A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS THEIR LEADERSHIP CAPACITY AND ORGANIZATIONAL COMMITMENT AT KAW DAI NATIONAL SCHOOL IN KARLI, SHAN STATE, MYANMAR

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Abstract: This research study determined the relationship between teachers' perception of their leadership capacity and organizational commitment at Kaw Dai National School in Karli, Shan State, Myanmar. The research instrument was a questionnaire adopted from Lamberts' (2003) Leadership Capacity School Survey questionnaire and Ismail's (2012) Survey Questionnaire for Organizational Commitment. The participants were all full-time teachers working in Kaw Dai National School in the academic year 2020. The responses were analyzed utilizing Descriptive Statistics, Frequency and Percentage, Mean and Standard Deviation, and the Pearson Product-Moment Correlation Coefficient. Based on the study result, it was determined that there was a significant relationship between teachers' perception towards their leadership capacity and their organizational commitment at Kaw Dai National School. Additionally, the relationship was interpreted as moderate because the correlation (r)value was .624. Teachers' quality, leadership capacity, and organizational commitment are important for student achievement and organizational success. But, at Kaw Dai National School, some aspects of teachers' leadership capacity and organizational commitment were found to be still moderate, so it was suggested that the school should consider improving them.

Keywords: Teachers' Perception; Leadership Capacity; Organizational Commitment; Kaw Dai National School; Myanmar

Introduction: Teachers play a vital role in the process of educational development. Linda & Milbrey (2011) argued that the qualification of teachers strongly influences the academic achievement of students. Porcia,

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Fred & Mack (2014) stated that student achievement and the impact of teachers' quality on it had become the most important and interesting topic in the educational field in the recent three decades. Braly (2016) noted in his thesis that sustainable improvement of a school could be expanded by teachers who are empowered with leadership capacities. So, paying more attention to the teachers' leadership capacities will help an organization to possess skillful, effective, and hardworking teachers.

Society today is rapidly changing, and the competition is so high. In this situation, successfully using valuable and limited resources and attaining higher achievement is difficult for any organization (Palta, 2019). Teachers' organizational commitment is crucial to improving teachers' motivation and achieving the organization's goals. The teachers' organizational commitment portrays the performance and fortune of the organization (Kassaw & Golga, 2019). Therefore, teachers' organizational commitment and leadership capacity are vital to educational development, students' achievement, and school success, and they should be studied and improved in any educational institution.

Objectives
This research will be conducted for the following three purposes.
1. To identify the level of teachers' perception towards their leadership capacity at Kaw Dai National School, Shan State, Myanmar.
2. To identify the level of teachers' perception towards their organizational commitment at Kaw Dai National School, Shan State, Myanmar.
3. To determine the relationship between teachers' perception towards their leadership capacity and their organizational commitment at Kaw Dai National School, Shan State, Myanmar.

Literature Review
Teachers are important for providing education services and for every life of students. To the students, teachers are in the role of a leader, and they are vital for all students to set up and achieve their goals. Ranga.nr (2012) described that the teaching profession is not just a job but more about the responsibility to make a student's life successful. Teachers are the ones who have direct contact with the student and the management team of the school or educational organization. That is why teachers are vital for achieving the organization's goals, objectives, and vision and enhancing student performance and achievement.

According to Zombwe (2013), it can be noted that passionate, motivated, and effective teachers are the foundation of quality education as he stated that the

"quality of teachers determines the quality of education." That is why developing the quality of teachers has become the key to success for every school, and the professional development of educational providers has become one of the most important tasks for educational organizations (Wu & Ye, 2016). Lam (2014) reports that effective teachers enjoy teaching, stay organized, find inspiration, embrace changes, and create reflections. These characteristics are in accordance with Lambert's (2003) High Leadership Capacity Theory.

Lambert (1998) described five important elements of high leadership capacity in *"Building Leadership Capacity for School Improvement."* The first one is called "broad-based, skillful participation in leadership work." In this case, it could be understood that leadership is not about being the best one but having the skills and abilities to participate with others. The second element is called "shared-vision resulting in the program coherence," which conveys that leadership is about having a common vision to build harmony in the organization.

"Inquiry-based use of information to inform shared decisions and practice" is the third element of high leadership capacity described by Lambert (1998). The fourth element is called "roles and responsibilities that reflect broad involvement, collaboration, and collective responsibility." These two components share similar characteristics of power and responsibilities among organization members. The fifth element is "reflective practice and innovation as the norm." It means that the skill to learn from the past and find new ideas and practices is one of the important components of high leadership capacities. The sixth element Lambert added in (2003) is to steadily improve students' achievement.

Organizational commitment is related to people's feelings, trust, affection, and/or attitude regarding the organization they are associated with. One's level of organizational commitment affects his actions, participation, and cooperation in the organization. Kamaylar (2016) defined organizational commitment as a tie between an organization and its a member.

People with a higher level of organizational commitment are likely to show higher performance and cooperation in the organization. By understanding the level of employees' organizational commitment, leaders can predict their subordinates' job performance, participation, job satisfaction, and leadership distribution.

In the sectors of educational organizations where a high level of cooperation, participation, and leadership contribution is needed, the essentials of organizational commitment cannot be neglected. Li (2019) noted in his thesis that the level of educators' organizational commitment determines the success or quality of education. A high level of teachers' commitment may enhance the skills, performance, effectiveness, and teaching achievement that would result in student and organizational achievement.

According to Becker (1960), the organizational commitment level of employees can be improved through the expansion of the amount/number of things they invested. It can be assumed that old-aged employees are more likely to have a higher level of commitment because the "side-bet" or amount/number of things they invested in the organization will be increased over time.

Commitment decides the settlement of an employee in an organization. People with low commitment levels may leave an organization when the environment or surrounding situation changes. But, when people are strongly committed to an organization, changes in environmental or economic conditions would not course them to leave the organization.
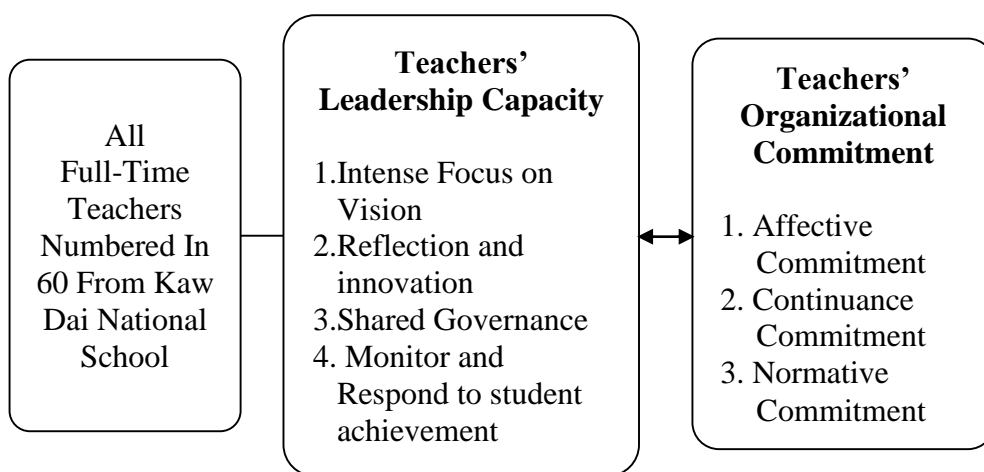
Meyer and Allen (1991) explained that commitment represents the psychological state of employees, such as their beliefs, trust, and attitude towards the organization. The organizational commitment was separated into three types or levels Affective Commitment, Continuance Commitment, and Normative Commitment. Meyer and Allen (1997) translated these levels of commitment as affection for jobs, fear of loss, and a sense of obligation. These three types of commitment are commonly known as the three components of organizational commitment developed by Meyer and Allen (1991).

Affective commitment can be regarded as a positive commitment. Teachers with affective commitment are happy with the organization, feel valued, and do not want to leave the organization. They have a strong interest in their work and strongly believe in the organization's vision (Larkin, Brantley & Lokey, 2016). When teachers weigh and judge the benefit of staying in the organization, it is defined as Continuance Commitment. Those teachers with Continuance Commitment continued to stay in the organization because they thought leaving the organization would cost them in many aspects, such as losing high position/status or getting a lower salary (Larkin, Brantley & Lokey, 2016).

Normative commitment is mostly personality-driven. Teachers with normative commitment stay in the organization not because they get higher pay, or they believe in the vision and values of the organization but because they feel that they need to be loyal to an organization and want to take responsibility (Meyer and Allen, 1997).

Conceptual Framework

The conceptual framework of this study was built based on ***Lambert's (2003) High Leadership Capacity Theory*** and the ***Three-Component Model of Organization Commitment by Meyer & Allen (1991).*** Indeed, the three-component model of Organizational Commitment was developed based on Becker's (1960) Side-Bet Theory of Organization Commitment. The conceptual framework of the study can be seen in Figure 1.

All Full-Time Teachers Numbered In 60 From Kaw Dai National School

Teachers' Leadership Capacity

1. Intense Focus on Vision
2. Reflection and innovation
3. Shared Governance
4. Monitor and Respond to student achievement

Teachers' Organizational Commitment

1. Affective Commitment
2. Continuance Commitment
3. Normative Commitment

Figure 1. *The Conceptual Framework of the Study*

Research Methodology

This was a quantitative correlational research study. A questionnaire adapted from Lambert's (2003) Leadership Capacity School Survey (LCSS) and Ismail's (2012) organizational commitment questionnaire was utilized as the research instrument. Descriptive statistics (mean and standard deviation) and the Pearson product-moment correlation coefficient were used to analyze the collected data. The researcher applied a 5-point Likert scale to measure the level of teachers' perception towards their leadership capacity and their organizational commitment. The analyzed mean scores were interpreted as; 1.00-1.50 = Very Low, 1.51-2.50 = Low, 2.51-3.50 = Moderate, 3.51-4.50 = High and 4.51-5.00 = Very High.

Population

Participants of this research study were all full-time teachers numbered 60 working at Kaw Dai National School in Karli Township, Southern Shan State, Myanmar, in the academic year 2020. The researcher distributed 60 questionnaires and received 53 valid responses from the participants.

Findings

The followings are the finding of the study based on the data analysis.

Research Objective One

Table 1 shows the summary of teachers' mean and standard deviation scores at Kaw Dai National School regarding the level of their leadership capacity. As shown in the table, teachers' leadership capacity was high in all four constructs of high leadership capacity. In detail, construct one: Intense Focus on Vision scored 4.20 and was interpreted as a high level of leadership capacity. Construct two: *Reflection and Innovation,* which got the lowest mean score among the four constructs at 3.83, was also interpreted as a high level of leadership capacity. In summary, with the total mean score at 4.00, the level of teachers' perception towards their leadership capacity at Kaw Dai National School was identified as high.

Table 1. Mean and Standard Deviation Score of Teachers' Perception Towards Their Leadership Capacity (n=53)

Leadership Capacity	Mean	SD	Interpretation
Construct One: Intense Focus on Vision	4.20	.51	High
Construct Tow: Reflection and Innovation	3.83	.60	High
Construct Three: Shared-Governance	3.89	.64	High
Construct Four: Monitor and Respond to Student Achievement	4.04	.66	High
Total	4.00	.64	High

Research Objective Two

Table 2 shows the mean and standard deviation scores of teachers' organizational commitment at Kaw Dai National School. According to the mean scores in the table, teachers' affective commitment and normative commitment were interpreted as high, with the mean score at 3.72 and 4.01, respectively. In contrast, continuance commitment was moderate at 3.12. Indeed, the total mean score of all components of organizational commitment was 3.06 and interpreted as high.

Table 2. Level of Teachers' Perception Towards Their Organizational Commitment as Normative Commitment (n= 53)

Organization Commitment	Mean	SD	Interpretation
Component One: Affective Commitment	3.72	.61	High
Component Two: Continuance Commitment	3.12	.69	Moderate
Component Three: Normative Commitment	4.01	.48	High
Total	3.60	.46	High

Research Objective Three

Table 3 shows the relationship between teachers' leadership capacity and their organizational commitment. Since the Sig. (2-tailed) was 0.00, which was smaller than .05 (even .01); it was determined that there was a significant relationship between teachers' leadership capacity and their organizational commitment at Kaw Dai National School. Moreover, the statistical analysis showed that the correlation(r) value was .624, indicating that the relationship was strong and leading in a positive direction.

Table 3. Pearson Product-Moment of Correlation Between Teachers' Leadership Capacity and Organizational Commitment at Kaw Dai National School in Karli, Shan State Myanmar. (n= 53)

		Teachers' Organizational Commitment	Conclusion
Teachers Leadership Capacity	Pearson Correlation	.624[**]	There is a significant relationship
	Sig. (2-tailed)	.000	

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

Discussion

Based on the interpretation criteria, the total mean score of teachers' leadership capacity of 4.01 was interpreted as a high level of leadership capacity. Indeed, the mean scores of all components of high leadership capacity were identified to be high. In descending order, the level of teachers' leadership capacity was high in (1) Intense Focus on Vision, (2) Monitor and Respond to Student Achievement, (3) Shared Governance, and (4) Reflection and Innovation.

Regarding teachers' leadership capacity, Braly's (2018) study of an international school in Bangkok showed that the constructs Monitor and Response to Student Achievement and Intense Focus on Vision got the first and second highest mean scores, while Hpaugyi's (2016) study at In-Gumla High School in Myanmar showed the highest mean scores for Shared

Governance and Monitor and Respond to Student Achievement. It is regarded that these findings were similar to the current study's findings.

The study discovered that teachers' organizational commitment was high, with a mean score of 3.60. However, a component, continuance commitment, among the three components of organizational commitment, was identified at a moderate level, with the mean score at 3.12. Normative Commitment, the third component of organizational commitment of teachers got the highest mean score at 4.01. It was regarded that teachers at Kaw Dai National School had a strong belief that a person should be loyal to his/her organization since normative commitment represents employees' loyalty. Furthermore, it can also be assumed teachers at Kaw Dai National School had a strong emotional attachment to the organization because the study result showed that teachers' Affective Commitment, which represents employees' emotional attachment to their job or organization, was the second highest level among the three components.

Kamaylar's (2016) study regarding the relationship between teachers' organizational commitment and job satisfaction identified a relationship between teachers' organizational commitment and job satisfaction at high schools in Myanmar. Kumari and Afroz (2003) also proved with a study that Affective Commitment was positively related to managerial employees' life satisfaction. Li's (2019) study also showed a significant moderate relationship between the reward system and teachers' organizational commitment. So, to make teachers at Kaw Dai National School feel satisfied with their jobs or lives, teachers' organizational commitment may need to be improved in all aspects, especially in Continuance Commitment.

It was identified that teachers' leadership capacity and organizational commitment were high at Kaw Dai National School in Karli, Shan State, Myanmar. When the researcher analyzed the data utilizing the Pearson product-moment coefficient of the correlation method, it resulted in Sig. (2-tailed) value at 0.000. It was less than the standard significant value of 0.05 (even 0.01). So, it was determined that there was a significant relationship between teachers' leadership capacity and organizational commitment at Kaw Dai National School.

However, when comparing the mean scores of teachers' leadership capacity and organizational commitment, it was found that teachers' leadership capacity scored higher than their organizational commitment. So, it was assumed that the level of teachers' leadership capacity was higher than their organizational commitment at Kaw Dai National School.

Teachers' leadership capacity and organizational commitment are vital to students and educational institutions. Lynch (2020) described teachers as the leaders of classrooms, and he claimed that teachers' leadership capacity is vital to students. On the other hand, Lagace (2009) argued that employees' and employers' organizational commitment was an essential element of achievement and success. According to them, Kaw Dai National School might include teachers with a high level of organizational commitment and leadership capacity for students' achievehet and success. The study showed that teachers' leadership capacity and organization were high, yet, they still needed improvement, especially in their commitment, since the level of teachers' organizational commitment is lower than that of their leadership capacity. Developing the level of teachers' leadership capacity in areas that were found to be the lowest such as Shared-Governance and Reflection and Innovation, may be an option to improve teachers' organizational commitment since the relationship between teachers' leadership capacity and organizational commitment was significant and moderately positive.

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