization. Additionally, frames function as tools for navigating the organization, its problems, its climate, and its culture (Little, 2010).

Structural Frame

The structural frame defined by Bolman and Deal (2008, as cited in Al-Omari, 2013) is frame that focus on structural with an organization. Those who use the structural frame use the structure of organization to allocate to areas of responsibility which can create problems with condition and control. This frame is goal-oriented and geared toward managing the external environment through the development of specialized roles and formal relationships within the organization. This frame seeks to clarify lines of authority and focuses on logic and processes appropriate to solving problems by identifying the situation and formulating the task based on facts rather than emotion or personality (Bolman and Deal, 1991, as cited in Poniatowski, 2006).

Human Resource Frame

The human resource frame focuses on the interaction between individual and organizational needs. Human resource leaders value relationships and feelings and seek to lead through facilitation and empowerment (Boff, 2015). Bolman and Deal (1991, as cited in Livengood, 2012) defined this frame as focusing attention on human needs and assumes that organizations that meet basic human needs will work better than those that do not.

Political Frame

The political frame emphasizes conflict among different groups and interest for scarce resources. Political leaders are advocates and negotiators who spend much of their time networking, creating coalitions, building a power base, and negotiating compromises (Bolman & Deal, 1992a, as cited in Boff, 2015).

Symbolic Frame

Bolman and Deal (1984, 2003, as cited in Livengood, 2012) defined the symbolic frame as seeing a chaotic world in which meaning and predictability are social creations, and facts are interpretative rather than objective. This frame attempts to tap into the underlying motivations of workers as shown through charisma, meaning, culture, metaphor, ritual, ceremony, stories, and heroes.

School Culture

Brown (2004, as cited in Mukhtar, Ali, and Rusmini, 2017) states that culture refers to a set of common values, attitudes, beliefs, and norms, some of which are explicit and some of which are not. Peterson (2002, as cited in Mukhtar et al., 2017) defined school culture as the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the persona of the school. In this study, school culture will be examined by using School Improvement Questionnaire (SIQ II) developed by Webb and Pajares (1996, as cited in Clear, 2005) which consists of six dimensions as *Collegiality*, *Collective Efficacy*, *Personal Efficacy*, *Job Satisfaction*, *Policy - say so*, and *Teaming*.

Teacher Collegiality refers to the cooperative relationships among colleagues. It is often used interchangeably with 'collaboration'. Jarzabkowski (2002, as cited in Shah, 2012), however, tries to differentiate between collegiality and collaboration by defining collegiality as teachers' involvement with their peers on any level, be it intellectual, moral, political, social, and/or emotional.

Collective Teacher Efficacy is characteristic of a faculty team that takes responsibility for student learning. Individual members believe in the ability of the members of the organization to accomplish set goals even as they pursue attainment of their own goals, which align with the organization. School staff teams with high levels of perceived efficacy set challenging and worthwhile goals in which they exert relentless efforts to meet these goals (Freeman, 2008).

Teachers' Self-Efficacy is an individual's belief about his/her capability to manage responsibilities. More specifically, teacher self-efficacy is about the desired learning objectives of a teacher to improve his/her students' learning. Self-efficacy of teachers is also related to teachers' content knowledge in their classes, students' academic adjustment, patterns of teacher behaviour and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment (Parlar, Cansoy, & Turkoglu, 2017).

Teachers' Job Satisfaction increases when teachers feel valued as professionals. When teachers have an active role in planning the school's goals and making decisions concerning curriculum and instruction, satisfaction is higher. Teachers are empowered and know that their professional judgment is respected and valued (Clear, 2005).

Policy-Say So addresses shared decision making and empowerment; it is a process by which administrators share powers and help others use it in constructive ways to make decisions affecting themselves and their work (Sackney, 1998, as cited in Clear, 2005).

Teaming is the collaboration of two or more teachers who share the same group of students. Teaming at high school level emphasizes improved student achievement through teacher collaboration Spraker (2003, as cited in Nalls, 2011).

Methodology

Research Methodology

Both quantitative and qualitative methods were used in this study.

Population and Sample

The population of the study was all high schools' principals and at different levels of teachers at Basic Education High Schools in Mandalay District. By using purposive sampling method, schools were selected by adjusting two criteria that got high and low matriculation examination pass rate from (2016-2017) to (2017-2018) academic years of Mandalay District. The participants had been at least two years at the current schools. Three basic education high schools were chosen as low achieving schools because there are three high achieving schools. Out of these six high schools, one for high achieving school and one for low achieving school were used for pilot study. The sample for this study consisted of 309 teachers at different levels in four selected high and low achieving high schools in Mandalay. Moreover, by using random sampling method, (24) teachers from different levels in four selected high schools were selected to interview.

Research Instruments

Questionnaire of "*Leadership Orientation Survey (Self and Other)*" developed by Bolman and Deal (1991, as cited in King, 2016) was used to investigate the principal's leadership behaviours, and "*School Improvement Questionnaire (SIQ II)*" developed by Webb and Pajares (1996, as cited in Clear, 2005) was used to investigate the school culture.

Data Collection Procedure

Data were collected by using questionnaires. After taking permission from the responsible person, questionnaires were distributed to four selected schools in Mandalay on 6th November, 2018 and collected them after lasting ten days. Data collected were listed by each school and data obtained from this study were scored. Based on the responses of teachers from selected schools, this study was conducted in order to explore the relationship between principal's leadership behaviours and school culture in high achieving and low achieving selected high schools. In pilot study, principal's leadership behaviours included four dimensions and the internal consistency, Cronbach's alpha (α) was .89. Similarly, School Culture includes six dimensions and the internal consistency, Cronbach's alpha (α) was .61.

Data Analysis

The collected data were coded, categorized and analyzed by using SPSS. Descriptive statistics were calculated and the decision rules for interpreting the levels of the principal's leadership behaviours data were that the mean value 1-1.49 was defined as never; 1.5-2.49 for rare; 2.5-3.49 for sometimes; 3.5-4.49 for often, and 4.5-5 was defined as always (Mohammed, 2017). According to Landell (1997, as cited in Idrus & Abdullah, 2018), the decision rules for defining the levels of school culture data were that the mean value from 1 to 2.33 was low, from 2.34 to 3.67 was moderate and 3.68 to 5 was high perception. Independent Sample t test was also used to determine whether there is a significant difference in principal's leadership behaviours and school culture between high achieving and low achieving schools or not. In addition, *Pearson-product moment correlation coefficient* was utilized to know the relationship between principal's leadership behaviours and school culture in high achieving and low achieving

schools. Responses from open-ended and interview questions were categorized and analyzed to complement quantitative findings on principals' leadership behaviours and school culture.

Findings

Quantitative Research Findings

Table 1 Mean Values for Perceptions of Teachers on Principal's Leadership Behaviours of High Achieving and Low Achieving Schools (N = 309)

School		Structural	Human Resource	Political	Symbolic
High	Mean	4.37	4.23	4.17	4.39
	SD	.721	.798	.707	.680
Low	Mean	4.32	3.92	4.12	4.18
	SD	.692	.821	.739	.755

Scoring: 1.00-1.49=never, 1.5-2.49=rarely, 2.5-3.49=sometimes, 3.5-4.49=often, 4.5-5.00=always

Based on the findings shown in Table 1, teachers from high achieving and low achieving schools perceived that their principals **often** performed four frames of leadership behaviors: *Structural*, *Human Resource*, *Political*, and *Symbolic* in their schools.

In order to investigate whether or not there was a statistically significance difference in the perceptions of teachers at different levels about four frames of principal's leadership behaviours in high achieving and low achieving schools, the independent samples *t* test was also calculated.

Table 2 Independent Samples *t*-test Result for Perceptions of Teachers on their Principal's Leadership Behaviours in High and Low Achieving Schools

Dimension	Schools	Means	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Structural	High	4.37	.511	307	.610	.041
	Low	4.32				
Human Resource	High	4.23	3.376	307	.001**	.313
	Low	3.92				
Political	High	4.17	.544	307	.587	.045
	Low	4.12				
Symbolic	High	4.39	2.585	307	.010*	.213
	Low	4.18				

Note: * $p < 0.05$, ** $p < 0.01$

According to teachers perceptions shown in Table 2, there were statistically significant differences in *Human Resource* and *Symbolic* in leadership behaviours in high achieving and low achieving schools. However, there were similar perceptions of teachers on two leadership behaviours, *Structural* and *Political*.

Table 3 Mean Values for Dimensions of School Culture Perceived by Teachers in High Achieving and Low Achieving Schools (N=309)

School		Collegiality	Collective Efficacy	Personal Efficacy	Job Satisfaction	Policy-Say So	Teaming	School Culture
High	Mean	4.38	4.33	4.03	3.68	4.09	4.03	4.04
	SD	.455	.481	.409	.495	.518	.465	.367
Low	Mean	4.21	4.20	3.93	3.57	3.89	3.88	3.90
	SD	.495	.500	.404	.578	.506	.466	.383

Scoring: 1.00–2.33= Low Level, 2.34–3.67= Moderate Level, 3.68–5.00= High Level

According to Table 3, all six dimensions of school culture were the high levels in high achieving schools, and five dimensions of school culture such as *Collegiality*, *Collective Efficacy*, *Personal Efficacy*, *Policy - Say So* and *Teaming* were the high levels and dimension of *Job Satisfaction* was moderate level in low achieving schools.

Table 4 Independent Samples *t*-test Result for School Culture Perceived by Teachers in High Achieving and Low Achieving Schools

Dimensions	Schools	Means	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Collegiality	High	4.38	3.176	307	.002**	.173
	Low	4.21				
Collective Efficacy	High	4.33	2.310	307	.022*	.130
	Low	4.20				
Personal Efficacy	High	4.03	2.295	307	.022*	.107
	Low	3.93				
Job Satisfaction	High	3.68	1.789	306.624	.075	.109
	Low	3.57				
Policy-Say So	High	4.09	3.462	307	.001**	.202
	Low	3.89				
Teaming	High	4.03	2.968	307	.003**	.158
	Low	3.88				
School Culture	High	4.04	3.257	307	.001**	.140
	Low	3.09				

Note: * $p < 0.05$, ** $p < 0.01$

According to Table 4, there were significant differences in teachers' perceptions on dimensions of their school culture including as *Collegiality*, *Collective Efficacy*, *Personal Efficacy*, *Policy-Say So* and *Teaming* in high achieving and low achieving schools. But there was no different perception in dimension of *Job Satisfaction*.

Table 5 Correlation between each Dimension of Principal's Leadership Behaviours and School Culture in High Achieving Schools (N= 140)

Dimensions	Structural	Human Resource	Political	Symbolic
Collegiality,	.328**	.320**	.355**	.394**
Collective Efficacy	.291**	.235**	.347**	.351**
Personal Efficacy	.308**	.311**	.350**	.371**
Job Satisfaction	.257**	.302**	.336**	.336**
Policy-Say So	.306**	.535**	.310**	.380**
Teaming	.177*	.232**	.272**	.277**
School Culture	.278**	.323**	.328**	.352**

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

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

According to Table 5, it was found that, *Structural Frame* was moderate positive correlation with *Collegiality* ($r=.328, p<0.01$). Beside, *Structural Frame* was low positive correlation with *Personal Efficacy* ($r=.308, p<0.01$), and *Policy-Say So* ($r=.306, p<0.01$) *Collective Efficacy* ($r=.291, p<0.01$), *Job Satisfaction* ($r=.257, p<0.01$), and *Teaming* ($r=.177, p<0.01$) in high achieving schools. Similarly, *Human Resource Frame* was moderate positive correlation with *Collegiality* ($r=.320, p<0.01$) and *Policy-Say So* ($r=.535, p<0.01$). Beside, *Human Resource Frame* was low positive correlation with *Personal Efficacy* ($r=.311, p<0.01$), *Collective Efficacy* ($r=.235, p<0.01$), *Job Satisfaction* ($r=.302, p<0.01$), and *Teaming* ($r=.232, p<0.01$) in high achieving schools.

Moreover, *Political Frame* was moderate positive correlation with *Collegiality* ($r=.355, p<0.01$), *Personal Efficacy* ($r=.350, p<0.01$), *Collective Efficacy* ($r=.347, p<0.01$), *Job Satisfaction* ($r=.336, p<0.01$)). But *Political Frame* was low positive correlation with *Policy-Say So* ($r=.310, p<0.0$), and *Teaming* ($r=.272, p<0.01$) in high achieving schools. Additionally, *Symbolic Frame* was moderate positive correlation with *Collegiality* ($r=.394, p<0.01$), *Personal Efficacy* ($r=.371, p<0.01$), *Collective Efficacy* ($r=.351, p<0.01$), *Policy-Say So* ($r=.380, p<0.01$), and *Job Satisfaction* ($r=.336, p<0.01$). But *Political Frame* was low positive correlation with *Teaming* ($r=.277, p<0.01$) in high achieving schools. Therefore, it was found that *Symbolic Frame* of principal's leadership behaviours was moderate positive correlation with school culture and *Structural, Human Resource, Political frames* were low positive correlation with school culture in high achieving schools.

Table 6 Correlation between each Dimension of Principals' Leadership Behaviours and School Culture in Low Achieving Schools (N= 169)

Dimension	Structural	Human Resource	Political	Symbolic
Collegiality	.473**	.495**	.511**	.527**
Collective Efficacy	.479**	.492**	.515**	.533**
Personal Efficacy	.423**	.429**	.441**	.454**
Job Satisfaction	.177*	.216**	.246**	.212**
Policy-Say So	.433**	.616**	.477**	.497**
Teaming	.508**	.522**	.535**	.561**
School Culture	.416**	.359**	.454**	.464**

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

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

According to Table 6, *Structural Frame* was moderate and positive correlation with *Collegiality* ($r=.473, p<0.01$), *Collective Efficacy* ($r=.479, p<0.01$), *Personal Efficacy* ($r=.423, p<0.01$) *Policy-Say So* ($r=.433, p<0.01$) and *Teaming* ($r=.508, p<0.01$), but there were low positive correlation between *Structural Frame* and *Job Satisfaction* ($r=.177, p<0.01$) in low achieving schools. Similarly, *Human Resource Frame* was moderate positive correlation with *Collegiality* ($r=.495, p<0.01$), *Collective Efficacy* ($r=.492, p<0.01$), *Personal Efficacy* ($r=.429, p<0.01$), and *Policy-Say So* ($r=.616, p<0.01$) and *Teaming* ($r=.588, p<0.01$) in low achieving schools. Beside, *Human Resource Frame* was low positive correlation with *Job Satisfaction* ($r=.216, p<0.01$), in low achieving schools.

Moreover, *Political Frame* was moderate positive correlation with *Collegiality* ($r=.511, p<0.01$), *Personal Efficacy* ($r=.441, p<0.01$), *Collective Efficacy* ($r=.515, p<0.01$), and *Policy-Say So* ($r=.477, p<0.01$) *Teaming* ($r=.535, p<0.01$) in low achieving schools. But *Political Frame*

was low positive correlation with *Job Satisfaction* ($r=.246, p<0.01$) in low achieving schools. Additionally, *Symbolic Frame* was moderate positive correlation with *Collegiality* ($r=.527, p<0.01$), *Personal Efficacy* ($r=.454, p<0.01$), *Collective Efficacy* ($r=.533, p<0.01$), *Policy-Say So* ($r=.497, p<0.01$), and *Teaming* ($r=.561, p<0.01$). But *Political Frame* was low positive correlation with *Job Satisfaction* ($r=.212, p<0.01$) in low achieving schools. Therefore, it was found that all four frames of principal's leadership behaviours were moderate positive correlation with school culture in low achieving schools.

Qualitative Research Findings

Open-ended responses

Teachers were asked *to describe their opinions about the leadership behaviours that the principal should have to lead schools successfully.*

In high achieving schools," (26.09%) of teachers expected that the principal should be a skillful manager, (18.48%) of teachers stated that the principal should be free from bias in managing school functions, and in cooperating with teachers, (16.30%) of teachers responded that the principal should have family spirit and concern for teachers' needs and feelings, (15.22%) of teachers indicated that the principal should make decisions and directions clearly and logically, (11.96%) of teachers expressed that the principal should collaborate with teachers, parents and community. (8.69%) of teachers responded that the principal should be a qualified leader, and (3.26%) of teachers indicated that the principal should establish clear goals and disciplines for teachers and students and also be persuasive to others."

In low achieving schools," (32.18%) of teachers responded that the principal should be free from bias in managing school functions and in cooperating with teachers, (21.84%) of teachers indicated that the principal should have family spirit and concern for teachers' needs and feelings, (16.10%) of teachers stated that the principal should make decisions and directions clearly and logically, (12.64%) of teachers responded that the principal should be a skillful manager, (11.49%) of teachers expressed that the principal should collaborate with teachers, parents and community, (3.45%) of teachers indicated that the principal should cooperate with School Board of Trustees, parents, NGO and School Committee, and (2.39%) of teachers stated that the principal should establish clear goals and disciplines."

Next, teachers were asked to *describe the idea, opinions, behaviours and difficulties of culture practiced in schools.*

In high achieving schools "(28.57%) of teachers responded that they are trying to engage the students in teaching-learning process because they are not keen to learn, (22.86%) of teachers stated that they cooperate with each other and with parents for school improvement, for increasing student achievement, and for solving difficulties and problems, (14.28%) of teachers expressed that they have no difficulty in their current school culture, (11.43%) indicated that they should teach co-curricular subjects for their students' physical and mental development, (11.43%) of teachers responded that they should learn continually and seek new ideas and teaching methods in order to keep in pace with curriculum reform, And (11.43%) of teachers stated that they should have chances to express their opinions, ideas, feelings, and needs.

The responses of teachers from low achieving schools can be summarized as follows:" (66.04%) of teachers stated that they cooperate with each other and parents for school improvement, for increasing student achievement, and for solving difficulties and problems,

(20.75%) of teachers expressed that they have no difficulty in their current school culture, (7.55%) of teachers responded that they cannot focus on their teaching because many ceremonies of the township are held in their schools, and (5.66%) of teachers indicated that they are trying to engage the students in teaching-learning process because they are not keen to learn.

Interview Responses

Interview was also conducted with 12 teachers from high achieving schools and 12 teachers from low achieving schools by using seven interview questions.

Teachers were asked, ***“Which principal’s behaviours is the most influential to your work? Why? (a) Structural, (b) Human Resource, (c) Political, and (d) Symbolic”***

The teachers (83.33%) of high achieving schools, (83.33%) of teachers responded *“Structural Behaviour is the most influence form of administrative structures of their principals”* and teachers (58.33%) of low achieving schools said *“Human Resource Behaviour is the most influence on administrative structures of their principals because their principals interact with family spirit, allow to discuss and negotiate their difficulties, and also reward for outstanding and dutiful teachers,”* and (41.67%) of teachers answered *“They believe that their principals practice Political Behaviour is the most influential administrative structures because they get a chance to discuss their opinions, ideas, feelings, difficulties, and problems to their principals and the principals never use legitimate power.”*

Teachers were asked ***“How does your principal treat the relationships that have been stressed in your organization among faculty members, parents, and community?”***

In high achieving schools, (66.67%) of teachers said *“Their principals haven’t difficulty because they interact with family spirit and help each other. They also collaborate with parents to improve student learning.”* Next, (33.33%) of teachers answered *“Although their principals often challenge some difficulties and problems, they can solve with the help of School Board of Trustees, Parent-Teachers Association, and School Disciplinary Committee.”* In low achieving schools, (83.33%) of teachers said *“There isn’t difficulty for principals because they interact each other with family spirit and discuss and negotiate with teachers and parents in every efforts of school improvement.”*

Teachers were asked ***“Does your principal collaborate for school improvement? How? ”***

In high achieving schools (75%) of teachers answered *“Their principals cooperate with School Board of Trustees and School Council for repairing and constructing school buildings, school toilets, and all the needs for school improvement,”* Again, (25%) of teachers said *“Other commercial companies such as Champs, Ovaltine, and Premier also give the sponsor for students’ physical and mental development.”* In low achieving schools, (50%) of teachers answered *“Former students have supported for school improvement by giving sponsor for all ceremonies such as School Family Day, Academic Prize-rewarding Ceremony, World Teachers’ Day, and so on.”* (50%) of teachers said *“Their principals collaborate with School Board of Trustees for all efforts of schools’ problems, difficulties, and school improvement.”*

Teachers were asked ***“Does your principal motivate the teachers to put their hearts and minds into their work? How? ”***

In high achieving schools (75%) of teachers answered that *“Teachers are motivated to try their best in teaching, to get higher pass rate of matriculation examination than last year, and*

also their principals usually visit classroom and aid teaching-learning materials.” (25%) of teachers said “No need to motivate them because they are responsible and accountable for school improvement themselves.” In low achieving schools, (50%) of teachers said that “They are encouraged to make hard- work of their teaching jobs to be a role model school in their district, to be clean and green in school campus, and to teach all-round development of students.” Besides, (50%) of teachers answered “They are motivated to try their best in teaching, to get higher pass rate of matriculation examination than last year, and also their principals usually visit classroom and aid teaching-learning materials.”

Teachers were asked **“How does your principal manage the tasks and duties in order to collaborate among teachers?”**

In high achieving schools (41.67%) of teachers said “Their principals assign to their duties and tasks in accordance with five houses of School Council.” (33.33%) of teachers said “Their principals allocate the duties to them alternatively.” (25%) of teachers said “Their principals need not to instruct the tasks and duties because they follow likewise the traces and cultures of the former principal.”

In low achieving schools, (41.67%) of teachers answered “They are charged as groups such as School Library, Arts and Handicraft, School Health and so on and the members work together happily and cooperatively within those groups.” (33.33%) of teachers answered “Their principals assign to their duties and tasks in accordance with School Council.” (25%) of teachers said “Their principals bring call teacher leaders meeting to order and teachers are instructed by teacher leaders.”

Teachers were asked **“Do you have job satisfaction in the current school?”**

In both high achieving and low achieving schools, (83.33%) of teachers answered that “They have job satisfaction in their schools because they have no stress within working school activities, they enjoy and interest in teaching, in modifying and adjusting the teaching for better understanding of students according to the reformed curriculum and they are also former students of those schools.” And then (16.67%) of teachers from high achieving schools said “Their principals do not interact with family spirit, use legitimate power, do not stand for teacher, and teachers have no time for self-study as they performed unimportant duties, they do not satisfy in working school activities.”

Teachers were asked **“How does your principal interact with teachers?”**

Teachers from both high achieving and low achieving schools, teachers (87.5%) answered “The staffs in those schools and principals collaborate with each other, offer suggestions and advice in solving problems, support teaching methods and ideas for better understanding of students, and have family spirit.” Again, (12.5%) from high achieving schools said “Their difficulties, feelings, needs, and concerns are neglected by their principals and they are administered by using legitimate power.”

Conclusion and Discussion

The aim of this study was to analyze the relationship between principal’s leadership behaviours and school culture. In this study, teachers from both high achieving and low achieving schools perceived that their principals often perform four frames of leadership

behaviours. There were statistically significant differences in the teachers' perceptions on their principal's leadership behaviours related to *Human Resource* and *Symbolic frames* between high and low achieving schools. Teachers' perceptions of all six dimensions of school culture were at the high levels in high achieving schools. However, in low achieving schools, teachers' perceptions indicated that five dimensions of school culture such as *Collegiality*, *Collective Efficacy*, *Personal Efficacy*, *Policy-Say So* and *Teaming* were the high levels and dimension of *Job Satisfaction* was moderate level. There were positive and moderate correlations between the principal's leadership behaviours and school culture in both selected high achieving and low achieving schools. This finding is found to be consistent with Piotrowsky (2016) who found that leadership does have a statistically significant impact on school culture. And also this is consistent with Clear (2005) who found that school culture and leadership are significantly related to student achievement. The more effective and positive in the use of leadership behaviours and in the school culture, the more increase in academic achievement.

Interview responses of the teachers from high achieving schools were that *Structural*, *Political*, and *Symbolic behaviours* were the most influence forms of principal's behaviours from high achieving schools. This is consistent with Bolman and Deal (1991, as cited in Tillman, 2012) study indicated that symbolic and political frames were used likely to predict effectiveness of the leaders. Although teachers collaborate with each other, and with parents to improve their students learning, they cannot study for their academic subjects and teaching methods to improve their teaching because principal assign unimportant duties and tasks. They are frustrating in their schools since their principals often use legitimate power and neglect their needs and feelings. Interviewing responses of teachers from low achieving schools was that *Structural*, *Human Resource*, and *Political behaviours* were the most influence forms of principals from low achieving schools. They cooperate together for their school improvement, for increasing student achievement, and for solving the problems. Teachers from low achieving schools told that they had no time to focus on their teaching because they had extra jobs and duties to do.

Recommendation for Further Research

This study conducted only in urban BEHSs in Mandalay District, therefore, further research should explore as comparative study on leadership behaviours of principal and schools culture in rural areas in Mandalay Districts and other Regions.

Acknowledgements

We would like to offer our respectful gratitude to Dr. Saw Pyone Naing (Rector), Dr. Myat Myat Thaw (Pro-Rector), Dr. Khin Mar Yee (Retired Professor), Dr. Zaw Win (Retired Lecturer), Dr. Zin Nwe Than (Associate Professor and Head of Department), Sagaing University of Education. Finally, we are intended to all people who supported to complete this study.

References

- Al-Omari, A. A. (2013). Leadership frame preference of Jordanian schools principals' as perceived by their teachers: The Bolman and Deal four frame model. *European Journal of Social Sciences*, 38 (2), 252-262. Retrieved from <https://www.europeanjournalofsocialsciences.com>
- Antonakis, J., Cianciolo, A. T., & Sternberg, R. J. (2004). *The nature of leadership* (2nd ed.). Retrieved from <https://www.researchgate.net/publication/258221548/download>
- Boff, C. (2015). *A quantitative study of academic library administrators using Bolman and Deal's leadership orientation framework*. Retrieved from <https://etd.ohiolink.edu/!etd.send-file%3Faccession%3Ddbgsu1446731663%26disposition%3Dinline>

- Clear, E. A. L. (2005). *Relationships among leadership styles, school culture, and student achievement*. Retrieved from www.purl.fcla.edu
- Elliff, D. S. (2012). *Staying power: The relationship of public school superintendent tenure to leadership frames*. Retrieved from <https://tamucc-ir.tdl.org/handle/1969.6/413>
- Freeman, C. (2008). *Teacher efficacy and its impact on student achievement*. Retrieved from <https://epublications.regis.edu/cgi/viewcontent.cgi?article=3D1015%26context=theses>
- Higgins, B. C. (2008). *An evaluation of the relationship of nursing school administrators' leadership frame orientation to faculty perceptions of job satisfaction and leadership effectiveness*. Retrieved from <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/5502/research.pdf>
- Huber-Dilbeck, D. (1988). *A study of principals' leadership behaviours in one suburban school district*. Retrieved from <https://pdxscholar.library.pdx.edu>
- Idrus, H., & Abdullah, M. R. T. L. (2018). Implementation of PBL to enhance the soft skills of engineering students. *SHS Web of Conferences*, 53 (03008), 1-13. <https://doi.org/10.1051/shsconf/20185303008>
- King, B. W. (2016). *Relationship of principal's leadership behaviours to academic achievement and school improvement efforts*. Retrieved from <https://drum.lib.umb.edu>
- Little, S. D. (2010). *Perceptions or reality? A frame analysis of leadership behaviour, style, and effectiveness among selected community colleague administrators*. Retrieved from <http://libres.uncc.edu/ir/unccf/little-uncc-o694D-10156.pdf>
- Livengood, J. A. (2012). *The leadership orientations and effectiveness of college and university career services directors*. Retrieved from <https://core.ac.uk/download/pdf/62889768.pdf>
- Martin, S. T. (2009). *Relationship between the leadership styles of principal and school culture*. Retrieved from <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=3D1269%26context=3Ddetd>
- Massawe, D. (2014). *Assessment of leadership practices at school level in community secondary schools: A case of selected schools in Kinondoni Municipality, Tanzania*. Retrieved from <http://repository.out.ac.tz/579/11Dissertation-Doreen-14-11-2014.pdf>
- Moffitt, J. R. (2007). *What works: Principal leadership behaviours that positively impact student achievement in elementary schools*. Retrieved from <https://digitalcommons.Georgiasouthern.edu/cgi/viewcontent.cgi?article=3D1264%26context=3Ddetd>
- Mohammed, M. (2017). Which method should I use to present the mean of a 5-point likert scale? Retrieved from <https://www.researchgate.net/post/Which-method-should-I-use-to-present-the-Mean-of-a-5-point-Likert-scale>
- Mukhtar, Ali, H., & Rusmini (2017). Teacher's job satisfaction: An analysis of school's principal leadership and school culture at the state Islamic senior high school in Jambi province. *Saudi Journal of Humanities and Social Sciences*, 2 (5), 404-415. doi:10.21276/sjhss
- Nalls, M. A. (2011). *The influence of teaming on the academic achievement of ninth grade students in a comprehensive suburban high school*. Retrieved from <http://www.mhsl.uab.edu/dt/2011p/nalls.pdf>
- Parlar, H., Cansoy, R., & Turkoglu, M. E. (2017). Examining relationship between teachers' self-efficacy and job satisfaction. *Universal Journal of Educational Research*, 5 (5), 765-772. doi:10.13189/ujer.2017.050509
- Poniatowski, D. (2006). *The relationship of student achievement to principals' self-reported use of the four frame theory*. Retrieved from <https://www.researchgate.net/publication/47715021>
- Pourajab, M., & Ghani, M. F. B. (2016). Four-frame leadership and students' academic achievement. *FWU Journal of Social Sciences*, 10 (1). Retrieved from <https://umexpert.um.edu.my/file/publication/00007485-139101>
- Piotrowsky, M. J. (2016). *The impact of leadership on school culture and student achievement*. Retrieved from <https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=3D2624%26context=3Dall-dissertations>
- Roddy, T. (2010). *Frame analysis of the self-perceived leadership orientations of headmasters of the independent schools association of the southwest, southern association of independent schools, and the association of independent schools of greater Washington member schools*. Retrieved from <https://scholarworks.uno.edu/cgi/viewcontent.cgi>

- Smith, B. J. (2014). *The effect of school culture on student achievement*. Retrieved from <http://thescholarship.ecu.edu/bitstream/handle/10342/4499/Smith-ecu0600E11207.pdf>
- Shah, M. (2012). The impact of teachers' collegiality on their organizational commitment in high- and low-achieving secondary schools in Islama bad, Pakistan. *Journal of Studies in Eduaction*, 2 (2), 130-156.
- Steinmayr, R., MeiBner, A., Weidinger, A. F., & Wirthwein, L. (2017). *Academic achievement*. doi: 10.1093/OBO/9780199756810-0108
- Tillman, P. S. (2012). *Leadership orientations of female school superintendents: A multidimensional framework perspective*. Retrieved from http://digitalcommons.georgiasouthern.edu/etd/407%3Futm_source%3Ddigitalcommons.georgiasouthern.edu%252Fetd%252F407%26utm-campaign%3DPDF_CoverPages

RELATIONSHIP BETWEEN PRINCIPAL'S DISTRIBUTED LEADERSHIP AND TEACHER ORGANIZATIONAL COMMITMENT

Khin Moe¹ and Khin Swe Thant²

Abstract

This study investigated the relationship between principal's distributed leadership and teachers' organizational commitment at Basic Education High Schools in Sarlingyi Township. The sample schools were selected using the criterion that the principal has been at the current school for at least two years in this study. Two research instruments, Distributed Leadership School Survey (DLSS) and Organizational Commitment Questionnaire (OCQ), were used to measure the relationship between the variables. A total of 255 teachers (78 senior teachers, 143 junior teachers and 34 primary teachers) from the sample schools participated in this study. Descriptive statistics and Pearson product moment correlation were used to analyze the collected data. There was also found that the level of teachers' organizational commitment was high with the mean value of 4.16. When studying the correlation between principal's distributed leadership and teachers' organizational commitment, there was a positive relationship ($r=0.494$, $p<.001$) in selected schools. Qualitative findings also suggested that principal's distributed leadership is positively related to teachers' organizational commitment. According to the result of the findings, it can be concluded that there has been a high level of teacher organizational commitment where their principals practiced distributed leadership in their schools.

Keywords: distributed leadership, organizational commitment

Introduction

Distributed leadership can turn schools into learning organizations (Bennett, 2003); it is the inevitable in an organization wishing to prosper in a world of increasing challenges (Harris 2007). Increasingly, organizations across the globe are embracing more to have a greater level of influence and a broader voice across the organization (Jacobs, 2010). Distributed leadership allows the teachers with expertise in specific areas of need to have input in the decision-making processes of the school. By allowing teachers and other school leaders to contribute in the decision-making processes, principals are able to provide the future leaders of the school with valuable leadership experiences (Jacobs, 2010).

In addition, organizational commitment is an attitude which includes: strong belief in and acceptance of an organization's goals and values, willingness to exert significant effort on behalf of the organization, and a strong desire to maintain membership in the organization. Teachers' organizational commitment is crucial for organizational effectiveness (Yukl, 2010). Therefore, in this study, the relationship between distributed leadership and organizational commitment of teachers in selected basic education high schools was explored.

Significance of the Study

Distributed leadership may prove to be a key ingredient in the aforementioned management issues. Smith (2007) suggested organizational commitment is positively related to the successful implementation of a distributed leadership governance model. The organizational commitment of teachers tends to align with the staff morale and retention (Jacobs, 2010). Teachers' commitment is the significant factors in efforts to improve schools outcomes,

¹. Lecturer, Department of Educational Theory, Sagaing University of Education

². Senior Teacher, Basic Education High School, Sarlingyi Township

especially student academic achievement. It also provide greater results to administrative supports, teacher collegiality, professional influence, and positive student behaviors (Smith, 2009).

Moreover, obtaining a more thorough understanding of distributed leadership, its application can have contributive results to school governance and the impact of teachers' organizational commitment provides positive outcomes to school leaders, administrators and teachers. If distributed leadership practices can engage the informal leaders and formal leaders in the school decision-making process and increase their commitment to the organization, then the leaders need to support the deeper development of distributed leadership practices effectively (Yukl, 2010).

Therefore, this study aimed to provide evidence whether there is the relationship between distributed leadership and teachers' organizational commitment in their schools.

Research Objectives

The general purpose of this study is to examine teachers' perception on the relationship between principal's distributed leadership and teacher organizational commitment at selected Basic Education High Schools in Sarlingyi Township.

The specific purposes of this study are;

- To investigate teachers' perception of principal's distributed leadership,
- To determine the teachers' perception of their organizational commitment, and
- To analyze the relationship between principal's distributed leadership and teacher organizational commitment.

Research Questions

1. How do teachers perceive their principal's distributed leadership in selected high schools in Sarlingyi Township?
2. What are the teachers' perceptions on their organizational commitment in selected Basic Education High Schools?
3. Is there any relationship between principal's distributed leadership and teacher organizational commitment in selected Basic Education High Schools?

Definition of Key Terms

This study was guided by the following definitions of key terms.

- **Leadership:** Leadership has been defined as interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialized goal or goals (Sahni & Vayunandan, 2012).
- **Distributed Leadership:** Distributed leadership is a leadership phenomenon in which leadership activities should not be handled by one individual but should be shared among several people in an organization or team (Storey, 2004).
- **Commitment:** Commitment is seen to be one of the more desirable attributes of a teacher. The term "Commitment" can be used in a variety of ways to describe a number of teacher behaviors and attitudes (Crosswell, 2004).

- **Organizational Commitment:** Organizational commitment is the employees' state of being committed to assist in the achievement of the organization's goals, and involves the employees' levels of identification, involvement, and loyalty (Drucker, 2000).

Review of Related Literature

Distributed Leadership

Distributed leadership is a group activity that works through and within relationships, rather than individual action. It emerges from a variety of sources depending on the issue and who has the relevant expertise or creativity. For Spillance, Halverson, & Diamond (2004), the appropriate unit of analysis is not leaders or what they do but the activity in which they engage. Leadership activity is constructed in the interaction of leaders, followers, and their situation in the execution of particular leadership tasks. As illustrated as follows. In this view, leadership activity involves three essential constituting elements – leaders, followers, and situation. It does not reside in any one of these elements, and each is a prerequisite for leadership activity. Our perspective shifts the unit and analysis from the individual actor or group of actors to the web of leaders, followers and situations that give activity its form. This suggests that, depending on the prevailing situation, leadership may be distributed so that, dependent on context, a leader may become a follower.

(a) Five Aspects of Distributed Leadership

The sources of initiative cannot be marked out precisely in practice. In 2004, the Hay Group Education (UK) (as cited in Harrison, Duif, & Dartel, 2013) developed a continuum consisting of five aspects of distributed leadership. Their sliding scale shows accents in initiatives and scope of decision making as follows:

- Instruct – where initiatives and ideas come only from leaders at or near the top of a hierarchical organizational structure;
- Consult – where staff have the opportunity for input but decisions are still made at a distance from them by others near or at the top;
- Delegate – where staff take initiative and make decisions within predetermined boundaries of responsibility and accountability;
- Facilitate – where staff at all levels are able to initiate and champion ideas
- Neglect – where staff are forced to take initiative and responsibility due to a lack of direction at the top.

In conclusion, defining distributed leadership was an essential task due to its close affiliation with other leadership models. Democratic leadership, dispersed leadership, collaborative leadership, and shared leadership were proximate terms linked to distributed leadership (Oduro, 2004). A summary report by the National College for School Leadership (2003, cited in Jacobs, 2010) echoed the essential characteristics found in the preceding definitions. (i) Distributed leadership is a group activity working through and within relationships. (ii) Many people are involved in the leadership activity than might traditionally be assumed. (iii) Distributed leadership draws on the variety of expertise in the organization to complete ongoing, diverse organizational tasks.

(b) Importance of Distributed Leadership

Administrators and teachers worked together on committees, often the school's improvement committee or related efforts. In the latter case, they worked together as equals-planning next steps, sharing and reaction to ideas, and making decisions.

Educational leadership has a two folds component. Distributed leadership comfortably coexists in a pool of multiple theories. Distributed leadership developed through empirical enquiry and exploration. Student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of importance to them. Student and teacher morale levels improved where teachers felt more included and involved in decision- making related to the school development and change. Many schools are actively trying to create distributed leadership by reallocating responsibility and authority more broadly within the workforce of the school. The goal of distributed cognition is to describe how distributed units are coordinated by analyzing the interactions between individuals, the representational media used, and the environment within which the activity takes place (Harris, 2007).

Harris (2002, cited in Smith, 2007) also provided several implications that are important to the practice of distributed leadership. First, the principal must be committed to distributed leadership among many individuals. Second, a collaborative culture must be in place for distributed leadership to occur. Third, the distributed leadership team must work toward the same vision and goals. Fourth, in order for distributed leadership to be successful, the goals must be tied to student achievement. Fifth, distributed leadership practice must be embedded, in faculty meetings, committee meetings and grade level meetings, within the school culture. In order for distributed leadership to take place a principal must give up some power and control. If numerous leadership tasks are to be distributed among multiple leaders, then a clear, well defined vision and mission need to be in place. This is necessary for the entire organization to work collectively in an effort to demonstrate growth and improve instructionally and organizationally as a whole.

In short, distributive leadership in schools is purported by some to help schools run more efficiently and effectively (Grant, 2011). Effective distributed leadership is anchored in a constructivist approach. School leadership, for example, provides teachers the resources, support, and authority needed to succeed in initiatives that are aligned with the school's mission. Therefore, school leaders function to equip and serve rather than monopolize school governance decisions. Effective distributed leadership recognizes teachers as the group primarily responsible for implementing programs and turning vision into reality (Trammell, 2016).

Organizational Commitment

Allen and Meyer (1990) defined organizational commitment as a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization. On the other hand, commitment can be characterized by a strong personal belief in and acceptance of the organizational goals and values, a desire to exert oneself for the betterment of the organization, and a strong will to remain with the organization (Murphy, 2013). Organizational commitment is a powerful tool that can be applied as an aid to achieved higher level of performance and to developed and maintain discipline in an organization. The construct has been found to be related to many important outcome variable such as; performance, absenteeism, employees' turnover, tardiness etc.

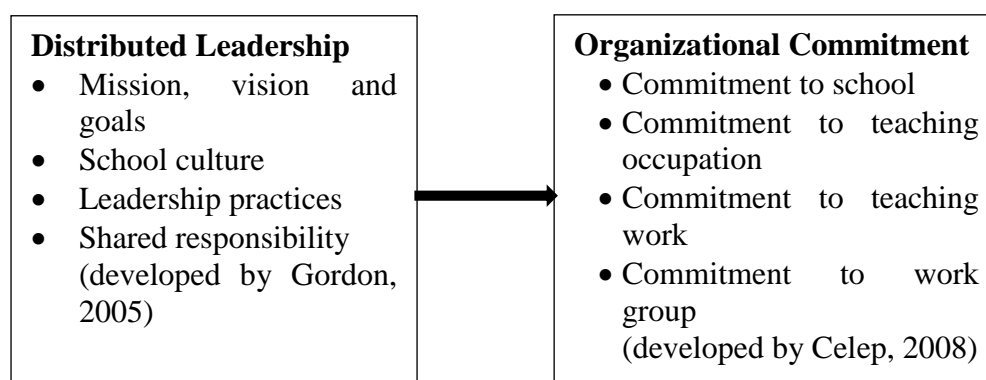
The strength of any profession depends upon the degree of commitment of its members. Teacher is no exception. Its stature depends upon the degree of commitment of its members to the goals and purposes of Education. Raymond (1964) asserted that even though committed teachers differ from each other in many ways:

- (i) Desire to be a good teacher.
- (ii) Be more than a purveyor of facts.
- (iii) Recognizes and accepts the worth of each individual.
- (iv) Fulfills his professional responsibilities.

The effectiveness level of an organization necessitates adequate organizational formation, satisfactory sources, consistent policies based on scientific and technological developments and qualified employee with healthy working conditions, and also its aim should be directive for social needs. To form the appropriate attitudinal alteration for the goal of educational organizations, to create satisfactory conditions for getting students to be voluntary for this attitudinal alternation and to determine the demand for getting students to acquire the stated knowledge and ability are the most important tasks. In that position, the teachers who are responsible for arranging this task need to be efficient; and on the other hand, the existence of the conditions that motivate the teachers for performing this task is the main principal. In one way, one of the concepts that determine the employee's interests towards the objects in working environment is the employee's level of organizational commitment (Celep, 2008).

Drucker (2000) argued that certain characteristics, attitudes, and relationships may play key roles in environments with high levels of organizational commitment: personal characteristics, job attitudes, job characteristics and relationships with co-workers and supervisors.

Theoretical Framework



Methodology

Research Method

Quantitative research method was used in this study.

Population and sample

The target population of this study is principals and 277 teachers from 11 Basic Education High Schools (BEHS) in Sarlingyi Township. Out of these schools, eight schools were selected

by using the criterion that principals had at least two years services in the current schools. Therefore, 255 teachers from selected BEHS were participated in this study.

Research Instruments

Two research instruments: Distributed Leadership School Survey (DLSS) by Buttram and Pizzini (2009) and Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979) were utilized in this study to collect quantitative data. There are 31 items which represented four dimensions in each instrument, therefore, totally 62 items with the five points Likert-scales from strongly disagree to strongly agree were used in this study. Cronbach's alpha (α) was 0.937 for Distributed Leadership Scale and 0.925 for Organizational Commitment Scale.

Data Collection

After requesting permission from the responsible person, questionnaires for teachers were distributed to the selected BEHSs in Sarlingyi Township on 5 and 6 December, 2016 and it took one week to collect the data back. Data were collected from all teachers at different positions in the selected schools by using two questionnaires.

Analysis of the Data

The collected data was analyzed by using Statistical Package for Social Sciences (SPSS) software in order to investigate the differences among selected schools. The responses to each dimension were calculated using mean and standard deviation scores. Pearson product-moment correlation coefficient was utilized to know the relationship between principal's distributed leadership and teacher organizational commitment.

Findings

Based on the analysis of the data, means scores of distributed leadership and teachers' organizational commitment were analyzed and interpreted and then the relationship between these two scores were calculated. They were illustrated in Table (1), (2) and (3).

Table 1 Mean Scores of Principal's Distributed Leadership Perceived by Teachers in Selected Schools

Dimensions	Schools								Total (N=255)
	S1	S2	S3	S4	S5	S6	S7	S8	
MVG	4.27	3.89	4.56	3.76	4.12	4.20	3.94	4.01	4.13
SC	4.24	3.90	4.59	3.76	4.13	3.97	3.90	4.01	4.10
LP	4.24	3.87	4.36	3.74	4.08	3.85	3.90	4.00	4.04
SR	4.24	3.81	4.24	3.76	4.18	3.74	3.72	4.07	4.00
DL	4.25	3.87	4.44	3.75	4.13	3.91	3.87	4.02	4.07

Score: Low = 1.00-2.49

Moderate=2.50-3.49

High = 3.50-5.00

Note: MVG = Mission, vision and goals SR = Shared responsibilities SC = School culture
DL = Distributed leadership LP = Leadership practice

According to Table 1, based on the teachers' responses, it was found that teachers perceived that principals from selected schools implement distributed leadership in their school leadership. Teachers strongly agreed that although principals from schools (S1, S3, S5 and S8)

utilize distributed leadership, in schools (S2, S4, S6 and S7), it was found that teachers agreed that distributed leadership is implemented sometimes by their principals. Since the overall mean value of distributed leadership was 4.07, it could be concluded that teachers perceived that principals from selected schools implement distributed leadership in school.

Table 2 Mean Scores of Teacher Organizational Commitment Perceived by Teachers in Selected Schools

Dimensions	Schools								Total (N=255)
	S1	S2	S3	S4	S5	S6	S7	S8	
CS	4.27	4.16	4.62	4.16	4.04	3.55	3.86	3.98	4.15
CWG	3.74	3.41	3.90	3.59	3.71	3.48	3.33	3.45	3.62
CTW	4.3	4.37	4.51	4.39	4.36	4.26	4.14	4.20	4.34
CTO	4.52	4.65	4.70	4.68	4.47	4.39	4.33	4.46	4.55
OC	4.21	4.15	4.43	4.20	4.14	3.92	3.91	4.02	4.17

Score: Low=1.00-2.49 Moderate=2.50-3.49 High=3.50-5.00

Note: CS = Commitment to School CWG = Commitment to Work group
 CTW = Commitment to Teaching work OC = Organizational Commitment
 CTO = Commitment to Teaching occupation

According to Table 2, teachers from selected schools highly committed to their organization. With regard to the dimensions of organizational commitment, teachers perceived that teachers strongly and highly committed in all dimensions of organizational commitment except that teachers from schools (S2, S6 and S7) moderately commit to the dimension of "Commitment to Work Group". Since the overall mean value of organizational commitment was 4.17, it can be concluded that teachers from selected schools highly commit to their organization.

To find out the relationship between principal's distributed leadership and teacher organizational commitment in the sample schools, Pearson Product Moment Correlation was conducted.

The relationship between principals distributed leadership and teacher organizational commitment in the sample schools can clearly be seen in the following Table 3. In Table 3, principal's distributed leadership was significantly related to teacher organizational commitment, ($r = 0.494$, $p < .01$). The correlation is positive which means that the principal with strong distributed leadership tended to enhance the organizational commitment of teachers. According to Cohen guideline, the effect size is moderate.

Table 3 Correlations between Principal's Distributed Leadership and Teacher Organizational Commitment in Selected Schools

Variables	Distributed Leadership	Organizational Commitment
Distributed Leadership	1	.494**
Sig (2-tailed)		.000
N	255	255
Organizational Commitment	.494**	1
Sig (2-tailed)	.000	
N	255	255

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

In conclusion, it can be concluded that the principal's distributed leadership tended to enhance the levels of teachers' organizational commitment.

Open-ended Responses

Among the total of 255 teachers, 84 (32.94%) teachers participated in qualitative study. They responded open-ended questions with regard to (1) teachers' perception on principal's distributed leadership and (2) their level of organizational commitment. The following opinions and suggestions were the responses of teachers from the two open-ended questions included in the questionnaires.

With regard to teachers' perception on principal's distributed leadership, the participant teachers responded as follows:

- Most of the teachers (N=71, 84 %) said that the principal should be well-disciplined and should set clear objectives and goals for their school improvement. Some teachers (N=52, 63%) asserted that the principal must be on the same page in their school management. Some teachers (N=42, 50%) said that both principal and teachers should be responsible for their duties. A few teachers (N=26, 31%) suggested that as a good leader, the principal should be knowledgeable and qualified about school management. Mutual trust and respect between the administrator and teachers is one of the important facets for the organizational development (N=66, 78%). Few teachers (N=37, 45%) suggested that regularly meetings can improve teaching and learning. The principal always needs guide and help teachers in teaching and to direct teachers to participate in school activities (N=44, 53%). Collaboration of the administrator and teachers positively affect students (N=60, 72%). A few teachers (N=16, 20%) said that principal plays an important role to improve teaching and learning.

Relating to their level of organizational commitment, the participant teachers responded as follows:

- Almost all teachers (N=78, 93%) suggested that in order to develop their organization, the teachers should participate and collaborate actively in school activities. Some teachers (N=52, 63%) said that teachers should teach their students with good-will. Only a few teachers (N=11, 12%) said that principal and teachers must discuss and suggest their difficulties and help each other. Teachers need to accomplish their duties and responsibilities (N=31, 37%). Most of the teachers (N=67, 80%) said that they feel proud for their profession. Unity of teachers makes positive all-round development of the school (N=68, 82%). A few teachers (N=33, 40%) suggested that the development of a school depends upon the commitment of its principal and teachers.

Conclusion and Discussion

The level of principal's distributed leadership perceived by teachers was high in most of the schools. Specifically, the high level for each dimension of principal's distributed leadership such as mission, vision and goals and school culture was found in these schools. The dimensions of leadership practices and shared responsibilities were good in all of the schools.

The positive and good situation for the dimensions of commitment to school and commitment to work group was found. There was a significant difference in principal's distributed leadership perceived by teachers among the schools. There was a significant difference in teacher organizational commitment among the schools. There was a significant and

strong relationship between principal's distributed leadership and teachers' organizational commitment. There was a significant and positive relationship between all dimensions of principal's distributed leadership and teachers' organizational commitment as perceived by teachers.

In conclusion, according to the both qualitative research findings and quantitative research findings, it can be concluded that principal's distributed leadership positively related to teacher organizational commitment. Moreover, teacher organizational commitment depends on principal's distributed leadership.

The findings of this study indicated that most of the teachers strongly agreed that the principals implemented distributed leadership in their school setting. It is found that the level of mission, vision and goals dimension was high in most of the schools in this study. The results showed that teachers in most of the schools perceived that teachers and administrators collectively establish school mission, vision and goal statements.

With regard to school culture, most of the teachers agreed that there is a high level of mutual trust and respect among the administrator and teachers. The results indicated that teachers perceived that collaboration between administrators and teachers has positively affected students.

With regard to leadership practices, most of the teachers perceived that the principals give teachers leadership responsibilities to fill some school leadership roles. Teachers strongly agreed that opportunities for teachers to play actively in decision-makings given by the administrators make the schools improve. Moreover, most of the teachers agreed that teachers play an active role in the school beyond their classroom teaching responsibilities. Concerning to shared responsibilities, most of the teachers strongly agreed that both the principal and teachers are responsible for their duties.

Findings suggested that there was a significant difference in teacher organizational commitment among the schools. According to the results, it was found that most of the teachers strongly agreed that teachers commit to their organization. The result showed that most of the teachers perceived that the commitment to the work group is lowest among the dimensions of teachers' organizational commitment. Therefore, it is necessary for the teachers to collaborate and cooperate within their work group.

Concerning to commitment to school, most of the teachers strongly agreed that teachers perceived to put work in a great deal of efforts in order to help their schools to be successful. It was also found that teachers agreed that they feel emotionally attached to their schools.

The result showed that most of the teachers strongly agreed that in order to develop the organization, the teachers need to participate and collaborate actively in school activities. Among the factors that decide teachers' commitment and dedication degree are: interaction between teachers, teacher-student relationship, the quality of the work teachers do at school, the compatibility of school administration. Thus, it was consistent with Mart (2013).

Relating commitment to teaching work, the result indicated that teachers strongly agreed that teachers enjoy teaching and accomplish the job with enthusiasm. According to the finding, it was found that teachers perceived to accept any type of job assigned in order keep working for their school. Besides, it was found that teachers strongly agreed that they do not want to leave their current job. It was consistent with the description of Muhammand & Mohammad (2012).

Recommendation for Further Research

In this study, principal's distributed leadership and teacher organizational commitment at Basic Education High Schools in Sarlingyi Township was investigated. Like this research, more researches concerned with principal's distributed leadership and teacher organizational commitment in elementary, lower secondary and upper secondary schools should be further conducted in Townships, States or Regions in Myanmar.

Further work needs to be done to investigate the relationship between the variables in this study in elementary and secondary school. Based on those data, the improvement of the schools can be done and the needs of the schools can be fulfilled. Besides, it is hoped that the principals, the parents, the teachers, the students and the community will carry out educational activities and accomplish the educational mission, vision and goals cooperatively with their great effort.

Acknowledgements

We would like to offer our respectful gratitude to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Myat Myat Thaw (Pro-Rector, Sagaing University of Education), Dr. Khin Mar Yee (Retired Professor, Department of Educational Theory, Sagaing University of Education), Dr. Zin Nwe Than (Associate Professor and Head of Department, Department of Educational Theory, Sagaing University of Education), Daw Kyi Kyi Sein (Lecturer and Head of Department, Department of English, Sagaing University of Education). Finally, I am intended to all people who supported to complete this study.

References

- Allen, N.J. and Meyer, J.P. (1990). The Measurement and Antecedents of Affective, Continuance, and Normative Commitment to the Organization. *Journal of Occupational Psychology* 63, 1-18. Retrieved November 11, 2016 from <http://www.researchgate.net/file.PostFileLoader.html?id=56f985b952105156b3c0&assetKey>
- Bennett, N. et al (2003). *Distributed Leadership: A Review of Literature*. The Open University. Retrieved November 24, 2016, from <http://oro.open.ac.uk/8534/1/>
- Buttram, J. L. & Pizzini, E. (2009). *Distributed Leadership in Delaware*. Delaware Education Research & Development Center University of Delaware. Newark. Retrieved from, February 17, 2016, from <http://files.eric.ed.gov/fulltext/ED535264.pdf>
- Celep, C. (2008). *Teachers' Organizational Commitment in Educational Organizations*. Trakya University. Retrieved January 4, 2016, from <http://www.collectionscanada.gc.ca/Obj/s4/f2/sdk3/ftp04/nq23977.pdf&sa>
- Cherkowski, S., & Brown, W. (2013). Towards Distributed Leadership as Standards-Based Practice in British Columbia. *Canadian Journal of Education*, 6(3), 23-46. Retrieved February 27, 2016, from <http://www.cje-rce.ca/index.php/cjerce/article/view/892/1586>
- Crosswell, L. (2004). *Committed Teachers, Passionate Teachers: The Dimension of Passion associated with Teacher Commitment and Engagement, 2004*. Retrieved January 12, 2013, from <http://www.aare.edu.au>.
- Drucker, P. (2000). *The Human Development and Leadership Division; A Primer on Organizational Commitment*. Retrieved August 7, 2016, from <http://libcontent1.lib.ua.edu/content/u0015/>
- Elmore, R.F. (2002). *Bridging a new structure for school leadership*. Washington, DC: The Albert Shankar Institute. Retrieved September 19, 2016, from <http://www.shankarinstitute.org/education.html>
- Gordon, Z. (2005). *The Effect of Distributed Leadership on Student Achievement*. Doctoral Dissertation, Central Connecticut State University. Retrieved June 5, 2016, from <http://www.ibrarian.net/navon/paper/The-Effect-of-Distributed-Leadership-on-Student-A.pdf?paperid=12055404>

- Grant, C.P. (2011). *The Relationship between Distributive Leadership and Leadership Effectiveness in North Carolina*. North Carolina State University. Retrieved May 2, 2016 from <http://repository.lib.ncsu.edu/handle/1840.16/6673?e-pi-7%2CP>
- Harris, A., & Muijs, D. (2003). *Teacher leadership: Principles and practice*. National College for School Leadership (NCSL). Retrieved December 7, 2016, from <http://www.nationalcollege.org.uk>
- Harris, A. (2007). Reading 2.2 Distributed leadership: conceptual confusion and empirical reticence. *International Journal of Leadership in Education*, 10(3), 315-325. Retrieved July 27, 2016, from <http://static1.1.sqapdn.com/static/f/415085/7524881/1277802005997/reading+22.pdf?token>
- Harrison, C, Duif, T. & Dartel, N. V. (2013). *Distributed Leadership in Practice: A Descriptive Analysis of Distributed Leadership in European Schools*. Retrieved April, 2, 2016, from <http://josephkessells.com/sites/default/files/duijf-e.a-2013-distributed-leadership-in-practice-esh-a-etu-ce-0.pdf>
- Jacobs, G.E. (2010). *The relationship between distributed leadership as practiced by principals and organizational commitment of teachers*. Georgia Southern University. Retrieved July 4, 2016, from <http://digitalcommon.georgiasouthern.edu/cgi/viewcontent.cgi%3Farticle%3D1349%26context%3Detd&sa>
- Leithwood, K., Harris, A., & Hopkins, D. (2006). Seven strong claims about school leadership. *School Leadership and Management*, 28(1), 27-42. Retrieved July 28, 2016, from <http://dx.doi.org/10.1080/13632430701800060>
- Luft, K. A. (2012). *A Research Study of Transformational Leadership; Comparing Leadership Styles of the Principal*. Retrieved from August, 8, 2016, from <http://www.duq.edu/documents/education/ pdf /defl/dissertation/20120309-luft.pdf>
- Mart, C. T. (2013). *A Passionate Teacher: Teacher Commitment and Dedication to Student Learning*. Ishik University. *International Journal of Academic Research in Progressive Education and Development* January 2013, Vol. 2, No. 1 ISSN: 2226-6348. Retrieved October 15, 2016, from <http://www.hrmars.com/admin/pics/1658. pdf>
- Mowday, R., Steer, R.M., & Porter, L.W. (1979). The Measurement of Organizational Commitment. *Journal of Vocational Behavior*, 14(2). Retrieved May 7, 2016, from [http://dx.doi.org/10.116/0001-8791\(79\)90072-1](http://dx.doi.org/10.116/0001-8791(79)90072-1)
- Muhammand, R. & Mohammad, S. A. (2012). *Relationship between Organizational Commitment and Job Satisfaction of Teachers Serving as Subject Specialists at Higher Secondary Schools in Khyber Pakhtunkhwa*. University of Peshawar. Retrieved May 4, 2016, from <http://www.qurtuba.edu.pk/thedialogue/The%20Dialogue-April-June2013-14154.pdf>
- Murphy, D. (2013). *An Examination into the Relationship between Teacher Efficacy and Organizational Commitment of Special Education Teachers*. Northeastern University. Retrieved December 25, 2016, from <http://repository.library.northeastern.edu/downloads/neu:2534?>
- Oduro, G.K.T. (2004). Distributed leadership in schools. *Education Journal*, 80, 23-Retrieved May 2, 2016, from <http://www.biblio.urgent.be/publication/626335/file/68174735/pdf&sa>
- Raymond, B.F. (1964). *The Committed Teacher*. *Educational Leadership*. Retrieved November 1, 2016, from <http://www.ascd.org/ASCD/pdf/journals/ed-lead/el-196410-fox.pdf>
- Sahni, P., Vayunandan, E. (2012). *Administrative Theory*. Second Edition. Indira Gandhi National Open University.
- Salahuddin, A. N. M. (2011). *Perceptions of Effective Leadership in Bangladesh Secondary Schools: Moving towards Distributed Leadership?* University of Canterbury Christchurch, New Zealand. Retrieved July 22, 2016, from <http://researchgate.net/publication/280733878-Perceptions-of-Effective-Leadership-in-Bangladesh-Secondary-Schools-Moving-towards-Distributed-Leadership?-e-pi->
- Smith, L. D. (2009). *School Climate and Teacher Commitment*. The University of Alabama. Retrieved August 26, 2016, from, Retrieved May 30, 2016, from <http://ocumen.lib.ua.edu/content/u0015/0000001/0000127/u001500000010000127.pdf>

- Smith, L. M., (2007). *Study of Teacher Engagement in Four Dimensions of Distributed Leadership in One School District in Georgia*. Georgia Southern University. Retrieved March 24, 2016, from <http://digitalcommons.Geogiasouthern.edu/cgi/viewcontent.cgi%3Farticle%3D1282%26context%3Detd&sa>
- Soehner, D. & Ryan, T. (2011). The Interdependence of Principal School Leadership and Student Achievement. *Scholar-Practitioner Quarterly*, Vol. 5, No. 3, pp. 274-288. Retrieved December 12, 2016, from <http://files.eric.ed.gov/fulltext/EJ974355.pdf>
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 35, 533-543. Stake, R. Retrieved September 21, 2016, from <http://www.johnbdiamond.com/uploads/6/5/7/65073833/reviewofdistributedleadershipinpracticeeducational-pdf>
- Spillane, J. P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150. Retrieved November 7, 2016, from <http://dx.doi.org/10.1080/00131720508984678>
- Storey, A. (2004). The Problem of Distributed Leadership in Schools. *School Leadership and Management*, 24(3), 249-265. Retrieved August 7, 2016, from <http://dx.doi.org/10.1080/1363243042000266918>
- Trammell, J. M. (2016). *The Relationship between Distributed Leadership and Teacher Affective Commitment in Public and Private Schools*. Carson-Newman University. Retrieved November 12, 2016, from <http://www.cn.edu/libraries/tinymce/plugins/filemanager/files/Dissertation/Joh.,Matt Trammell/pdf>
- Vlachadi, M. & Ferla, M. (2013). *Differentiation of Teachers' and Principals' Engagement in Distributed Leadership according to Their Demographic Characteristics*. University of Crete, Rethymno, Greece. Retrieved April 27, 2016, from <http://www.ccsenet.org/journal/index.php/jel/article/download/31952/18588>
- Yukl, G. (2010). *Leadership in Organization*. (7thed.). New Jersey: Pearson Education, Inc., Upper Saddle River. Retrieved March 31, 2016, from <http://www.etni.org.il/judy-yaron/thesis-Judy-Yaron.pdf>

RELATIONSHIP AMONG TEACHERS' PERSONALITY TRAITS, LEADERSHIP STYLES AND SELF-EFFICACY BELIEFS

Shan Bo Minn¹ and Zin Nwe Than²

Abstract

The purpose of this study was to explore the relationship among teachers' personality, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township. A non-experimental, descriptive research design provided the framework for this study. A total of 300 teachers from 8 high schools participated in this study. In order to collect and analyze quantitative data, three surveys were used to obtain the data needed from the samples. The instrument of "Big Five Inventory (BFI)" measured the 5 factors of teachers' personality: "Extraversion", "Openness", "Neuroticism", "Agreeableness" and "Conscientiousness". Similarly, the "Multifactor Leadership Questionnaire Form 5X (MLQ-5X)" measured the 3 subscales of teachers' leadership styles: "Transformational Leadership Style", "Transactional Leadership Style" and "Laissez-Faire Style". Again, the instrument of "Teacher Sense of Efficacy Scale (TSES)" measured the 3 dimensions of teachers' self-efficacy beliefs: "Efficacy of Classroom Management", "Efficacy of Student Engagement" and "Efficacy of Instructional Strategies". Similarly, interviews were conducted with selected teachers to examine what personality traits teachers had, how they lead their students, and how they believed their abilities to manage their classrooms and instruction. The results of this study indicated that teachers in high schools had high level of "Overall Personality Traits" and "Overall Self-Efficacy Beliefs". In addition, they frequently practiced "Transformational Leadership Style" and "Transactional Leadership Style" in their classrooms. Based on the research findings, teachers' personality traits, leadership styles and self-efficacy beliefs were statistically and significantly related with each other. Professional development activities which can improve teachers' personality, leadership and self-efficacy beliefs need to be provided to teachers and experienced principals should provide them with strategies to be instructional leaders in their schools. Further research needs to extend the study to other building levels and townships or regions to determine if teachers' personality traits and leadership styles are associated with their self-efficacy beliefs.

Keywords: Personality, Leadership Style, Self-Efficacy

Introduction

Teachers are the people who help others to acquire knowledge, competences or values. They are best known for the role of educating the students that are placed in their care. Beyond that, they serve many other roles in the classroom. The most common role as a teacher plays in the classroom is to teach knowledge and subject matter to students. If the teacher prepares a warm, happy environment in the classroom, students are more likely to be happy for their learning. Furthermore, they mentor and nurture students to become harmonious and all round development of students. Similarly, they become role models for their students and so on. Therefore, teachers must try to serve these roles in the classroom. To fulfill these roles in their classroom, the teachers must have the good personality traits and effective leadership style which promote the all-round development of students as well as their self-efficacy beliefs to become successful teachers in their classroom.

Teacher's personality refers to inner-qualities of a teacher, observed from the teacher's expression of values, beliefs, behavior, and attitude (Sronge, Tucker & Hind man, 2004, cited in

¹ Mg, MEd Student, Department of Educational Theory, Sagaing University of Education

² Associate Professor, Department of Educational Theory, Sagaing University of Education

Amiri & Keshavarzi, 2016). It helps to create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn (Callahan, 1996, cited in Sazegar, 2016). So, personality differences among teachers can affect how teachers communicate with students, can also influence teachers' abilities to meet the needs of their students and account for differences in thoughts about discipline and classroom management (Chambers *et.al*, 2001, cited in Burkett, 2011).

On the other hand, leadership is a subject of concern among scholars, managers, and administrators. One reason for their concern is that the best way to bring about change in an organization is to change the behavior of the organization's leader (Hersey & Blanchard, 1982, cited in Chen, 1990). Therefore, leadership style of a leader is an important aspect in the success of any organization due to its effects on people's performance. Leaders who want the best results should not rely on a single leadership style (Nampa, 2007, cited in Masare&Aunga, 2017). Clark and Clark (2002, cited in Masare & Aunga, 2017) explained that different people require different styles of leadership. There are various styles of leadership employed by the leader. Among them, three teachers' leadership styles, transformational, transactional and laissez-faire leadership styles were used in this study.

Furthermore, teacher self-efficacy is meant by, "teacher's belief in his or her own ability to organize and execute courses of action essential to successfully achieving the specific teaching tasks in specific situations" (Tschannen-Moran, Hoy & Hoy, 1998: 207, cited in Shaukat, 2012). Self-efficacious teachers have the ability to organize relevant activities and to be patience with students who are struggling. In turn, "these teachers will exhibit good performance and probably remain committed to their work" (Ware & Kitsantas, cited in Dibapile, 2012). Teachers with high levels of efficacy are more likely to seek out resources and develop challenging lessons, persist with students who are struggling and teach in multitude ways that promote student understanding while teachers with low levels of efficacy often expend little effort in finding materials and planning lessons that challenge students, show little persistence with students having difficulty and display little variety in their teaching approaches (Deemer, 2004, cited in Adedoyin, 2010).

By keeping in view the importance of teachers' personality traits, leadership styles and self-efficacy beliefs, the present study was designated to investigate the relationship among teachers' personality traits, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township. Although it is likely to have shortcoming and weakness, the researcher believes that this study will help teachers from Basic Education High Schools in the development of a better understanding and appreciation of the importance of those variables which are vital for implementation of the educational objectives and production of qualified students.

Purpose of the Study

The main purpose of this study was to investigate the relationship among teachers' personality, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township.

Research Questions

1. What are the teachers' personality traits measured by Big Five Inventory Scale (BFIS)?
2. What are the teachers' leadership styles measured by Multifactor Leadership Questionnaire Form 5X (MLQ-5X)?
3. What is the level of teachers' self-efficacy beliefs measured by Teacher Sense of Efficacy Scale (TSES)?
4. Are there any relationships among teachers' personality, leadership styles and self-efficacy beliefs?

Delimitations of the Study

1. Present study was delimited to all teachers from Basic Education High Schools in Salin Township.
2. The findings of this study could not be generalized to any other group than Basic Education High Schools in Salin Township.

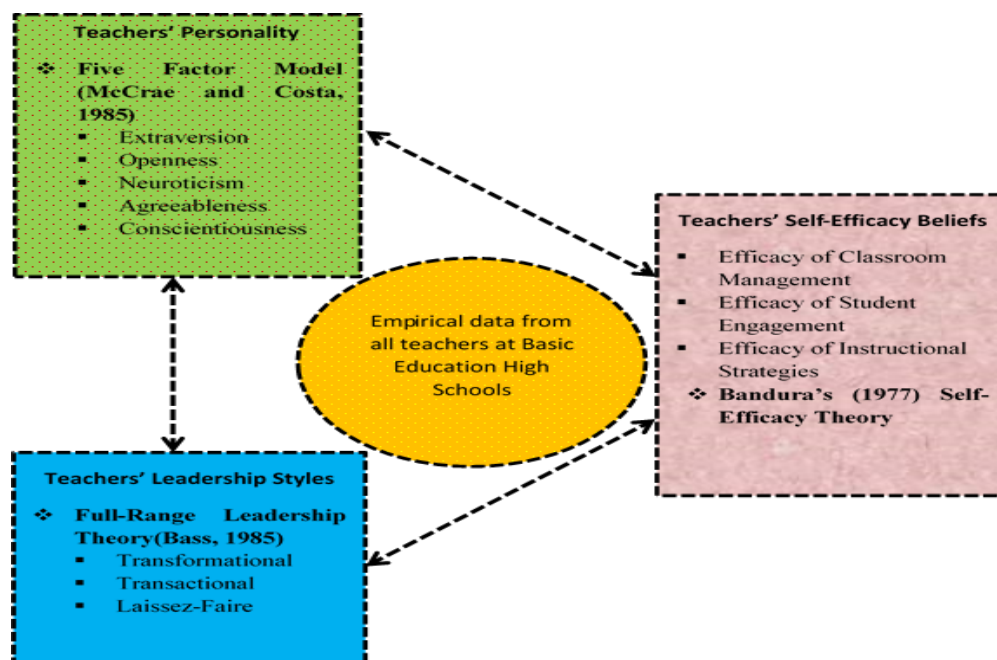
Definitions of Key Terms

The terms used throughout the current study are identified below for clarity and understanding.

- **Teacher's Personality:** A teacher's personality refers to a teacher's characteristic patterns of thought, emotion, and behavior (Chan, 2003, cited in [Burkett, 2011](#)). In this study, teacher's personality refers to five factors of teachers' personality such as extraversion, openness, neuroticism, agreeableness and conscientiousness.
- **Leadership Style:** Leadership style refers to the leader's manners and approaches of supplying direction, implementing plans, and inspiring people (Newstrom & Davis, 1993, cited in [Hickman, 2017](#)). In this study, teacher's leadership styles refer to three leadership styles of teachers such as transformational leadership style, transactional leadership style and laissez-faire leadership style.
- **Teacher Self-Efficacy** is defined as a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated ([Tschannen-Moran & Woolfolk Hoy, 2001](#)). In this study, teacher self-efficacy refers to teachers' efficacies of classroom management, student engagement and instructional strategies.

Conceptual Framework for this Study

The conceptual framework or theory of action guiding this study is summarized in following figure.



Review of Related Literature

Personality

- Personality differences among teachers can also affect how teachers communicate with students, can influence teachers' abilities to meet the needs of their students, and account for differences in thoughts about discipline and classroom management (Chambers *et al.*, 2001, cited in [Burkett, 2011](#)).
- The Big Five/five-factor model of personality (FFM) is a framework to measure human personality and includes these traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism (McCrae & Costa, 1996, cited in [Hopper, 2014](#)).
- **Agreeableness** is the extent to which a person is appreciative, forgiving, generous, kind, sympathetic, and trusting. **Extraversion** is the extent to which a person is active, energetic, sociable and dominant. **Conscientiousness** is the extent to which a person is efficient, organized, reliable, responsible, and thorough. **Neuroticism** is the extent to which a person is anxious, self-pitying, tense, touchy, unstable, and worrisome. **Openness to Experience** is the extent to which a person is artistic, curious, introspective, imaginative, insightful, original, and has a wide range of interests ([Badiei, 2008](#)).

Leadership Styles

- Leadership style is the general characterization of a leader's thinking, behavior and organizational environment. It can be viewed as a series of managerial attitudes, behaviors, characteristics and skills based on individual and organizational values, leadership interests and reliability of employees in different situations (Mosadeghrad, 2003, cited in [Burkett, 2011](#)).
- **Transformational Leadership:** Transformational leadership style refers to a leadership style in which leaders utilize a number of leadership behaviours or practices to influence the commitment and effort of employees towards the accomplishment of organizational

objectives. These practices, indeed, enhance the values and aspirations of both leader and employees (Bass and Riggio, 2006). There are four important dimensions in transformational leadership style: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Avolio, Bass, & Jung, 1999, cited in Ismail, 2012).

- **Transactional Leadership:** Transactional leadership style refers to a leadership style in which leaders recognize the employee's needs and desires, clarifying how these needs and desires will be met in exchange for enactment of the employee's work role (Bass, 1998). There are three factors that comprise in transactional leadership: contingent reward leadership, management-by-exception active, and management-by-exception passive (Antonakis *et al.*, 2003; Marzano *et al.*, 2005, cited in Burkett, 2011).
- **Laissez-Faire Leadership:** Laissez-faire leadership style refers to a leadership style in which leaders are hands-off and allow group members to make the decisions. (Waters, Marzano, & McNulty, 2003, cited in Ismail, 2012).

Self-Efficacy

- Self-Efficacy refers to people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1986).
- Teacher efficacy is defined as the teacher's belief in his or her ability to organize and execute the course of action required to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran *et al.*, 1998, cited in Dibapile, 2012).
- In this study, Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk-Hoy (2001) to assess teachers' sense of efficacy with respect to the teaching tasks involved in student engagement, classroom management, and instructional strategies.

Methodology

Research Method

Quantitative and qualitative research methods were used to collect the required data in this study.

Participants

All teachers from all Basic Education High Schools (not including branch high schools and affiliated high schools) in Salin Township participated in this study. In addition, interview was also conducted in order to obtain detailed information about teachers' perspectives on their personality traits, leadership styles and self-efficacy beliefs. Thirty five teachers from five selected Basic Education High Schools in Salin Township participated in interviews.

Instruments

In order to collect and analyze quantitative data, three surveys were used to obtain the data needed from the samples. The instrument of "Big Five Inventory (BFI)" measured the 5 factors of teachers' personality: "Extraversion", "Openness", "Neuroticism", "Agreeableness" and "Conscientiousness". Similarly, the "Multifactor Leadership Questionnaire Form 5X (MLQ-5X)" measured the 3 subscales of teachers' leadership styles: "Transformational Leadership Style", "Transactional Leadership Style" and "Laissez-Faire Style". Again, the instrument of

“*Teacher Sense of Efficacy Scale (TSES)*” measured the 3 dimensions of teachers’ self-efficacy beliefs: “*Efficacy of Classroom Management*”, “*Efficacy of Student Engagement*” and “*Efficacy of Instructional Strategies*”. In addition, semi-structured interview questions created by the researcher was used to examine what personality traits teachers had, how they lead their students, and how they believed their abilities to manage their classrooms and instruction.

Data Collection Procedure

Before field testing the instruments with a sample of teachers, three instruments were revised by a panel of experts who have special knowledge and close relationship with this area, from Department of Educational Theory. Next, a sample of two Basic Education Branch High Schools was randomly chosen as sample schools for the pilot testing. The preliminary instruments were tested by 69 teachers (14 male teachers and 55 female teachers) representing two schools. Questionnaires were delivered to that schools on November 29th and collected on December 1st 2017. All of the teachers responded to those questionnaires. After analyzing each item in terms of reliability, the researcher reviewed and revised the items which were less than 0.3 correlation coefficient.

In order to measure the reliability of instruments, the Pearson product-moment correlation method (**Average Item Total Correlation**) was used for internal consistency reliability. In this study, the coefficient of correlation for “*Extraversion*” factor was .807, for “*Openness*” factor was .794, for “*Neuroticism*” factor was .698, for “*Agreeableness*” factor was .745 and for “*Conscientiousness*” factor was .761. Similarly, the coefficient of correlation for BFI was .752. Moreover, the coefficient of correlation for “*Transformational Leadership Style*” was .914, for “*Transactional Leadership Style*” was .717 and the coefficient of correlation for “*Laissez-faire Style*” was .886. Furthermore, the coefficient of correlation for TSES was .964.

After taking permission from the responsible persons, questionnaires were distributed to teachers from 8 Basic Education High Schools in Salin Township on December 4th, 5th and 6th, 2017 and collected them after lasting one week. Data obtained were listed by each school. Although there were 309 teachers, only 300 (97.09%) teachers returned the questionnaires from those schools.

In addition, the researcher conducted the interviews with 35 teachers at different levels from 5 Basic Education High Schools in Salin Township on January 22th, 23th and 24th 2018. Based on the results of responses, this study was conducted in order to investigate the relationships among teachers’ personality, leadership styles and self-efficacy beliefs.

Data Analysis

Using SPSS, descriptive statistics such as means, and standard deviations for each variable were calculated concerning the teachers’ personality traits, leadership styles and their self-efficacy beliefs. In order to determine the teachers’ personality traits, the mean value from 3 and above indicated teachers are more likely to express personality traits associated with higher scores for each factor, and the mean value that is less than 3 indicated personality traits associated with lower scores for each factor. In addition, the mean value was identified as the mean value from 1.00 to 2.33 was “Low Level”, the mean value from 2.34 to 3.67 as “Moderate Level” and the mean value from 3.68 to 5.00 as “High Level” in order to determine the levels of teacher self-efficacy.

Analysis of Variance (ANOVA) and Independent Samples *t*-Test were also used to determine whether there were significant differences in teachers' personality, leadership styles and their self-efficacy beliefs among Basic Education High Schools and demographic data or not. In addition, Pearson product-moment correlation coefficient was utilized to explore the relationships among teachers' personality, leadership styles and their self-efficacy beliefs. Responses from open-ended questions were categorized and analyzed to complement findings on differences in teachers' personality, leadership styles and their efficacy beliefs.

In addition, responses from interview questions were categorized and analyzed to obtain and complement findings on differences in teachers' personality, leadership styles and their efficacy beliefs.

Findings

Quantitative Analysis

(i) Personality

In order to explore the teachers' personality traits, the instrument of the “*Big Five Inventory (BFI) Scale*” developed by John *et.al* (1991) was used. There are five factors in this instrument: “*Extraversion*”, “*Openness*”, “*Neuroticism*”, “*Agreeableness*” and “*Conscientiousness*”. Scores for each of the five factors were added and then an average found for each. Scores of 3 and above indicated that teachers were more likely to express personality traits associated with high scores for each factor, and scores of less than 3 indicated that teachers were more likely to express personality traits associated with lower scores for each factor. Table 1 presents the mean values of teacher's personality traits perceived by teachers from Basic Education High Schools.

Table 1 Mean Values of Teachers' Personality Traits Perceived by Teachers

Schools Dimensions	A	B	C	D	E	F	G	H	Total
Extraversion	3.85	3.99	3.88	4.06	3.96	3.71	3.77	3.64	3.84
Openness	3.55	3.61	3.52	3.66	3.58	3.58	3.57	3.60	3.57
Neuroticism	1.54	1.55	1.57	1.65	1.54	1.54	1.59	1.62	1.57
Agreeableness	3.97	4.12	3.99	4.13	3.97	3.99	3.98	4.10	4.02
Conscientiousness	4.21	4.29	4.26	4.44	4.27	4.25	4.28	4.38	4.28
Overall Personality	3.42	3.51	3.45	3.59	3.46	3.42	3.44	3.47	3.46

Less than 3= Lower Scores 3-5 = Higher Scores

According to the Table 1, “*Conscientiousness*” personality trait was the highest and “*Neuroticism*” trait was the lowest among teachers' personality traits at Basic Education High Schools in Salin Township. Again, the mean values of 4 teachers' personality traits such as “*Extraversion*”, “*Openness*”, “*Agreeableness*” and “*Conscientiousness*” were above 3 although the mean value of one personality trait, “*Neuroticism*” was less than 3. This finding indicated that teachers from Basic Education High Schools in Salin Township had high levels of “*Extraversion*”, “*Openness*”, “*Agreeableness*” and “*Conscientiousness*” but they had low level

of “*Neuroticism*” trait. In addition, the mean value for “*Overall Personality*” was 3.46 and it indicated that teachers from 8 Basic Education High Schools had high level of personality.

(ii) Leadership Style

In order to explore the teachers’ leadership styles, the instrument of “*Multifactor Leadership Questionnaire Form 5X (MLQ-5X)*” developed by Bass and Avolio (1995) was used. Table 2 presents the mean scores of teachers’ leadership styles at Basic Education High Schools in Salin Township.

Table 2 Mean Values of Teachers’ Leadership Styles Employed by Teachers

Dimensions Schools	Transformational Leadership Style	Transactional Leadership Style	Laissez-Faire Leadership Style
A	4.29	3.92	1.47
B	4.35	3.93	1.46
C	4.12	3.98	2.20
D	4.51	4.12	1.17
E	4.44	4.00	1.65
F	4.17	3.90	1.76
G	4.28	3.81	1.45
H	4.31	3.40	1.29
Total	4.28	3.87	1.58

1=Not at all 2=Once in a while 3=Sometimes 4=Fairly often 5=Frequently if not always

When studying the mean values of teachers’ leadership styles among Basic Education High Schools, it was found that the mean score of “*Transformational Leadership Style*” was 4.28. This indicated that the teachers often utilized “*Transformational Leadership Style*” in their classroom. In addition, the respondents had a mean score of 3.87 for “*Transactional leadership Style*”. This expressed that the teachers rated themselves as often displaying transactional leadership characteristics. Furthermore, the mean score of “*Laissez-Faire Leadership Style*” had 1.58. This indicated that the teachers rarely employed “*Laissez-Faire Leadership Style*” in their classroom according to Table 2.

(iii)Self-Efficacy Beliefs

In order to explore the teacher self-efficacy beliefs, the instrument of “*Teacher Sense of Efficacy Scale (TSES)*” developed by Tschannen-Moran and Woolfolk Hoy (2001) was used. Table 3 presents the mean scores for teachers’ self-efficacy beliefs at Basic Education High Schools in Salin Township.

Table 3 Mean Scores for Teacher Self-Efficacy in Basic Education High Schools

Dimensions Schools	Efficacy of Classroom Management	Efficacy of Student Engagement	Efficacy of Instructional Strategies	Overall Teacher Self- Efficacy
A	4.40	4.21	4.27	4.29
B	4.32	4.14	4.27	4.24
C	4.28	4.32	4.28	4.29
D	4.64	4.55	4.65	4.61
E	4.52	4.52	4.42	4.49
F	4.30	4.20	4.25	4.25
G	4.45	4.32	4.48	4.42
H	4.28	4.38	4.48	4.38
Total	4.38	4.30	4.36	4.35

1-2.33=low self-efficacy, 2.34-3.67=moderate self-efficacy, 3.68-5=high self-efficacy

According to Table 3, it was found that teachers from all Basic Education High Schools perceived that they had high levels in “*Efficacy of Classroom Management*”, “*Efficacy of Student Engagement*” and “*Efficacy of Instructional Strategies*”. Based on the teachers’ ratings, it was found that the teachers’ self-efficacy measured by the use of *Teacher Sense of Efficacy Scale (TSES)* was high level. Among them, teachers from School “D” had the highest level and teachers from School “B” had the lowest level of their self-efficacy.

(iv) Relationship among Teachers’ Personality, Leadership Styles and Self-Efficacy Beliefs

The Pearson-product moment correlation coefficient was utilized to find out the relationships among teachers’ personality traits, leadership styles and self-efficacy beliefs for Basic Education High Schools. Table 4 shows the overall relationships among teachers’ personality traits, leadership styles and their self-efficacy beliefs for Basic Education High Schools in Salin Township.

According to Table 4, there was a moderate and positive correlation between “*Overall Personality*” and “*Transformational Leadership Style*” ($r=.553, p<0.01$). In addition, it was found that “*Overall Personality*” was significantly and moderately correlated with “*Transactional Leadership Style*” ($r=.473, p<0.01$). However, there was a weak and negative correlation between “*Overall Personality*” and “*Laissez-Faire Leadership Style*” ($r=-.113$). Again, it was also found that there was a significant and moderate correlation between “*Overall Personality*” and “*Overall Teacher Self-Efficacy*” ($r=.348, p<0.01$) at Basic Education High Schools in Salin Township.

Table 4 Overall Relationships among Teachers’ Personality Traits, Leadership Style and their Self-Efficacy Beliefs

	1	2	3	4	5
1. Overall Personality	1				
2. Transformational	.553**	1			
3. Transactional	.473**	.594**	1		
4. Laissez-Faire	-.113	-.501**	-.089	1	
5. Overall Teacher Self-Efficacy	.348**	.608**	.385**	-.328**	1

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

Similarly, when investigating the relationship between leadership styles and self-efficacy beliefs of teachers, three leadership styles of teachers; “*Transformational Leadership Style*”, “*Transactional Leadership Style*” and “*Laissez-Faire Leadership Style*” were significantly correlated with their “*Overall Self-Efficacy*”. Out of three leadership styles, two leadership styles such as “*Transformational Leadership Style*” ($r=.608, p<0.01$) and “*Transactional Leadership Style*” ($r=.385, p<0.01$) were positively and moderately correlated with “*Overall Teacher Self-Efficacy*” but one leadership style, “*Laissez-Faire Leadership Style*” ($r=-.328, p<0.01$) was significantly and negatively correlated with “*Overall Teacher Self-Efficacy*”.

In conclusion, when exploring the relationships among teachers’ personality, leadership styles and their self-efficacy beliefs, it was found that there were positive and moderate correlations among “*Overall Personality*”, two leadership styles of teachers such as “*Transformational Leadership Style*” and “*Transactional Leadership Style*” and “*Overall Teacher Self-Efficacy*”. However, it was found that “*Laissez-Faire Leadership Style*” was weakly and negatively correlated with “*Overall Personality*” and “*Overall Teacher Self-Efficacy*”.

Qualitative Analysis

In addition to quantitative data, qualitative responses were collected from teachers’ interviews. The researcher interviewed 35 teachers from 5 selected Basic Education High Schools. **Concerning the teachers’ personality traits**, teachers were asked 20 items to express about their personality traits: “*Extraversion*”, “*Openness*”, “*Neuroticism*”, “*Agreeableness*”, and “*Conscientiousness*”.

- Based on the responses of teachers, teachers from selected Basic Education High Schools were friendly and enjoyed being with other people. They expressed their opinions honestly and directly but they did not like to live alone and keep silent. In other words, they were extroverts.
- Similarly teachers from selected Basic Education High Schools did not like a simple style of teaching but they preferred to teach imaginatively and inventively their subjects to their students. They tried to study their subjects widely and they did not rely on only textbooks.
- They were not easily depressed when they encountered the serious problems in daily routines. In other words, they were emotionally stable.
- They did not urge with other teachers even if they disagreed with others about something. They carefully explained the procedures they thought. In addition, they forgive others without blaming them although they had done something wrong.
- They did not perform their tasks without preparation. They planned their work systematically and were very responsible for their works.

The second question asked teachers to describe how they earn the respect of other in all Basic Education High Schools. According to teachers’ responses,

- 40.51% of teachers answered that
“*Teachers try to possess complete knowledge and skills about their teaching subjects.*”
- 32.22% of teachers reported that
“*Teachers must behave in accordance with teachers’ code of ethics because they are examples to their children.*”

- 27.27% of teachers expressed that

"Teachers must not only direct the correct behaviours for their students but also deal with students' problems in a responsible way."

The third question asked teachers to state how they do when their students do not understand the important lessons.

- 55.26% of teachers told that

"Teachers reteach the important lessons by using different teaching methods and instructional aids."

- 28.18% of teachers answered that

"Especially, they teach weak students carefully to understand the lessons."

- 16.56% of teachers reported that

"Teachers teach their students to understand the lessons clearly and then they provide feedback individually until they understand the lessons completely".

The fourth question asked teachers to express how they solve if students encounter serious problems in school.

- 72.62% of teachers said that

"They cooperate with other teachers to solve students' problems."

- 18.11% of teachers answered that

"They get some advices from their principals to deal with students' problems."

- 9.27% of teachers expressed that

"They discuss with parents to solve the serious problems encountered by students."

The last question asked teachers to describe how they handle students' disruptive behavior in their classroom. Based on the teachers' responses,

- 32.16% of teachers reported that

"They tell students not to do disruptive behavior that will hinder the teaching learning process."

- 30.17% of teachers answered that

"Those disruptive students are punished with school's rules and regulations."

- 20.14 % of teachers expressed that

"They use non-verbal communications (stopping their teaching, staring that student who misbehaved, etc.)."

- 14.22% of teachers said that

"They control those students by asking questions about the lessons they studied."

- 3.31% of teachers answered that

"They appointed that student who disturbed their teaching as the monitor of the class."

From the several responses above, the qualitative data was congruent with the quantitative data concerning teachers' personality traits, leadership styles and their self-efficacy beliefs.

Conclusion and Discussion

In order to investigate the relationship among teachers' personality, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township, both quantitative and qualitative research methods were utilized in this study. **Research question one** investigated the teachers' personality traits measured by *Big Five Inventory Scale (BFIS)* at Basic Education High Schools in Salin Township. According to the *Big Five Inventory Scale (BFIS)*, teachers' personality traits were measured by five factors: "Extraversion", "Openness", "Neuroticism", "Agreeableness", and "Conscientiousness". According to the respondents' self-ratings, teachers from Basic Education High Schools had high levels in 4 personality traits such as "Extraversion", "Openness", "Agreeableness", and "Conscientiousness" but they had low level in one personality trait, "Neuroticism".

It could be interpreted that teachers from Basic Education High Schools in Salin Township had high level of "Extraversion" personality trait which indicated that they were more likely to be energetic, social, talkative, outgoing, assertive, dominant, cheerful, and enjoy being with people. Similarly, they had high level of "Openness" personality traits which pointed that they were more likely to be more open to new ideas, more creative, insightful, sophisticated, witty, resourceful, imaginative and innovative. However, they had low level of "Neuroticism" personality trait which indicated that they are emotionally stable. In other word, the teachers who are emotionally stable would often appear confident and would remain calm and collected in times of crisis. In addition, teachers from Basic Education High Schools in Salin Township had high level of "Agreeableness" personality trait which expressed that they were more likely to be trusting, empathetic, cooperative, caring, sensitive, kind, forgiving, generous and good-nature. Moreover, they also had high level of "Conscientiousness" personality trait which indicated that they were more likely to be dependable, organized, disciplined, hard workers and goal-oriented and they tend to follow rules and norms. All in all, teachers from Basic Education High Schools had high level of personality. However, there were significant differences in some Basic Education High Schools.

Research question two investigated teachers' leadership styles measured by *Multifactor Leadership Questionnaire Form 5X (MLQ-5X)* at Basic Education High Schools in Salin Township. According to the *Multifactor Leadership Questionnaire Form 5X (MLQ-5X)*, teachers' leadership styles were measured by three styles: "Transformational Leadership Style", "Transactional Leadership Style" and "Laissez-Faire Leadership Style". When studying the mean scores of leadership styles employed by teachers, it was found that the teachers from Basic Education High Schools often employed "Transformational Leadership Style" and "Transactional Leadership Style" in their classrooms. However, "Laissez-Faire Leadership Style" was also used once in a while in their classroom.

It could be interpreted that teachers from Basic Education High Schools in Salin Township often employed "Transformational Leadership Style" which indicated that they perceived themselves as being strong role models who put the needs of the students first. They established and communicated high expectations, promoted innovation, and cared about their students. When making the decisions for their classroom, their students were also participated in decision makings. If their students had some difficulties regarding to their learning, the teachers helped to solve these difficulties. In addition, they often utilized "Transactional Leadership Style" in their classroom which reported that they employed rewards to encourage students'

efforts and set clear expectations. If students didn't meet their expectations, they punished their students. Teachers from high schools used reward and punishment as a technique for classroom management. Moreover, they were more likely to do routine works and maintain the status quo. Again, they made the decisions themselves not participating their students and then they didn't consider their students' concerns and needs. Moreover, they practiced "*Laissez-Faire Leadership Style*" once in a while. Therefore, they rarely thought themselves as being non-leader who do not monitor the students' work and who does not assume responsibility at their own position.

Research question three investigated the level of teachers' self-efficacy beliefs measured by *Teacher Sense of Efficacy Scale (TSES)* at Basic Education High Schools in Salin Township. According to the *Teacher Sense of Efficacy Scale (TSES)*, the level of teachers' self-efficacy was measured by three dimensions: "*Efficacy of Classroom Management*", "*Efficacy of Student Engagement*" and "*Efficacy of Instructional Strategies*". According to the perceptions of teachers' self-ratings, it was found that the teachers from all Basic Education High Schools had a high level of teacher self-efficacy.

It could be interpreted that teachers from Basic Education High Schools had high level of self-efficacy beliefs relating to classroom management which indicated that they convinced their ability in controlling students' disruptive behavior, calming and responding to defiant students, and establishing a routine in order to keep learning activities running smoothly. In addition, they had high level of self-efficacy beliefs for student engagement which also indicated that they believed their capabilities to foster and maintain student engagement by teaching interesting lessons that include opportunities for active student participation. Moreover, teachers from Basic Education High Schools also had high level of self-efficacy beliefs regarding to their "*Efficacy of Instructional Strategies*" which expressed that they perceived themselves that they had the ability to use several instructional strategies and efficient teaching activities. In other words, all teachers from Basic Education High Schools in Salin Township believed their capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

Research question four analyzed whether there were any relationships among teachers' personality, leadership styles and their self-efficacy beliefs. Based on the research findings, there was a moderate and positive correlation between "*Overall Personality*" and "*Transformational Leadership Style*" ($r=.553, p<0.01$). This study is in congruence with previous studies of Burkett (2011) which suggest that "*Transformational Leadership Style*" was positively related with teachers' personality traits such as "*Extraversion*", "*Openness*", "*Agreeableness*" and "*Conscientiousness*" but it was negatively related with only one personality trait, "*Neuroticism*".

It could be concluded that teachers who employed "*Transformational Leadership Style*" were energetic to do their instructional tasks. In addition, they encouraged their students to think and act creatively in their learning process. Moreover, they were not afraid of the serious problems encountered in their teaching. Therefore, they possessed "*Neuroticism*" personality traits such as stability, calmness and contentedness. In other word, they were emotionally stable. Again, they facilitated their students to collaborate with each other in the learning activities. Furthermore, they tended to engage in activities that were beyond their roles and responsibilities.

When investigating the relationship between "*Overall Personality*" and "*Transactional Leadership Style*", it was found that "*Overall Personality*" was significantly and moderately correlated with "*Transactional Leadership Style*" ($r=.473, p<0.01$). It could be concluded that

transactional teachers could dominate their students in their classroom because “*Transactional Leadership Style*” was a directive leadership style in which they set the classroom rules and disciplines for the students. Therefore, they possessed some “*Extraversion*” personality traits such as dominance, bossiness and powerfulness. Similarly, they didn’t want to change and create instructional strategies and teaching techniques for their teaching effectiveness because they maintained a strict environment and were reluctant to make changes. They again held a strong philosophy because they were anxious and nervous of the conditions that were devilish than the status quo. Accordingly, transactional teachers focused on their goals for completing their instructional activities without regarding to the students’ self-interests. In addition, they systematically used to do their teaching tasks according to the procedures designated. Therefore, they could perform instructional activities efficiently and effectively in their classrooms.

Furthermore, there was a weak and negative correlation between “*Overall Personality*” and “*Laissez-Faire Leadership Style*” ($r=-.113$). It could be concluded that teachers who possessed the high level of personality rarely employed “*Laissez-Faire Leadership Style*” in their classroom.

In addition, it was found that there was a significant and moderate correlation between “*Overall Personality*” and “*Overall Teacher Self-Efficacy*” ($r=.348$, $p<0.01$) at Basic Education High Schools in Salin Township. This study can be supported by the previous study of Kavitha (2015) that four personality traits such as “*Extraversion*”, “*Openness*”, “*Agreeableness*” and “*Conscientiousness*” was positively related with “*Self-Efficacy Beliefs*”. It could be concluded that teachers who were more likely to be active, forceful and adventurous had high level of self-efficacy beliefs regarding to their classroom management, student engagement and instructional strategies because they could control students’ misbehavior and effectively motivate their students who were difficult to learn or unmotivated students to engage in their teaching.

Similarly, teachers who had the ability of creation, innovation and curiosity could create the classroom management techniques, new teaching and learning methods which provided students to be better understand. Therefore, teachers who were high in “*Openness*” personality trait could have high level of their self-efficacy beliefs. Again, teachers who were emotionally stable not only could control and respond the deficient students in their classrooms could inspire these students to engage in their lessons but also could use interchangeably the instructional materials. As a consequence, they would succeed in their teaching which in turn increased their self-efficacy beliefs. Furthermore, teachers who were kind, friendly and helpful to students could effectively mobilize their students in the classroom. If so, they could prevent students’ misbehaviors and organize and execute the classroom activities smoothly. Again, teachers who had the propensity for planning, organizing and carrying out their instructional tasks could succeed in their instructions. They therefore would enhance their self-efficacy beliefs concerning with their teaching practices.

Based on the research findings, it was found that three teachers’ leadership styles; “*Transformational Leadership Style*”, “*Transactional Leadership Style*” and “*Laissez-Faire Leadership Style*” were significantly correlated with their “*Overall Self-Efficacy*”. Out of three leadership styles, two leadership styles such as “*Transformational Leadership Style*” ($r=.608$, $p<0.01$) and “*Transactional Leadership Style*” ($r=.385$, $p<0.01$) were positively and moderately related with “*Overall Teacher Self-Efficacy*”. However, one leadership style, “*Laissez-Faire Leadership Style*” ($r=-.328$, $p<0.01$) was weakly and negatively correlated with “*Overall*

Teacher Self-Efficacy". It could be concluded that teachers who practiced "*Transformational Leadership Style*" had high level of self-efficacy beliefs because they encouraged their students to participate in making classroom management techniques, instructional strategies and teaching learning materials. Moreover, they utilized several classroom management strategies which were suitable for each student and they emphasized the students who were weak in their lessons. So, transformational teachers could produce better learning outcomes.

Teachers who utilized the "*Transactional Leadership Style*" gave clear instructions and directions which students complied. In addition, they used rewards and punishments to motivate their students. Therefore, they could effectively control their students, manage the deficient students and inspire their students to participate in teaching and learning process. As a result, they could be more successful in their instructions which in turn enhanced their self-efficacy beliefs.

Laissez-faire teachers gave a free hand in deciding the students' own rules and procedures and didn't lead their students and didn't assume their own position. Therefore, they must face the students' misbehaviors which caused the disordered classroom. In other word, they would have low level of their self-efficacy beliefs regarding to classroom management, student engagement and instructional strategies if the teachers frequently practiced the "*Laissez-Faire Leadership Style*".

After reviewing and revising these research findings, teachers should be careful of their personality traits as well as leadership styles and should try to be efficacious teachers. Of course, their personality, leadership styles and their self-efficacy beliefs impact their performance, teaching effectiveness and students' achievement. Recommendation for further research is that each dimension of personality trait should be correlated with each style of leadership and the self-efficacy beliefs, instead of using overall personality trait. In addition, students' leadership abilities and self-efficacy beliefs should also be investigated. Finally, the possibilities for further studies are endless and meaningful. This study indicates that there are relationships among teachers' personality, leadership styles and self-efficacy beliefs.

Acknowledgements

I would like to offer my respectful gratitude to Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Myat Myat Thaw (Pro-rector, Sagaing University of Education), Dr. Daw Khin Mar Yee (Professor and Head of Department of Educational Theory, Sagaing University of Education), Dr. Kyi Kyi Maw (Lecturer and Head of Department of English, Sagaing University of Education), and Dr. Su Su Thwin (Professor, Department of Educational Theory, Yangon University of Education) for their valuable expertise, support, constructive suggestions and criticism to complete my work. Most importantly, I wish to extend a special word of thanks to teachers from Basic Education High Schools in Salin Township for cooperation and willingness to participate in this study.

References

- Adedoyin, O. (2010). *Teacher Self-Efficacy Enhancement and School Location*. Retrieved December 7, 2017 from <https://files.eric.ed.gov/fulltext>
- Amiri, H. & Keshavarzi, A. (2016). *The Effect of Teachers' Personality and Corrective Feedback on EFL Learners' Motivation*. Retrieved January 8, 2018, from <http://www.jallr.com/index.php/JALLR/article/view/367>
- Bandura, A. (1977). *Self-Efficacy in Changing Societies*. Retrieved December 22, 2017 from https://www.researchgate.net/profile/Barry_Zimmerman/publication/24780203_Self-efficacy_and_educational_development/links/549b67770cf2b80371371ad5/Self-efficacy-and-educational-development.pdf

- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Retrieved December 31, 2017 from <https://www.amazon.com/social-foundations-thought-action-cognitive/dp/013815614x>.
- Bass, B. M. (1985). *Transformational Leadership*. Retrieved January 22, 2017, from <https://www.lanston.edu/sites/default/files/basic-content-files/TransformationalLeadership.pdf>
- Badiei, H. R. (2008). *Classroom Management Style, Teacher Efficacy, and Big Five Personality Factor among Higher Primary Teachers in India and in Iran: A Comparative Study*. Retrieved November 9, 2017, from <http://shodhganga.inflibnet.ac.in/handle/10603/11131>
- Burkett, M. C. (2011). *Relationship among Teachers' Personality, Leadership Style, and Efficacy of Classroom Management*. Retrieved September 27, 2017, from http://aquila.usm.edu/cgi/view_content.cgi?article=1442&context=dissertations
- Chen, M. T. (1990). *Relationship between Principals' Leadership Styles and School Climate in Senior Industrial High Schools in Taiwan, the Republic of China*. Retrieved December 22, 2017, from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=12248&content=rtd>
- Dibapile, W. T. S. (2012). *Teacher Efficacy and Classroom Management among Botswana Junior Secondary School Teachers*. Retrieved January 3, 2018 from <http://trace.tennessee.edu/cgi/viewcontent.cgi?article=2567&context=utk-graddiss>
- Hickman, K. L. (2017). *A Qualitative Study on Educational Leadership Styles and Teacher Morale*. Retrieved January 6, 2018 from http://www.cn.edu/libraries/tiny_mce/tiny_mce/plugins/filemanager/files/Dissertations/Dissertations2017/Hickman_Final.pdf
- Hopper (2014). *The Relationship of Personality Traits to Teacher Candidates Perception of Teaching Confidence and Teaching Experiences in a Simulated Classroom Environment*. Retrieved December 14, 2017, from <http://digital.library.unt.edu/ark:/67531/metadc500089/m2/1/high-res-d/dissertation.pdf>
- Ismail, M. R. (2012). *Teachers' Perceptions of Principal Leadership Styles and How They Impact Teacher Job Satisfaction*. Retrieved November 29, 2017, from <http://dspace.library.colostate.edu/bitstream/handle/10217/67461/Ismail-colostate-0053A-10997.pdf?sequence=1>
- Masare, O., & Aunga, D. (2017). Effect of Leadership Styles on Teacher's Performance in Primary Schools of Arusha District Tanzania. *International Journal of Educational Policy Research and Review* Vol4(4), pp.42-52 April, 2017. Retrieved December 30, 2017, from <https://journalissues.org/wp-content/uploads/2017/04/Aunga-and-Masare.pdf>
- Bass. (1998). *Transformational Leadership: Industrial, Military, and Educational Impact*. Retrieved November 29, 2017, from <https://www.worldcat.org/title/transformational-leadership-industrial-military-and-educational-impact/oclc/36817237>.
- Bass & Riggio. (2006). *Implicit Leadership Theory And Bass and Riggio's (2006) Transformational Leadership Model As A Means of Leader-Renewal At The Napa Community Seventh-Day Adventist Church*. Retrieved November 29, 2017, from <https://www.tandfonline.com/doi/abs/10.1080/10887150701451312>
- McCrae, R. R. & Costa, P. T. (1985). Validation of the Five-Factor Model of Personality Across Instruments and Observers. *Journal of Personality and Social Psychology*, 52, 710-721. Retrieved November 30, 2017, from <http://webs.wofford.edu/steinmetzkr/teaching/Psy150/Lecture%20PDFs/FiveFactorModel.pdf>
- Sazegar, Z & Fatemi, M. A. (2016). The Relationship between Teachers' Personality Traits and Doing Action Research. *Journal of Applied Linguistics and Language Research*, 3(1), 144-154. Retrieved December 21, 2017, from <http://www.jallr.com/index.php/JALLR/article/viewFile/252/pdf252>
- Shaukat, S. (2012). *Teacher Self-Efficacy as a Function of Student Engagement, Instructional Strategies and Classroom Management*. Retrieved December 30, 2017 from <http://www.gcu.edu.pk/FullTextJourn/PJSCS/2012july/13.pdf>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*, 17(1), 783-805. Retrieved January 7, 2018 from <http://mxtsch.people.wm.edu/scholarship/tatetsecapturinganelusiveconstruct.pdf>

THE IMPACT OF COLLEGIAL LEADERSHIP, TEACHER PROFESSIONALISM AND FACULTY TRUST ON TEACHER ACADEMIC OPTIMISM AT SELECTED BASIC EDUCATION HIGH SCHOOLS IN MANDALAY

Thandar Soe¹ and Zin Nwe Than²

Abstract

The purpose of this study was to explore the impact of collegial leadership, teacher professionalism and faculty trust on teacher academic optimism at selected Basic Education High Schools in Mandalay. Descriptive research method was applied to collect data from six principals and five hundred and three teachers from six selected high schools in Mandalay. In this study, three instruments were mainly used in Questionnaire for Teachers. Collegial leadership and teacher professionalism were identified through the use of “*The Organizational Climate Index (OCI)*” developed by Hoy, Smith, & Sweetland (2002, Dean, 2011). Again, “*The Omnibus Trust Scale (Omnibus-T scale)*” developed by Hoy and Tschannen-Moran (1999, Dean, 2011) was used in order to measure the faculty trust in principals and colleagues in this study. Similarly, “*The School Academic Optimism Scale for Elementary Teachers (SAOS)*” developed by Hoy & Tarter (2006, Dean, 2011) was also used to elicit the perceptions of teachers on their academic optimism. It consisted of three domains of teacher academic optimism: collective efficacy, faculty trust in clients and academic emphasis. Data was analyzed by the use of descriptive statistics, independent sample *t*-test, bivariate correlation and multiple regression analysis through SPSS software. The findings of this study indicated that principal’s collegial leadership was significantly related to teacher academic optimism ($r = .61, p < .01$) and there was positive correlation between teacher professionalism and academic optimism ($r = .61, p < .01$) at selected high schools. Again, positively high correlation was found between the overall faculty trust and teacher academic optimism ($r = .70, p < .01$) at selected high schools. Moreover, multiple regression analysis showed that academic optimism can be predicted from the combination of collegial leadership, teacher professionalism and faculty trust. Further studies are needed to be expanded this study to improve the quality of education in all sectors of education by considering other leadership styles.

Keywords: Collegial Leadership, Teacher Professionalism, Faculty Trust, Academic Optimism

Introduction

Effective leadership increases an organization’s ability to meet all challenges, including the need to obtain a competitive advantage, the need to foster ethical behaviour and the need to manage a diverse workforce fairly and equitably (Moorhead & Griffin, 2004; cited in Wakanyei, 2013). The principal’s leadership approaches and styles influence factors in the school environment such as organizational learning and organizational culture and so on. These factors contribute to the educational accomplishments of students. To be an effective leader, the principal must use the leadership approach and style that is appropriate to the context of the specific school (Bentley, 2011). Therefore, it is imperative that principals develop leadership styles that enhance a school’s climate, which in turn, help in meeting the mandates of a nation. Consequently, schools with effective leadership styles set high but achievable school goals and academic standards (Wakanyei, 2013).

¹ Assistant Lecturer, Department of Educational Theory, Kyaing Tong Education College

² Dr, Associate Professor, Department of Educational Theory, Sagaing University of Education

Collegial leadership is where principals are supportive of teachers and concerned about them as people, yet still set high standards for the staff to follow. Collegial leaders find a way to make teachers' jobs easier by enabling instead of hindering (Hoy & Sweetland, 2001; cited in Dean, 2011). Therefore, teachers are more likely to experiment and take risks to improve the quality of instruction when they are supported by their superiors. Leaders who were open with teachers, treating with them as colleagues while setting reasonable standards were not only respected by teachers but were rewarded with their trust (Dean, 2011).

On the part of teachers, teachers are considered the most important in-school impact factor on the quality of student achievement. A teacher needs to devote his/her effort to student learning, maintains warmth and friendliness among teaching colleagues, try to create a strong association to the school, colleagues and students. According to Hoy and Sabo (1998; cited in Dean, 2011), teacher professionalism refers to four distinct characteristics: teacher commitment, teacher collegiality, teacher affiliation, and teacher disengagement. Teacher professionalism is seen as a solution for analyzing student failures, dropouts, violence and the problem of gaining the skills of critical thinking and problem solving (Koşar, 2015).

In addition, trust is fundamental to functioning in a complex and interdependent society (Tschannen-Moran & Hoy, 2000). As a consequence of open and collegial interactions among teachers, mutual trust in each other in the school setting can be reached. When teachers trust their principal and colleagues, they can focus on a high level of academics with a sense that they can get it done collectively (Dean, 2011). Hence, teacher trust in principal and colleagues leads to the development of academic optimism of teachers about their student learning.

On the other hand, academic optimism is a combination and reciprocal relationship of teacher collective efficacy, faculty trust in clients and academic emphasis. School academic optimism has the potential to influence the quality of learning and teaching environment at schools (Hoy et al., 2006; cited in Kılınç, 2013). It reflects teachers' beliefs and efforts on improving student achievement that they can make a difference in the academic performance of students by emphasizing academics and learning, and by trusting parents and students to cooperate in the process.

Therefore, this study explored the improvement of teacher academic optimism through a trusty climate in the organization created by a collegial leader and his /her teachers who have possessed high level of teacher professionalism. Although this study is likely to have shortcomings and weaknesses, the researcher believes that it will be helpful to develop a better understanding of principals' collegial leadership practices, teacher professionalism, faculty trust and teacher academic optimism in high schools.

Purpose of the Study

The general aim of this study is to investigate the impact of collegial leadership, teacher professionalism and faculty trust on teacher academic optimism at selected Basic Education High Schools in Mandalay.

Research Questions

1. What is the relationship between principal's collegial leadership and academic optimism perceived by teachers at selected high schools?

2. What is the relationship between teacher professionalism and academic optimism rated by teachers at selected high schools?
3. What is the relationship between faculty trust and academic optimism measured by teachers at selected high schools?
4. Will collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism at selected high schools?

Limitations of the Study

1. The scope of this study is limited to Basic Education High Schools in Mandalay because the study was based on the available time and resources of the researcher.
2. Participating schools are monitored and adjusted using the criterion of three consecutive year performance (from 2013AY to 2015AY) above or below 40% of matriculation pass rate.
3. The sample schools are limited to the schools in which the principals have at least three years of administrative service at the current schools.
4. The findings of the study may not be generalized to any group other than the high schools in Mandalay.

Definitions of Key Terms

This study is guided by the following definitions of key terms.

- **Collegial Leadership:** principal's behavior directed toward meeting both social needs of the faculty and achieving the goals of the school (Hoy, Smith, & Sweetland, 2002; Dean, 2011).
- **Teacher Professionalism:** the characteristics of teachers such as respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues (Hoy, Smith & Sweetland, 2002; Dean, 2011)
- **Faculty Trust:** an individual's or group's willingness to be vulnerable to another party based on the confidence that party is benevolent, reliable, competent, honest and open (Hoy & Tschannen-Moran, 1999). In this study, faculty trust was examined by using two dimensions; faculty trust in the principal and faculty trust in colleagues.
 - (i) **Faculty Trust in the Principal:** the confidence of teachers "that the principal will keep his/her word and will act in the best interests of their colleagues" (Hoy et al., 1991; Terry, 2015).
 - (ii) **Faculty Trust in Colleagues:** teachers' trust in colleagues that they can depend on each other in difficult situations and rely on the integrity of their colleagues (Forsyth, Adams & Hoy, 2011).
- **Academic Optimism:** teachers' positive beliefs on their ability to contribute well to student learning by effectively collaborating with students and parents and by trusting their own capacity to stand against negative situations (Woolfolk-Hoy, Hoy & Kurz, 2008; Kılınç, 2013). In this study, the construct of academic optimism is based on three dimensions such as collective teacher efficacy, faculty trust in clients and academic emphasis.

- (i) **Collective Teacher Efficacy:** the beliefs of teachers that their collective efforts or attempts to create a positive learning environment for students at schools are likely to succeed (Goddard, Hoy, and Woolfolk-Hoy, 2000; McKinnon, 2012).
- (ii) **Faculty Trust in Clients (Students and Parents):** teachers' trust in clients (students and parents) that they can cooperate to improve student learning (Forsyth, et., 2011).
- (iii) **Academic Emphasis:** the quest for academic excellence by teachers in such ways as setting high goals, creating an orderly achievement environment, motivating students and appreciating for students' achievement (Bevel, 2010; Ekeh & Njoku, 2014).

Theoretical Framework

Collegial Leadership Model of Emancipation

- Collegial leadership was explained based on "Collegial Leadership Model of Emancipation" which was developed from the preliminary study of Manser in 1999.
- The COLME is developed around the conceptualization of four metaphorical pillars: devolution of power, empowerment, shared decision-making and shared leadership.
- The interaction of the four hypothetical pivots: shared values, shared vision, collegiality, and emancipation with the pillars results in the emancipation of employees from TMPs. The nucleus of the COLME comprises the organization's employees and its customers (Singh, 2013).

Theories of Professionalism

- Early sociological approaches to professionalism can be classified broadly as trait approaches and functionalist approaches. The first attempts to define the traits of professionalism while the second places greater emphasis on an examination of the functions and role of professionalism (Harris, 2004).
- Moving on from this definitional analysis such as trait and functionalist approaches, it is also necessary to assess the processual approach which may be divided between the power and action perspectives (Hewitt et al., 2007).

Coleman's Social Capital Theory

- The explanation of trust is based on James Coleman's social capital theory (Coleman 1988, 1990; Schieder, Judy, Ebmeier & Broda, 2014).
- According to Coleman (1988; McKinnon, 2012), "social capital" is defined by its function and comes about through changes in the relations among people that will facilitate certain actions and may constrain others.
- Social capital can take on three forms; firstly obligations and expectations which depend on the trustworthiness of the social environment, secondly the capacity of information to flow through the social structure in order to provide a basis for action and thirdly the presence of norms accompanied by effective sanctions.

Teacher Academic Optimism

- Hoy et al (2006; McKinnon, 2012) reveals that the construct of academic optimism evolved from positive or humanist psychology with theoretical foundations from Albert Bandura's social cognitive and self-efficacy theories, James Coleman's social capital theory, Hoy and his colleagues' work on culture and climate, and Seligman's study of learned optimism.

Bandura's Social Cognitive Theory

- The concept of collective efficacy flows from social cognitive theory and Bandura's work on self-efficacy (Bandura, 1986; Malloy, 2012). Social cognitive theory is a framework for understanding learning and motivation (Hoy et al., 2006; Malloy, 2012). It posits that an individual's behaviour is primarily learned through his or her observation of others as well as through interaction with his or her environment (Dimopoulou, 2012).
- Social cognitive theory claims that behaviour is not influenced by the dualism of internal or external factors; rather, a reciprocal relationship exists between cognition (what someone believes and thinks), behaviour, and other personal factors and environmental conditions, impacting each other bi-directionally (Bandura, 1986; Malloy, 2012).

Academic Emphasis

- The theoretical underpinnings of academic emphasis come from effective schools research and research on school culture (Hoy, Sabo et al., 1998; Hoy, Tarter, & Bliss; 1990; Hoy et al., 1991; Donovan, 2014).
- Edmonds (1982; Donovan, 2014) noted five school characteristics that proved to promote student achievement based on the findings of early effective schools researchers. Three of these five school variables were consistent with academic emphasis.
- The effective schools research influenced the development of the Organizational Health Inventory (OHI), which measures the organizational health of schools.
- Hoy, Hannum et al. (1998; Donovan, 2014) would later combine organizational health with that of organizational openness measured by Organizational Climate Descriptive Questionnaire (OCDQ).
- In addition, Hoy, Smith et al. (2002; Donovan, 2014) would later develop the Organizational Climate Index (OCI).

Review of Related Literature

Collegial Leadership

- Collegial leadership is the process involved in leaders systematically, but informally relating to persons and groups of equivalent authority in a different area for the betterment of an organization to advance a mutual mission (Mooney, Burns, and Chadwick, 2012).
- Collegial leadership not only involves leadership behaviors that build willing followers who commit themselves to the organization's objectives but it also empowers followers to accomplish these objectives by their becoming leaders in their own fields of expertise (Kouzes & Posner, 1997; Yukl, 1998; Goleman, 1996; Singh, 2013).

Teacher Professionalism

- Teacher professionalism has the effect of allowing teachers to come together with respect for one another's professional ability (Brundrett, 1988; Awbery, 2013).
- Depending on the educational context, teacher professionalism focuses on teachers' professional qualifications such as being good at his/her job, fulfilling the highest standards, and achieving excellence (Demirkasımog̃lu, 2010).

Faculty Trust

- Trust is the key stone of successful interpersonal relations, leadership, team-work, and effective organizations. Faculty trust is a compilation of five factors of trust; benevolence, reliability, competence, honesty, and openness (Tschannen-Moran & Hoy, 2000).

(i) Faculty Trust in the Principal

- When there is a high level of trust between superiors and subordinates, subordinates express high levels of confidence in the accuracy of information coming from the superior, a desire for interaction with the superior, and satisfaction with communication with the superior (Roberts & O'Reilly 1974; Tschannen-Moran & Hoy, 2000).

(ii) Faculty Trust in Colleagues

- Faculty trust in colleagues is a very important factor in the development of effective schools (Dean, 2011). When teachers trust and respect each other, a powerful social source is available for supporting the collaboration, reflective dialogue, and deprivation characteristics of a professional community (Terry, 2015).

Academic Optimism

- Academic optimism means a shared belief among faculty that academic achievement is important, that the faculty has the capacity to help students achieve, and that students and parents can be trusted to cooperate with them in this endeavor—in brief, a school wide confidence that students will succeed academically (McGuigan and Hoy, 2006; MacPherson & Carter, 2009).

(i) Collective Efficacy

- When teachers believe that they work alongside faculty members who are competent and capable of overcoming challenges within the school, this belief creates a cultural norm that influences student achievement (Goddard, Hoy, & Woolfolk Hoy, 2000).
- Bandura (1993; Dimopoulous, 2012) found that schools that had a strong sense of collective efficacy flourished, while those with poor collective efficacy declined in academic performance or showed little academic gain.

(ii) Faculty Trust in Clients

- Faculty trust in students and parents reflects the confidence that teachers have in parents and students to respond positively.

- When teachers create a safe and trusting environment, students feel comfortable to take chances and learn from their mistakes, and parents come to believe that teachers are motivated by the best interests of their children (Beard, Hoy & Hoy, 2009).

(iii) Academic Emphasis

- While collective efficacy focuses on beliefs and faculty trust focuses on feelings, academic emphasis focuses on the actions or behaviors of the faculty as a whole or collective body (Dean, 2011).
- In schools with high levels of academic emphasis, the focus in academic is paramount and the overall school climate supports this perspective from administrators and teachers to students (McKinnon, 2012).

Methodology

Research Method

Descriptive research method was used to collect the required data in this study.

Participants

The target population of this study was all principals and all teachers (primary, junior and senior teachers) from Basic Education High Schools in Mandalay. There are 46 Basic Education High Schools (not including the branch and affiliated schools) representing 7 townships in Mandalay. The sample schools were limited to the schools which had above or below 40% of the matriculation examination pass rate during three consecutive academic years from 2012-2013 AY to 2014-2015 AY and in which the principals had at least three years of tenure at the current school.

Among those schools, 6 high schools were randomly selected and were divided into two groups; Group 1 for high achieving schools which had got 40% and above matriculation examination pass rate (HAS) and Group 2 for low achieving schools which had got 40% and below of matriculation examination pass rate (LAS) consecutively. Therefore, 3 high schools were included in Group 1 (HAS) and 3 high schools were consisted of Group 2 (LAS). Therefore, 6 principals and 503 teachers (primary, junior, and senior) from 6 selected Basic Education High Schools in Mandalay participated in this study.

Instrumentation

The needed data were collected from all principals and teachers by using two questionnaires (Questionnaire 1 for Principals and Questionnaire 2 for Teachers). Questionnaire 1 for Principals was used to gather the general information of selected high schools and demographic information of selected high school principals.

Teacher questionnaire was included three instruments; *the Organizational Climate Index (OCI)*, developed by Hoy, Smith & Sweetland (2002, Dean, 2011) in order to measure the principal collegial leadership and teacher professionalism, *the Omnibus Trust Scale (Omnibus T-scale)* developed by Hoy and Tschannen-Moran (1999, Dean, 2011) in order to elicit teacher trust in principal and their colleagues and *the School Academic Optimism Scale for Elementary*

Teachers (SAOS) developed by Hoy and Tarter (2006, Dean, 2011) in order to explore the teachers' academic optimism.

Data Collection Procedure

The researcher revised the questionnaires with regard to the collegial leadership, teacher professionalism, faculty trust and teacher academic optimism under the guidance of the supervisor. The experts were requested to evaluate the questionnaires for content validity. After getting the expert validity, pilot study was conducted to test reliability of the questionnaire items.

The pilot study was conducted at 3 Basic Education High Schools in Yesagyo Township, Magwe Division. There are 9 Basic Education High Schools (not including the branch and affiliated schools) in Yesagyo Township. Among these high schools, 3 (33.33%) high schools were randomly selected for the pilot study. The preliminary instruments were field tested by 3 principals (two male principals and one female principal) and 128 teachers (18 male teachers and 120 female teachers) representing 3 high schools. Questionnaires for principals and teachers were distributed to those schools on 12th November, 2015 and collected after lasting 10 days.

In order to ensure the reliability and validity of the items in the questionnaire, the Pearson product-moment correlation method (**Average Item Total Correlation**) was used for internal consistency reliability. Collegial leadership and teacher professionalism were measured by using a subtest of the *OCI* with the high reliability scores of 0.94 and 0.88. Again, "*the Omnibus Trust Scale*" measures three dimensions of trust; trust in principal, trust in colleagues and trust in clients with the reliabilities of those ranging from 0.90 to 0.98. *The SAOS* was used to measure the academic optimism, a collective property made up of teacher trust in students and parents, academic emphasis, and collective efficacy with the Cronbach alpha coefficients 0.94, 0.83 and 0.91 respectively.

After taking the permission from the responsible person, two questionnaires were distributed to 6 selected Basic Education High Schools in Mandalay on 10th December, 2015 to 12th December, 2015 and collected them after lasting 10 days. Then, data collected were listed by each school. Based on the results of responses, this study was conducted in order to explore the impact of collegial leadership, teacher professionalism and faculty trust on teacher academic optimism.

Data Analysis

Descriptive statistics were calculated for the principals' collegial leadership, teacher professionalism, faculty trust and teacher academic optimism by using SPSS in order to investigate the differences among selected schools. The responses to each dimension were calculated using mean and standard deviation scores. Then the cluster mean and standard deviation scores were also calculated. The decision rule for determining the levels of collegial leadership, teacher professionalism, faculty trust and teacher academic optimism was that the mean value from 1.00 to 1.49 was defined as "very low level", the mean value from 1.50 to 2.49 as "low level", the mean value from 2.50 to 3.49 as "moderate level", the mean value from 3.50 to 4.49 as "high level" and the mean value from 4.50 to 5.00 as "very high level".

Moreover, the independent sample *t*-test was used to compare the differences of principals' collegial leadership, teacher professionalism, faculty trust and teacher academic optimism between high achieving schools and low achieving schools. In addition, Pearson-

product moment correlation coefficient was utilized to know the relationship between teachers' perceptions on principals' collegial leadership, teacher professionalism, and faculty trust (independent variables) and their academic optimism (dependent variable) for both groups. Moreover, multiple regression analysis was used in order to determine whether collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism.

Research Findings

Table 1 Mean Scores and Standard Deviations for Principals' Collegial Leadership and Teacher Professionalism Perceived by Teachers in High Achieving and Low Achieving Schools

Schools	Collegial Leadership	Teacher Professionalism
High Achieving Schools ($n_1=280$)	4.05 (0.38)	4.13 (0.35)
Low Achieving Schools ($n_2=223$)	3.65 (0.50)	3.73 (0.47)

1 to 1.49 = very low, 1.50 to 2.49 = low, 2.50 to 3.49 = moderate,
3.50 to 4.49 = high 4.5 to 5.00 = very high

According to Table 1, the mean scores for the principals' collegial leadership of high achieving schools were higher than those of low achieving schools. It implied that principals from high achieving schools practiced collegial leadership in their schools more than principals from low achieving schools.

Accordingly, the average mean score for teacher professionalism of high achieving schools (4.13) was higher than the average mean score for teacher professionalism of low achieving schools (3.73). In other words, teachers from high achieving schools possessed greater teacher professionalism than those of teachers from low achieving schools.

Table 2 Independent Samples *t* – Test Results for Principals' Collegial Leadership and Teacher Professionalism Rated by Teachers between High Achieving and Low Achieving Schools

Dimensions	<i>t</i>	<i>df</i>	<i>p</i>	<i>Mean Difference</i>
Collegial Leadership	9.82	399.79	.000	0.40
Teacher Professionalism	10.40	396.48	.000	0.39

When analyzing the teachers' ratings of principals' collegial leadership and teacher professionalism between two groups, there were statistically significant differences in collegial leadership ($t= 9.82$, $df= 399.79$, $p= .000$) and teacher professionalism ($t= 10.40$, $df= 396.48$, $p= .000$) at the .001 level between high and low achieving schools.

According to Table 3, the mean scores for both faculty trust in principal and colleague of high achieving schools were higher than those of low achieving schools. This implied that teachers from high achieving schools had high levels of trust in their principals and colleagues than the teachers from low achieving schools.

Table 3 Mean Scores and Standard Deviations for Faculty Trust Perceived by Teachers in High Achieving and Low Achieving Schools

Schools	Faculty Trust in Principal	Faculty Trust in Colleagues	Faculty Trust
High Achieving Schools ($n_1=280$)	3.97 (0.44)	4.05 (0.35)	4.01 (0.35)
Low Achieving Schools ($n_2=223$)	3.42 (0.42)	3.77 (0.36)	3.60 (0.32)

1 to 1.49 = very low,
3.50 to 4.49 = high

1.50 to 2.49 = low,
4.5 to 5.00 = very high

2.50 to 3.49 = moderate,

Moreover, when analyzing the faculty trust between high achieving schools and low achieving schools by calculating the independent sample *t*-test, there was a significant difference in faculty trust at the 0.001 level between high and low achieving schools (See: Table 4).

Table 4 Independent Samples *t* – Test Results for Faculty Trust Rated by Teachers between High Achieving and Low Achieving Schools

Dimensions	<i>t</i>	<i>df</i>	<i>p</i>	<i>Mean Difference</i>
Faculty Trust in Principal	14.24	501	.000	0.55
Faculty Trust in Colleagues	8.91	470.475	.000	0.29
Faculty Trust	13.72	501	.000	0.42

The findings for “faculty trust” as a whole ($t=13.72$, $df=501$, $p=0.000$) also indicated that there was a significant difference on the perceptions of teachers in faculty trust between high achieving schools and low achieving schools.

Table 5 Mean Scores and Standard Deviations for Teachers Academic Optimism Perceived by Teachers in High Achieving and Low Achieving Schools

Schools	Collective Efficacy	Faculty Trust in Clients	Academic Emphasis	Academic Optimism
High Achieving Schools ($n_1=280$)	3.90 (0.36)	3.83 (0.41)	4.05 (0.40)	3.93 (0.32)
Low Achieving Schools ($n_2=223$)	3.71 (0.35)	3.55 (0.39)	3.79 (0.40)	3.68 (0.31)

1 to 1.49 = very low,
3.50 to 4.49 = high

1.50 to 2.49 = low,
4.5 to 5.00 = very high

2.50 to 3.49 = moderate,

According to Table 5, the mean scores for three domains of teacher academic optimism rated by teachers in high achieving schools were higher than those of low achieving schools. Again, it was found that the average mean score for teacher academic optimism as a whole of high achieving schools was higher than the average mean scores of low achieving schools.

Moreover, when analyzing the domains of teacher academic optimism by calculating independent sample *t*-test, there was a significant difference in teacher academic optimism at the 0.001 level between high achieving and low achieving schools. According to Table 6, the findings ($t= 6.05$, $df= 501$, $p= 0.000$) indicated that there was a statistically significant difference in “collective efficacy” between high achieving schools and low achieving schools.

Table 6 Independent Samples *t*-Test Results for Teacher Academic Optimism between High Achieving Schools and Low Achieving Schools

Dimensions	<i>t</i>	<i>df</i>	<i>p</i>	<i>Mean Difference</i>
Collective Efficacy	6.05	501	.000	0.19
Faculty Trust in Clients	7.92	501	.000	0.28
Academic Emphasis	7.04	474.710	.000	0.25
Academic Optimism	8.63	501	.000	0.24

As shown in Table 7, it could be found that collegial leadership ($r = 0.61$, $p<0.01$) and teacher professionalism ($r = 0.61$, $p<0.01$) moderately correlated with academic optimism. Similarly, there were positive correlation between faculty trust in principal and academic optimism ($r = .58$, $p<.01$) and positive and high correlation between faculty trust in colleagues and academic optimism ($r = 0.68$, $p<0.01$). However, it was found that there was a statistically high relationship between the overall measures of faculty trust and academic optimism ($r = 0.70$, $p<0.01$) at selected schools.

Table 7 Correlation among Principals’ Collegial Leadership, Teacher Professionalism, Faculty Trust and Teacher Academic Optimism for All Selected High Schools

Dimensions	1	2	3	4	5	6
1. Collegial Leadership	1					
2. Teacher Professionalism	.65**	1				
3. Faculty Trust in Principal	.71**	.54**	1			
4. Faculty Trust in Colleagues	.65**	.80**	.58**	1		
5. Faculty Trust	.77**	.73**	.92**	.85**	1	
6. Academic Optimism	.61**	.61**	.58**	.68**	.70**	1

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

Table 8 provides the value of the Adjusted R Square, using all the predictors simultaneously, is .51, meaning that 51% of the variance in academic optimism can be predicted from the combination of the collegial leadership, teacher professionalism and faculty trust. Then the value of *F*-test, $F=176.66$ indicates that the combination of the predictors significantly combine together to predict academic optimism.

Table 8 Multiple Regression Analysis for Teacher Academic Optimism on Collegial Leadership, Teacher Professionalism and Faculty Trust at Selected High Schools

Dependent Variable	Predictors	β	t	F	R^2
Teacher Academic Optimism	Collegial Leadership	.16	3.13**	176.66***	.51
	Teacher Professionalism	.18	3.87***		
	Faculty Trust	.45	8.02***		

Note: *** $p < 0.001$, ** $p < 0.01$

Conclusion and Discussion

Principals play an important role in providing the supportive climate for teachers to influence student achievement directly. Supportive or collegial leadership is essential because teachers who feel support by their administrators are more likely to experiment or take risks to improve instruction (Hoffman et al., 1994; cited in Dean, 2011). When teachers have positive and professional interactions with their principal and with each other, they build trusting relationship which may lead to the development of academic optimism of teachers in the school setting.

Analyses of quantitative data collected from the study attempted to answer the four research questions. **Research question one** examined the relationship between the teachers' perceptions of principal's collegial leadership and teacher academic optimism at selected high schools. The study of the relationship between those variables was conducted by dividing two groups; high achieving schools and low achieving schools.

When studying the levels of principal's collegial leadership perceived by teachers in high achieving schools and low achieving schools, it was found that the principals from high achieving schools practiced collegial leadership higher than principals from low achieving schools. Therefore, it can be concluded that principals from high achieving schools were supportive of teachers concerning with their social and instructional problems, let teachers involve in decision-making process of schools and set clear expectations and standards of performance in schools. On the other hand, principals from low achieving schools need to concern about the social welfare of teachers and take the suggestions made by teachers in decision-making. Moreover, when analyzing the principal's collegial leadership of all selected schools, the principals from all selected schools except School 6 highly practiced collegial leadership. But the principal from School 6 moderately practiced this leadership style. This implies that the principal from School 6 could not provide a strong supportive climate for teachers to influence student achievement. This finding can be provided by the study of Firestone and Wilson (1985; Dean, 2011) and Corwin and Borman (1998; Dean, 2011) discovered positive relationships between student learning and principal support or collegial leadership.

It was found that the levels of academic optimism perceived by teachers from high achieving schools were higher than the levels of academic optimism perceived by teachers from low achieving schools. Beside the overall measures of academic optimism, it was also found that the levels of all dimensions of academic optimism; collective efficacy, faculty trust in clients and academic emphasis, perceived by teachers from high achieving schools were higher than those of low achieving schools. This means that teachers from high achieving schools believed their ability to contribute well to student learning by collaborating with students and parents. For low

achieving schools, it can be suggested that the school personnels including principals and teachers need to try out to build a strong trusting climate with the students and the community.

Based on the findings, there was a positively high relationship between academic optimism and collegial leadership ($r = .69, p < .010$) in high achieving schools. In other words, as the collegial leadership was stronger, teacher academic optimism became stronger. Similarly, there was statistically significant and moderate relationship between collegial leadership and teacher academic optimism ($r = .42, p < .010$) in low achieving schools. Again, the overall teachers' perceptions of collegial leadership were significantly related to teacher academic optimism ($r = .61, p < .010$) at selected high schools. This implies that teacher academic optimism can be effectively increased by collegial principals who treat teachers openly and friendly and as professional colleagues. Hazlewood and Bosher (2008; Awbery, 2013) contends that collegiality is a transformational leadership strategy. Therefore, this study is in line with the previous study of Rutledge (2010) who confirms that the more transformational the principal is, the more academic optimism there will be within the school. Moreover, this finding was supported by the claim of Mascall and Leithwood (2008; Malloy 2012) that teacher academic optimism is higher when leadership is distributed in a planfully-aligned pattern where teacher participation in decision-making is welcomed.

Again, **research question two** was to find out the relationship between teacher professionalism and teacher academic optimism at selected high schools. Concerning with the levels of teacher professionalism perceived by teachers, it was found that teachers from high achieving schools possessed higher level of teacher professionalism than teachers from low achieving schools. This means that teachers from high achieving schools were committed to their work, respect their colleagues and view their principal as supportive and enabling with a higher level than teachers from low achieving schools. Then, when analyzing the levels of teacher professionalism of each school, it was also found that teachers from all selected schools except School 6 showed high teacher professionalism. Therefore, it can be said that teachers from School 6 showed moderate level of teacher professionalism. This finding can be supported by the explanation of Singh and Billingsley (1998; Dean, 2011) that "schools with collegial principals are more likely to have committed teachers who trust the principal and act professionally. In the joined-up thinking of the explanation of Singh and Billingsley, it can be concluded that teachers from this school were committed to the teaching profession moderately because the School 6 principal practiced collegial leadership moderately.

The correlation ($r = 0.72, p < 0.01$) indicated that there was a high relationship between teacher professionalism and teacher academic optimism in high achieving schools. Similarly, there was a significant but moderate correlation between teacher professionalism and academic optimism ($r = 0.38, p < 0.01$) in low achieving schools. Again, it was found that teacher professionalism was significantly correlated to academic optimism ($r = 0.61, p < 0.01$) at selected high schools. Therefore, it can be said that schools with teachers who have shown high professional behaviour such as respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues have high level of teacher academic optimism in their schools. This finding solidifies prior research, the effect of collegial leadership, teacher professionalism and community engagement on academic optimism, done by Kirby and DiPaola (2009; Mitchell & Tarter, 2016). These researchers confirm that strong correlations for teacher professionalism and community engagement with academic optimism.

Research question three investigated the relationship between faculty trust and teacher academic optimism perceived by teachers at selected high schools. Similarly, when analyzing the levels of faculty trust, it was also found that teachers from high achieving schools had higher level of trust into their principals and their colleagues than teachers from low achieving schools. This means that teachers from high achieving schools had high confidence about their principals' personality, fairness and their support for them. Moreover, teachers from high achieving schools believed that they could rely on their colleagues' words and promises and depend on each another even in difficult situations. Then, it was found that all selected schools except School 6 had the high levels of trust in both dimensions of faculty trust; faculty trust in principal and faculty trust in colleagues. As explained earlier that schools with collegial principals are more likely to have committed teachers who trust the principal, it had been found that the School 6 principal practiced collegial leadership moderately. Therefore, it was found that teachers from School 6 had the moderate level of trust in their principal. Similarly, higher levels of teacher professional behavior are associated with a faculty that trusts in colleagues (Sweetland & Hoy, 2000; Dean, 2011). Therefore, teachers from School 6 who showed the moderate level of teacher professionalism trusted in their colleagues moderately.

Based on those findings of the faculty trust, the overall teachers' perceptions on faculty trust was significantly related to teacher academic optimism ($r = .71, p < .01$) in high achieving schools. In other words, the research findings indicated that there was a strong relationship between these two variables in high achieving schools. Moreover, it was found that there were significantly high correlation between faculty trust in colleagues and teacher academic optimism ($r = .75, p < .01$) and moderate correlation between faculty trust in principal and academic optimism ($r = .55, p < .01$) in high achieving schools.

On the other hand, there were significantly moderate correlations between teacher academic optimism and the overall measures of faculty trust ($r = 0.53, p < .01$) and faculty trust in principal ($r = .40, p < .01$) and faculty trust in colleagues ($r = .47, p < .01$) in low achieving schools. Accordingly, there was positively high correlation between teacher academic optimism and the overall measures of faculty trust because correlation showed ($r = .70, p < .01$) at selected high schools. This finding is in line with the previous study of DiPaola and Hoy (2005; Dean, 2011) who claim that professional relationships in which teachers trust and support each other likely develop academic emphasis and sense of collective efficacy which are two components of academic optimism.

Finally, **research question four** explored whether collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism at selected schools. According to the findings of multiple regression analysis, all independent variables (predictors), collegial leadership, teacher professionalism and faculty trust can jointly contribute towards academic optimism. When analyzing the independent contributions of all variables, it was found that faculty trust is the strongest variable to predict teacher academic optimism with the beta value of 0.45. Following the faculty trust, teacher academic optimism was the second strongest predictor to academic optimism with the beta value of 0.18. And finally, collegial leadership made independent contribution to academic optimism with the beta value of 0.16. Therefore, it can be concluded that collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism.

Acknowledgements

I would like to especially acknowledge Dr. Saw Pyone Naing (Rector, Sagaing University of Education), Dr. Daw Htay Khin (Professor and Head of Department, Department of Educational Theory, Yangon University of Education), Dr. Daw Khin Mar Yee (Professor, Department of Educational Theory, Sagaing University of Education), and Dr. Su Su Thwin (Associate Professor, Department of Educational Theory, Yangon University of Education) for their valuable expertise, professional guidance, continuous encouragement, coaching, mentoring and support which have enabled me to carry out this research up to this rightful conclusion. Most importantly, I wish to extend a special work of thanks to principals and teachers from selected high schools in Mandalay for their time, cooperation and willingness to participate in this study.

References

- Awbery, C. (2013). *Collegiality as a Leadership Strategy within 21st Century Education-A Single Case Study*. Retrieved November 15, 2015, from <http://etheses.bham.ac.uk/5045/1/Awberry14EdD.pdf>
- Beard, K. S., Hoy, W. K., & Hoy, A. W. (2009). *Academic Optimism of Individual Teachers: Confirming a New Construct*. Retrieved October 1, 2015 from <http://waynekhoy.com/pdfs/TeacherAcademicOptimismMeasure.pdf>
- Dean, S. D. (2011). *Collegial Leadership, Teacher Professionalism, Faculty Trust: Predicting Teacher Academic Optimism in Elementary Schools*. Retrieved October 10, 2015, from http://acumen.lib.ua.edu/content/u0015/0000001/0000619/u0015_000001_0000619.pdf
- Demirkasimog˘lu, N. (2010). Defining “Teacher Professionalism” from different perspectives. *Procedia Social and Behavioural Sciences*. pp. 2047-2051. Retrieved October 8, 2015, from http://ac.els-cdn.com/S1877042810025498/1-s2.0-S1877042810025498-main.pdf?_tid=2301c788-6daa-11e5-a232-00000aab0f27&acdnat=14443015000eae60a85f7a964e12274c5c8c1efe61
- Dimopoulou, E. (2012). Self-Efficacy and Collective Efficacy Beliefs of Teachers for Children with Autism. *Literacy Information and Computer Education Journal*. Vol. 3, Issue. 1. Retrieved October 22, 2015, from <http://infonomics-society.org/LICE/Self%20Efficacy%20and%20Collective%20Efficacy%20Beliefs%20of%20Teachers%20for%20Children%20with%20Autism.pdf>
- Ensley, J. M. (2014). *Academic Optimism and Collective Student Trust of Teachers: A Test of the Relationship in Urban Schools*. Retrieved October 14, 2015, from <https://shareok.org/bitstream/handle/11244/13866/EnsleyDissertationFinalCopy.pdf?sequence=2>
- Forsyth, P. B., Adams, C. M., & Hoy, W. K. (2011). *Collective Trust: Why Schools Can't Improve Without It*. New York: Teachers College Press. Retrieved December 26, 2015, from http://www.waynekhoy.com/pdfs/Collective_Trust.pdf
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. *American Educational Research Journal*. Vol. 37, No. 2, pp. 479-507. Retrieved October 22, 2015, from <http://vmarpad.shaanan.ac.il/efficacy/Collective%20Teacher%20Efficacy%20Its%20Meaning,%20Measure,%20and%20Impact%20on%20Student%20Achievement.pdf>
- Harris, V. (2004). Management Practice, Event Management: A New Profession? *Event Management*. Vol. 9, pp. 103-109. Retrieved February 16, 2016, from <http://www.cal-edonianblogs.net/ccpe/files/2009/09/Harris-Article.pdf>
- Hewitt, J., Thomas, P., & Wilson, J. (2007). *Professionalism and Ethics: Professionalism in British Management: Bogus Claim or Reality?* The 7th European Critical Accounting Studies Conference, Glasgow University. Retrieved February 21, 2016, from <http://www.st-andrews.ac.uk/business/ecas/7/papers/ECAS-Wilson.pdf>

- Hoy, W. K., & Tschannen-Moran, M. (1999). Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools. *Journal of School Leadership*. Vol. 9, May. 1999. Retrieved December 25, 2015, from http://mxtsch.people.wm.edu/Schoolship/JSL_FiveFacesofTrust.pdf
- Kılınc, A. C. (2013). The Relationship between Individual Teacher Academic Optimism and School Climate. *International Online Journal of Educational Sciences*. Vol. 5, No. 3, pp. 621-634. Retrieved October 22, 2015, from <http://www.acarindex.com/dosyalar/makale/acarindex-1423904203.pdf>
- Malloy, J. P. (2012). *Effects of Distributed Leadership on Teachers' Academic Optimism and Student Achievement*. Retrieved February 23, 2016, from <https://tspace.library.utoronto.ca/bitstream/1807/34799/3/MalloyJohnP201211EdDthesis.pdf>
- MicKinnon, P. J. (2012). *Academic Optimism of Schools and Student Achievement*. Retrieved October 22, 2015, from <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1793&context=etd>
- Mitchell, R. M., & Tarter, C. J. (2016). A Path Analysis of the Effects of Principal Professional Orientation towards Leadership, Professional Teacher Behaviour, and School Academic Optimism on School Reading Achievement. *Societies* 2016, 6, 5. Retrieved March 2, 2016, from <http://www.mdpi.com/2075-4698/6/1/5/pdf>
- Mooney, D., Burns, D., & Chadwick, S. (2012). *Collegial Leadership: Deepening Collaborative Processes to Advance Mission and Outcomes*. A Collection of Papers on Self-Study and Institutional Improvement. Retrieved November 15, 2015, from <http://www.xavier.edu/mission-identity/programs/documents/CollegialLeadership.pdf>
- Rizvi, M. (2003). *The Relationship between School Reforms and Teacher Professionalism in Government Primary Schools in Karachi, Pakistan*. Retrieved November 27, from <http://eprints.qut.edu.au/15955/1/MeherRizviThesis.pdf>
- Schieder, B., Judy, J., Ebmeier, C. M., & Broda, M. (2014). Trust in Elementary and Secondary Urban Schools: A Pathway for Student Success and College Ambition. In Van Maele, D., Forsyth, P. B., & Van Houtte, H. (Eds.) *Trust and School Life: The Role of Trust for Learning*. Retrieved December 25, 2015, from http://www.springer.com/cda/content/document/cda_downloadaddocument/9789401780131-c1.pdf?SGW ID=0-0-45-1442065-p176356550
- Singh, P. (2013). Transforming Traditional Bureaucratic Management Practices by Employing the Collegial Leadership Model of Emancipation. *International Business & Economics Research Journal*. Vol. 12, No. 8, pp. 953-968. Retrieved November 15, 2015, from <http://www.cluteinstitute.com/ojs/index.php/IBER/article/viewFile/7991/8045>
- Terry, P. A. (2015). *Faculty Trust in the Principal, Faculty Trust in Colleagues, Collegial Principal Leadership, and Collective Responsibility*. Retrieved January 11, 2016, from http://acumen.lib.ua.edu/content/u0015/0000001/0001813/u0015_0000001_0001813.pdf
- Tschannen-Moran, M., & Hoy, W. K. (2000). A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust. *Review of Educational Research*. Vol. 70, No. 4, pp. 547-593. Retrieved November 5, 2015, from <https://www.uwec.edu/COEHS/upload/Worley-Article.pdf>