

A COMPARATIVE STUDY ON TEACHERS' PERCEPTIONS TOWARDS PRINCIPAL'S INSTRUCTIONAL LEADERSHIP ACCORDING TO THEIR DEMOGRAPHICS IN USH PRIVATE SCHOOL, MANDALAY, MYANMAR.

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Abstract: The main purpose of this study was to identify the demographic profiles of teachers, to determine Teachers' Perceptions towards Principal's Instructional Leadership, and to compare Teachers' Perceptions towards Principal's Instructional Leadership at USH private School Mandalay according to their gender, age, educational background and work-experiences in 2017. A total of 53 teachers (23 male and 30 female) from USH private school Mandalay completed the questionnaire, it was designed to identify the Teachers' demographics and their perceptions towards principal's Instructional Leadership. The questionnaire was adopted from Murphy & Hallinger (1985) Principal's Instructional Management Range Scale (PIMRS). This research study was designed as a quantitative and comparative study. The data from this research was analyzed by frequency & percentage, mean and standard deviation, Independent Sample t-test and One-Way ANOVA. The study found that the level of Teachers' Perceptions towards Principal's Instructional Leadership was moderate. At the significance level .05, there were no significant differences on Teachers' Perceptions towards Principal's Instructional Leadership according to their gender, age, Educational background and work-experiences in USH private school Mandalay, Myanmar. This research study would give valuable insight into the role of Instructional Leadership support in shaping teachers, principal and teacher-principal relationship, student achievement and school improvement. It recommended that the Principal must involve his/her Instructional Leadership management on teachers and students such as protecting Instructional time, communicating school goals, monitoring student progress.

Keywords: Teachers' Perceptions, Principal's Instructional Leadership, USH Private School, In Mandalay.

Introduction

USH was established in 2010 as Private School by Principal U Soe Haling in Mandalay, Myanmar. The target 53 teachers in this study had taught in USH in 2017. And there were 800 students (Grade 1 -11) also studied in that academic year. USH is urgent need of Principal's Instructional Leadership Management which will focus on instructional practices. During Japan International Cooperative Agency Education System period, teachers expected to follow Principals' orders without any questions in Public and Private Schools in Mandalay, Myanmar. Moreover, Traditional Instructional Leadership is also utilized where principals are absolutely control in Instructional process.

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Moreover, Traditional Instructional Leadership is also utilized where principals are absolutely control in Instructional process. According to the previous research studies, Teachers' Perceptions on Their Principal's Instructional Leadership are the essential for school development and student achievement. Considering these facts, this researcher decided to identify Teachers' Perceptions towards Principal's Instructional Leadership according to their gender, age, educational background and work-experiences in USH private school, Mandalay, Myanmar.

Research Objectives

There are three objectives in this study:

1. To identify Teachers' Demographics including their gender, age, educational background and work-experiences in USH private school at Mandalay, Myanmar.
2. To identify Teachers' Perceptions towards Principal's Instructional Leadership in USH private school at Mandalay, Myanmar.
3. To compare Teachers' Perceptions towards Principal's Instructional Leadership in USH private school according to their demographics including their age, gender, educational background and work-experiences at Mandalay, Myanmar.

Literature Review

Principal's Instructional Leadership

Instructional Leadership has more evident a new leadership for learning and become a new ideal for 21st Century School Leadership. Principal's roles as Instructional Leaders which manage the curriculum to enhance student learning, support teachers and transform schools into the effective learning organizations. Principals needed to continuously concentrate on the Instructional Leadership challenges. The school Principal should clear the way by providing needed resources, planning for ongoing collaboration, eliminating impeding practices, enrolling the public in the work of school, and protecting the integrity of the school. In this research, Principal's Instructional Management Rate Scale (PIMRS) was used to identify the Teachers' Perceptions towards Principal's Instructional Leadership.

PIMRS Instructional Leadership

Principal's Instructional Management Rating Scale (PIMRS) was created by Hallinger & Murphy (1985). It was to empirically assess Instructional Leadership. The conceptual framework of PIMRS incorporated three dimensions of Instructional School Leadership;

- (1) Defining School's Missions,
- (2) Managing Instructional Program and
- (3) Promoting School Program. These dimensions were further characterized into (10) functions:
 - a) Frame School Goals,
 - b) Communicating School Goals,
 - c) Supervising & Evaluating Instruction,
 - d) Coordinating Curriculum,
 - e) Monitors Student Progress,
 - f) Protecting Instructional Times,
 - g) Maintain High Visibility,
 - h) Providing Incentives Teachers,
 - i) Promoting Professional Development *and*
 - j) Providing Incentives for Learning.

Models of Instructional Leadership

Hallinger and Murphy (1985), Murphy (1990), and weber (1996) advanced the important models of Instructional Leadership. The first model is that the Instructional Leader improves a mission and goals in order to implant a sense of shared purpose in the school staff and foster collaborative efforts within the

school based on a common vision (Murphy, 1990). Second model is that to improving the academic curriculum which school leaders require to monitor and provide feedback on the teaching and learning process. Last is that school-wide Professional development which is determined through the adoption of activities connected to life-long learning.

Teacher-Principal Relationship

According to Smith and Andrew (1989), principals are described as (1) resources providers, (2) instructional resources, (3) communicators and (4) a visible presence. From Wilcox and Angelis (2013), Trust and respect must be reciprocal between principals and teachers. Second, the responsibility for performance must be distributed among teachers. And the third, teachers must be encouraged to take initiatives. Lastly, opportunities for professional growth must be provided both within and beyond the classroom.

Previous Study on Teachers' Perceptions Towards on Principal's Instructional Leadership

Owens (2015) study identified Principals' Perceptions and Teachers' Perceptions on Principal's Instructional Leadership as measured by Murphy and Hallinger (1985) Principal Instructional Management Range Scale (PIMRS). There were over 400 sample who worked in Secondary grade 6-12 principals and teachers at Park Hill School District in this study. Accordingly, his study of findings, the principals rated on their Instructional Leadership each scale was the highest mean scores. Then, teachers rated on their Principals' Instructional Leadership each scale was high mean score.

Conceptual Framework

The researcher compared the Teachers' Perceptions towards Principal's Instructional Leadership in USH private school according to their demographics (independent variable) including gender, age, work experiences and educational background at Mandalay, Myanmar. According to the objectives, this study was conducted focusing on Hallinger and Murphy (1985) Instructional Leadership Theory (PIMRS).

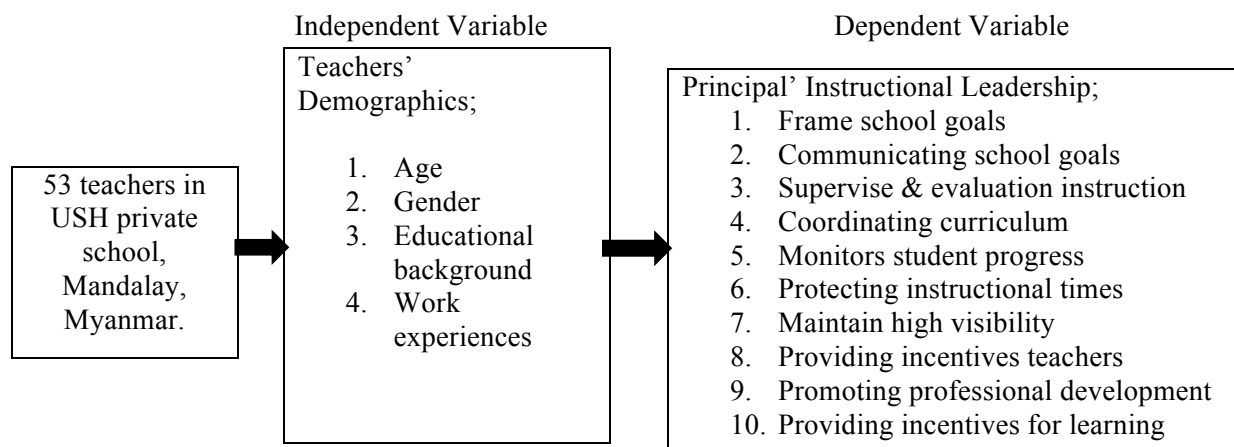


Figure 1. Conceptual Framework of the Study

Research Methodology

Population

The study was conducted in USH private school during the academic year 2017. The target group was all 53 teachers in USH private school Mandalay, Myanmar. The researcher distributed questionnaire to all teachers in the school and examined teachers' perceptions for this research study.

Research Instrument

In this study, the research instrument was composed of two parts; Part-I Teachers' demographics profiles including Gender, Age, Educational Background and Work Experiences for 53 teachers in USH private school Mandalay, Myanmar. The researcher used the Hallinger and Murphy (1985)'s Instructional Leadership; Principal's Instructional Management Rate Scale(PIMRS) Questionnaire in Part II section in this study.

Collection of Data

Firstly, the researcher made the appointment with the principal of USH private school to get the permission for the implementation of the study in December. After receiving the approval, the researcher distributed the survey questionnaires to 53 teachers in December 21,2017. In February 7,2018, the researcher collected the 53 questionnaires. So that the returned valid rate reached 100%.

Data Analysis

The following Statistical methods utilized to analyze the data from the questionnaires after the data collection.

- For Research Objective 1; *Frequency and Percentage* was used to identify the demographics profiles of the participants including their age, gender, educational background and work experiences.
- For Research Objective 2; *Mean and Standard Deviation* was used to identify the Teachers' Perceptions towards Principal's Instructional Leadership in USH private school, Mandalay, Myanmar.
- For Research Objectives 3; *Independent sample t-test* was used to compare the Teachers' Perceptions towards Principal's Instructional Leadership on the basic of their gender and One-way ANOVA was used to compare the Teachers' Perceptions towards Principal's Instructional Leadership basic on their age, educational level and work experiences in USH private school at Mandalay, Myanmar.

Research Findings

Objective 1: To Identify Teachers' Demographics In USH Private School

Table 1 shows to identify the demographics of teachers in USH private school including their Age, Gender, Educational Background and Work Experience at Mandalay, Myanmar by using frequency and percentage.

Table 1: Demographics Profiles of USH's Teachers Including Gender, Age, Educational Background and Work-experiences.

Demographic profiles	Variables	Frequency	Percentage
Gender	Male	23	43.4
	Female	30	56.6
Age	24	1	1.9
	25-30	20	37.7
	35-40	23	43.4
Educational Background	40 and above	9	17.0
	Bachelor	17	32.1
Work-experiences	Master	24	45.3
	Teaching diploma	12	22.6
	5years and below	27	50.9
	6-10years	12	22.6
	11-15years	10	.9
	15years and above	4	

In terms of USH teachers' demographic profiles, there were more female teachers than male teachers; Master degree teachers were the most and Bachelor degree teachers were the lowest; The majority of teachers' age were around 35-40 and work- experiences were around 5 years and below.

Objective 2: To Identify Teachers' Perceptions Towards Principal's Instructional Leadership

Table 2 demonstrates the summary of the total mean and standard deviations scores of Teachers' Perceptions towards Principal's Instructional Leadership among 53 teachers at USH private school in Mandalay, Myanmar.

Table 2: The Mean Score of Teachers' Perceptions towards Principal's Instructional Leadership in USH Private school.

Principal's Instructional Leadership	Mean	SD	Interpretation
Frame School Goals	3.81	.67	High
Communicating School Goals	3.50	.57	High
Supervise & Evaluation Instruction	3.52	.57	High
Coordinating Curriculum	3.61	.59	High
Monitors	3.50	.82	Moderate
Protecting Instructional Time	3.46	.78	Moderate
Maintain High Visibility	3.09	.58	Moderate
Providing Incentive	3.33	.54	Moderate
Promoting Professional Development	3.51	.49	High
Providing Incentive Learning	3.46	.33	Moderate
Total	3.50	.34	Moderate

The total mean and standard deviations score of Teachers' Perceptions towards Principal's Instructional Leadership was 3.50, which is in the range of 2.51-3.50. It is interpreted as moderate according to the interpretation standard of this research study. It is noted that frame school goals had highest mean score of 3.81 whereas, maintain high visibility had the lowest mean score of 3.09. As results, Teachers' perceptions towards principal's instructional leadership with the item 1, 2, 3, 4, 9 were "high", the rest of items 5, 6, 7, 8, 10 were "moderate" and lower than other items.

Objective 3: To Compare Teachers' Perceptions Towards Principal's Instructional Leadership According to Their Gender, Age, Educational Background and Work-experiences

Table 3 as below mentions the comparison of Teachers' Perceptions towards Principal's Instructional Leadership according to their Gender in USH private school, Mandalay, Myanmar. The result of t-value was -1.976 and Sig (2-tailed) was .054, which was more than .05 at the .05 level of significance. According to the result of Table 3, there was no significant differences on Teachers' Perceptions towards Principal's Instructional Leadership according to their gender.

Table 3: Comparison of (t-test) Teachers' Perceptions Towards Principal's Instructional Leadership by Gender

Gender	Mean	S. D	T	df	Sig (2-tailed)
Male	3.40	.224	-1.976	51	.054
Female	3.59	.506			

Table 4 showed the comparison of Teachers' Perceptions towards Principal's Instructional Leadership according to their Ages in USH private school, Mandalay, Myanmar. In the One-Way ANOVA data analysis result, the significant value was .467; which was more than .05 at the .05 level of significance. There was no significant difference of the Teachers' Perceptions towards Principal's Instructional Leadership according to their age at USH private school, Mandalay, Myanmar.

Table 4: Comparison of (One-Way ANOVA result) Teachers' Perceptions Towards Principal's Instructional Leadership by Age

Ages	Sum of Square	df	Mean Square	F	Sig
Between Groups	.301	3	.100	.862	.467
Within Groups	5.707	49	.116		
Total	6.009	52			

Table 5 showed the comparison of Teachers' Perceptions towards Principal's Instructional Leadership according to their Educational Background in USH private school, Mandalay, Myanmar. In the One-way ANOVA data result, the significant value was .068. Then, the significant value was more than .05 at .05 level of significance. So that there was no significant differences of Teachers' Perceptions towards Principal's Instructional Leadership according to their Educational Background.

Table 5: Comparison of (One-Way ANOVA result) Teachers' Perceptions Towards Principal's Instructional Leadership by Educational background

Educational Background	Sum of Squares	df	Mean Square	F	Sig
Between Groups	.613	2	.306	2.838	.068
Within Groups	5.397	50	.108		
Total	6.009	52			

Table 6 demonstrated the comparison of Teachers' Perceptions towards Principal's Instructional Leadership according to their Work Experiences in USH private school, Mandalay, Myanmar. In the One-way ANOVA data result, the significant value was .902. Then, the significant value was more than .05 at .05 level of significance. So that there was no significant differences of Teachers' Perceptions towards Principal's Instructional Leadership according to their Work Experiences

Table 6: Comparison of (One-Way ANOVA result) Teachers' Perceptions Towards Principal's Instructional Leadership By Work-experiences

Work Experiences	Sum of Squares	df	Mean Square	F	Sig
Between Groups	.069	3	.023	.191	.902
Within Groups	5.939	49	.121		
Total	6.009	52			

According to Table 4, 5, 6 of significant results are greater than .05. Then, there weren't significant differences on Teachers' Perceptions towards Principal's Instructional Leadership according to their age, educational background and work-experiences in USH Private school Mandalay.

Discussion

This research findings indicated that the majority of teachers' gender was female. Then, this demonstrates aren't only the teachers in USH private school Mandalay but other schools also will start to hire female teachers in Mandalay, Myanmar. According to the finding of this study, the researcher can imply that teachers between 35 and 40 years compare with other group of age teachers, this group teachers will easy in learning new instructional methods. In addition to, Chit (2016) study focused on professional development according to their demographics in Myanmar, the older age teachers outnumbered their younger counterparts in Myanmar high school. Then, Poe (2016) study on administration support according to their age in Yangon, Myanmar, she demonstrated that the old teachers have more difficulty situations in learning new instructional methods. Therefore, it suggested that in order to keep up with the current trends in teaching and learning process, they require more instructional leadership management. And then, the

research findings revealed that teachers' educational background of master degree are more than bachelor degree and teaching diploma. From that findings implied that most of the teachers who were working in USH private school had the master qualification in Education. And nowadays, teachers are offered with master degree in every private school at Mandalay, Myanmar. Many private school are only check the teachers' certificate degree and later they offer the teaching qualification. From the findings, it was discovered that majority of teachers have 5 years and below work-experiences. By this, it may be concluded that much experienced teachers were working at USH private school in this study. When the researcher visited the school to collect the data, she knew most of the teachers have been working there for a quite short time. According to Kavinda (2014) study of teachers' competency in Rakhine, western Myanmar, teachers possess extensive knowledge of their own subject area and expertise in teaching it. Such that, the research suggested that principal needs to offer teachers who have more experiences in their own subjects. To identify the teachers' perceptions towards principal's Instructional leadership in USH private school Mandalay, Myanmar, the researcher used Murphy and Hallinger (1985) Principal's Instructional Management Rate and Scale. According to the findings, the teachers' perceptions towards principal's Instructional leadership based on frame school goals was high. It received the highest score among ten functions of principal's instructional leadership. Among them, Frame school goals is an area where teachers received the most instructional management from principal. In the previous study of Owens (2015), teachers' perceptions towards principal's Instructional leadership based on frame school goals was high over 70% of teachers. In addition to, Sergiovani (2001), visionary educational leadership has the logical direction for future existence. This research findings revealed on Teachers' Perceptions towards Principal's Instructional Leadership based on communicating school goals was a moderate. Therefore, it may be concluded that teachers' perception on that functions which principal's leading will weak as others in USH private school, Mandalay.

In the contrast, Owens (2015) found that Teachers' Perceptions on Principal's Instructional Leadership based on communicating school goals was high over 70% teachers. McEwan (2003), the principal's role is also as like manager who concentrating on the collaborative communication. The findings on teachers' perceptions towards principal's Instructional Leadership based on supervise & evaluate instruction was high. It may be concluded that teachers receive and understand on which their principals' supervise & evaluation on them. But mostly Myanmar culture in which giving feedback and supervise on other teachers' classroom objectives are considered to be impolite and often misunderstand as a form of negative criticism. Similarly, Owens (2015) study based on supervise & evaluation instruction was the high interpretation over 70% teachers. The curricular objective used by the school in which align both the content taught in classes and the achievement tests. In order to findings, the total Teachers' Perceptions towards principal's Instructional Leadership based on the coordinating curriculum was high. Then, it implied that teachers who works in the selected private school Mandalay accept that instructional coordinating curriculum. From pervious Owens (2015) study, the total mean score of coordinating curriculum was also high Then, these findings values, school leaders must arrange their school's curriculum for improvement their school range and students. To investigate programmatic and student passions in which it can be estimated school's instructional program's changing result. According Jackson and Davis (2002) Principal's Instructional management on secondary school, the school principal should initiate and sustaining student performance in the school. Such the finding on Teachers' Perceptions towards Principal's Instructional Leadership which is based on the monitors student progress was moderate. According the findings, teachers who are working in USH private school Mandalay thought the monitoring the student progress isn't very vital for school goals and student achievement. The research suggests that the principal need to more focus on the student progress for his school outcome. Comparison with Owens study, in his findings the monitors student progress total mean score was higher than this research finding. From the definitions of Butterworth (1981) provided that school have the Instructional Leaders who can create the clarion plans for student achievement and can give the high preference to all student succeeding. The finding of this research, the total mean of Teachers' Perceptions towards Principal's Instructional Leadership based on protecting Instructional time was the moderate interpretation. In contrast, Owens (2015) previous study of total mean on protecting instructional time was high interpretation.

By comparison with this research finding and previous Owens (2015) study, this total of Teachers' Perceptions towards Principal's Instructional Leadership based on maintains high visibility was higher than previous study Their interpretation was as moderate. School principal should provide incentive teacher by motivating them through the use of monetary rewards. But some school can provide that kind of incentive on teachers in Mandalay, Myanmar. And then, the Instructional Leader can create a school learning environment in which student will value highly learning achievements. School leaders mostly focused on student and some policies are still traditional method for teachers. This total Teachers' Perception towards Instructional Leadership based on providing incentive teacher and incentives for learning in the selected school at Mandalay, Myanmar were moderate. As similar as, Owens (2015) study, the total Teachers' Perceptions towards Principal's Instructional Leadership based on Providing Incentive Teacher and Incentives for learning was high over 80%. Addition to the total Teachers' Perceptions on Principal's Instructional Leadership based on the promoting professional development was high. In Owens (2015) study, the total mean score on promoting professional development was also high. In summary, the overall total mean score of Teachers' Perceptions towards Principal's Instructional Leadership was moderate at USH private school Mandalay, Myanmar. The reason could be that the teachers at USH private school Mandalay were neither agreed nor disagreed on Principal's Instructional management. Then, the research believed that if the school promote on principal Instructional management in Mandalay, Teachers will have agreement on Instructional leadership not only for principal but also for themselves.

This study was carried out in order to compare Teachers' Perceptions towards Principal's Instructional Leadership according to their age, gender, educational background and work-experiences in USH private school Mandalay, Myanmar. From testing the research hypothesis, it revealed that the probable score of comparing Teachers' Perceptions towards Principal's Instructional Leadership by their age, gender, educational background and work experiences were more than the significant level of .05. Comparison with other previous studies, in Nik (2015) Principal's Instructional Leadership and teachers' commitment study in social sciences college in Malaysia, there were no significant differences Principal's Instructional leadership based on their demographics. Additionally, this study also found no significant differences of Teachers' Perceptions towards Principal's Instructional Leadership according to their gender, age, educational background and work-experiences in USH private school Mandalay, Myanmar.

Recommendations

For Principal

The researcher recommended the principal who should have sufficient time to be allocated for teacher collaboration therefore teachers can work and learn from principal and each regarding Instructional leadership management. And Principal must constantly build their knowledge base in order to serve as a resource provider to meet the needs of students, teachers, and parents

For Teachers/Administrators

The researcher recommended all teachers from USH private school Mandalay in this study to better embrace change and more inclined to learn new things. Suggestions that teachers should be more open to effort to build collegial relationship with each for improvement of Principal's Instructional management and to know their Instructional Leadership.

For Future Researchers

The study was to compare Teachers' Perceptions towards Principal's Instructional Leadership according to their age, gender, educational background and work-experiences in USH private school Mandalay, Myanmar. Not only teachers' opinions are related to improvement of Principal's Instructional Leadership for principal but also students and other staffs will have different views on Principal's Instructional Leadership management. Therefore, Future researchers can be mixed quantitative method and qualitative method (interviews), so as to understand the Teachers' Perceptions on their Principal's Instructional Leadership and their own Instructional skills.

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