THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARDS LEADERSHIP CAPACITY WITH THEIR DEMOGRAPHIC FACTORS AT MON NATIONAL MIDDLE SCHOOLS, IN YE TOWNSHIP, MON STATE, MYANMAR

TIN TIN MAR

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2014
THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARDS LEADERSHIP CAPACITY WITH THEIR DEMOGRAPHIC FACTORS AT MON NATIONAL MIDDLE SCHOOLS, IN YE TOWNSHIP, MON STATE, MYANMAR

TIN TIN MAR
I.D. No. 5529515

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2014
Thesis Title: THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARD LEADERSHIP CAPACITY WITH THEIR DEMOGRAPHICS FACTORS AT MON NATIONAL MIDDLE SCHOOLS, IN YE TOWNSHIP, MON STATE, MYANMAR

By: TIN TIN MAR

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: DR. YANYE

Accepted by the Graduate School of Education, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

(Dr. Sangob Laksana)
Dean of the Graduate School of Education

Thesis Examination Committee

(Chair)

(Dr. Wantana Vinitwatanakun)

(Member/Advisor)

(Dr. Yan Ye)

(Member/Inside Reader)

(Dr. Sangob Laksana)

(Member/Outside Reader)

(Asst. Prof. Dr. Wichuda Kijorntham)
ABSTRACT

I.D. No.: 5529515

Key Words: TEACHERS' LEADERSHIP CAPACITY, MYANMAR, MON NATIONAL MIDDLE SCHOOL

Name: TIN TIN MAR

Thesis Title: THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARD LEADERSHIP CAPACITY WITH THEIR DEMOGRAPHICS FACTORS AT MON NATIONAL MIDDLE SCHOOLS, IN YE TOWNSHIP, MON STATE, MYANMAR

Thesis Advisor: DR. YAN YE

The main purpose of this study was to determine the relationships of teachers’ perception towards leadership capacity with their demographic factors: age, education background, work experience, and training experience at Mon National Schools, Ye Township, Mon State, Myanmar.

A total of 90 teachers from eight Mon National Middle Schools in the same state and the same township were surveyed for this study. The main source of the data was questionnaires that investigated teachers’ demographic factors including age, education background, work experience, and training experience, and leadership capacities. The collected data were analyzed by using the Descriptive Statistics, Frequency, Percentage, Standard Deviation, Mean, and Pearson Product Moment Correlation.

The study found that teachers’ leadership capacities from eight middle schools were perceived as “good enough” in their schools. On the other hand, the correlation
analysis found that there were no relationships between teachers’ perceived leadership capacities and teachers’ demographic factors including age, education background, and training experience. However, there was a positive relationship between leadership capacities and teachers’ work experience at Mon National Middle School, Mon State, Myanmar. To become more sustain schools, administrators from 8 Mon National Middle Schools are recommended to innovation, develop, and create more opportunity to all teachers for sharing ideas, to keep control teachers stability and other uncompleted situations. It could be valuable research other researcher can conduct the similar research in other organizations and countries, and can also conduct the research on the relationship between leadership capacity and sustained high level of student achievement.

Field of Study: M.Ed (Educational Administration)            Student’s signature .................
Graduate School of Education                                   Advisor’s signature ..................
Academic Year 2014
ACKNOWLEDGEMENT

This research is the first and one of the most important ones after I entered the Graduate School of Education, Assumption University as a new student. Without the help of certain people and instructors, success could have been far from reality. Therefore, it gives me great pleasure in expressing my gratitude to all those people who have supported me and had their contributions in making this thesis possible.

First and foremost, as I am a Buddhist I would like to pay my highest homage to the three triple gems-Buddha, Dhamma and Sangha. Then I must acknowledge and give thanks to my heavenly parents, who raise me up and take me to this step to extend my higher education. Especially, I would like to pay greatly worship to my father who passed away without asking favor to see eldest daughter while serious ill.

I would like deeply to express my great appreciation to Open Society Foundation and Supplementary Grant Program Asia (SGPA) for their financially support. Without their support, I would not be never ever able to study my master’s degree.

I express my profound sense of reverence to my major adviser and promoter, Dr. Yan Ye, who always selflessly and patiently guided me, mentored me, supported me, encouraged me right from the beginning to the end of this research project; it would not have been possible for me to finish this study without her constant guidance, support, motivating and untiring help. I shall always remember her calm
and relaxed nature, and the way she response "Yes! Come to my office at any time, I can help you, we can work together" whenever I lined and emailed her.

I am very grateful to Dr. Sangob Laksana, Dr. Watana Vinitwarankhun, and outside reader expert Asst. Prof. Dr. Wichuda Kijtontham for their being committee members for my thesis defense. Especially, Dr. Sangob Lakana for being my inside reader even he was really busy and showing his interest in Mon National Education in Myanmar: Dr. Watana vinitwatanakhun for her being the chair person and providing kindly comments and suggestions, and Dr. Yan Ye, my major advisor for being their understanding, and showing their loving kindness during my proposal defense.

I would like to give my sincere thanks to the three experts Ven. Ariya. Dhammacariya M.A (Sri Lanka), Doctoral student University of peradeniya Colombo, Srilanka, Ven. Phra Ashin Khemasara (M.A, New Delhi), Doctoral student in Educational Leadership Program, University of Assumption University of Thailand, and Nai Rot Gakoa, Former Mon Education Committee Member who patiently revised and checked on my Questionnaire translation survey.

My heartfelt thanks are also extended to in-charge of Mon National Education Committee MNEC for kindly gave permission for data collection. And also sincere thanks to head masters, head mistresses and teachers of eight Mon National Middle Schools for warmly welcomed to answer my surveys.

I would like to thank Mr. Nikom Ford-Kwan (Academic Staff) and Ms, Niti Sampat (Secretary), who are the office staff of Graduate School of Education, for their kind help whenever I came to meet them for my need, and the library staff Mrs.
Patcharakorn Suparp for Turnitin and EndNote system help and also my classmates who shared great experiences with me.

Last but not the least, I also thank for heart-warming kindness from the family of my youngest brother Mr. Nyan Seik who gave much his time together with me and gave me his precious contribution to my questionnaires translation (English to Mon Language). And my husband Mr. Thet Naing who supported me for extra financial and he is my great companion, loved, supported, encouraged, and entertained while I was studying at Assumption University.

TIN TIN MAR
ID: 5529515
CONTENTS

COPYRIGHT .......................................................................................................................... ii
APPROVAL .......................................................................................................................... iii
ABSTRACT ............................................................................................................................. iv
ACKNOWLEDGEMENTS ........................................................................................................ vi
CONTENTS ........................................................................................................................... iv
LIST OF TABLES ................................................................................................................... xii
LIST OF FIGURES ............................................................................................................... xiii

CHAPTER I  INTRODUCTION

Background of the Study ........................................................................................................ 1
Statement of the Problem ......................................................................................................... 3
Research Questions .................................................................................................................. 5
Research Objectives ................................................................................................................. 5
Research Hypothesis ................................................................................................................ 6
Theoretical Framework ............................................................................................................. 6
Conceptual Framework ............................................................................................................. 8
Scope of the Study ..................................................................................................................... 9
Definitions of Terms ................................................................................................................ 9
Significance of the Study .......................................................................................................... 11

CHAPTER II  REVIEW OF LITERATURE

Myanmar Education System .................................................................................................... 13
Mon National School and its Education System ..................................................................... 15
Leadership Capacity ............................................................................................................... 17
High Leadership Capacity ...................................................................................................... 19
  - Intense Focus on Vision .................................................................................................... 20
  - Reflection and Innovation ................................................................................................. 21
CHAPTER V  CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Finding ........................................................................................................... 58
Conclusion .................................................................................................... 60
Discussion ................................................................................................... 62
Recommendations ......................................................................................... 68

REFERENCES .................................................................................................. 71
Appendix
  - Appendix A: Questionnaire (English version) ........................................... 77
  - Appendix B: Questionnaire (Mon version) ................................................. 81
  - Appendix C: Translation checking evidences ............................................ 84

BIOGRAPHY .................................................................................................... 88
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Teachers from Eight Mon National Middle Schools</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Breakdown of Survey Questions of High Leadership Capacity</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>Interpretation and Scare for High Leadership Capacity</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>Alpha Coefficients for Reliability</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>Summary of Research Process</td>
<td>46</td>
</tr>
<tr>
<td>6</td>
<td>Age Group of Teacher from Mon National Middle School</td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td>Education Background of Teachers from Mon National Middle School</td>
<td>49</td>
</tr>
<tr>
<td>8</td>
<td>Work Experience of Teachers from Mon National Middle School</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>Training Experience of Teachers from Mon National Middle School</td>
<td>51</td>
</tr>
<tr>
<td>10</td>
<td>Teachers’ Perception toward Leadership Capacities at Mon National Middle School</td>
<td>53</td>
</tr>
<tr>
<td>11</td>
<td>Correlation between Age Group and Leadership Capacities</td>
<td>54</td>
</tr>
<tr>
<td>12</td>
<td>Correlation between Education Background and Leadership Capacities</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>Correlation between Work Experience and Leadership Capacities</td>
<td>56</td>
</tr>
<tr>
<td>14</td>
<td>Correlation between Training Experience and Leadership Capacities</td>
<td>56</td>
</tr>
</tbody>
</table>


**LIST OF FIGURES**

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Conceptual Framework of This Study</td>
<td>8</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents sections such as Background of the study, Statement of the problem, Research questions, objectives, and hypothesis, Theoretical and Conceptual Framework, Scope and Limitation of the Study, Definitions of Terms and Significance of the Study.

Background of the Study

Just like the organizations need good leaders, schools need good teachers with strong capacities for developing the school sustainability. In Thailand, the most beloved King Bhumibol has developed a Philosophy of “Sufficiency Economy” for the Thai Nation, which gradually formed a concept of sustainability in every field as well as in the educational field. In order to improve the school’s sustainability, every school needs a certain number of skillful teachers working as the leaders for their most time of work. They should be able to not only understand the shared vision and commitment, but also good at teaching and managing in the school. This kind of capacity is called teacher’s leadership capacity. Teachers or leaders should need to be responsible to the essential work of school, they need to attend the school activities actively and also need to be a sympathetic expert in what they are involve in.

Harris & Lambert (2003) mentioned that the school would lose the school goal and objects if only depending on one leader (the principal), a few teachers or only some people in school. Lambert also pointed out that if schools want to be developed
or sustained, every people or teacher should be a leader and involve in school functions to develop a strong capacity for working at that school.

In Myanmar, there are many ethnic groups live in Myanmar. Every ethnic group has their own sustainability policy. In the education field, there are so many kinds of schools set up in Myanmar such as private school, ethnic’s school, monastics’ school, and government school. According to the Myanmar government recognition on Myanmar ethnic groups, Mon is the one of the main ethnic group with a population of eight million (Unrepresented nation and People Organization, UNPO, 2008) in Myanmar. And Mon people owned language since before Burmese Language came up because Burmese Language adopted from Mon Language (Hla, 2011). Till now, Mon people have own language, culture, literature, basic education system, and so on. And they live in variety part in Myanmar but largest population live in Mon State.

Mon People has own history, language, governance, education policy, and so on without depending on the government. They develop their Mon National Education Committee called Mon National School. Mon National School is a non-profit school that base on the community so called Mon public school, therefore it’s named a National School(MNS) which is under control and management of Mon National Educational Committee (MNEC). The MNS has its own education system and curriculum from pre-school (Kindergarten) to middle school (grade 9) but in order to join the university, two higher education grade 10 and grade 11 are using government curriculum.

According to Mon National Education Presentation Report Mi Sar Dar (2011), Mon National Education is located in four different districts within different
townships in Mon State and Karen State, such as (1) Tavoy District include; Taik Bu Township, Ye South and Ye North township, (2) Moulmein District include; Thanbyuzayat Township, Mudon Township, and Hlardakot Township, (3) Sa-ton District include; Moulmein, Kawkarate Township, Kyaikmaraw Township, and (4) Resettlement Site (where people moved from military as refugee) include; Bee Ree, Tavoy and Hlockhanee (Thail-Burma Border). In this study, the researcher planned to explore the relationship of teachers’ perception toward teachers’ leadership capacity with their demographic factors from all Mon National Middle School, in Ye North Township, Mon State, Myanmar.

Statement of the Problem

Mon National School (MNS) is running under the Mon National Education Committee (MNEC). The MNEC is the non-profit organization and it is the community base organization, located in Southern part of Myanmar, Mon State. The MNEC/ MNS is running through its community support and some other outside organizations support. According to Mon Teacher Support Program (MTSP) 2010-2011, the MNEC has many networks with different organizations inside and outside Myanmar.

The Mon National Schools (MNS)/ MNEC have many different sections to develop educational sector. The main function its offering to the community are (1) school program (primary, middle, high, and post-ten), (2) teacher training, (3) vocational training, (4) summer English language training, (5) teachers’ salary program, and (6) evaluation and monitoring section.
Consequently, according to the functions of MNS (2011) and the researcher work experiences with MNEC, the MNEC is sustainably continuing through constant programs. It also has a lot of teachers and staffs. As MNEC presentation report (2011) mentioned that most of middle schools’ teachers hire from not-graduated or only who finished high school level and unstable teacher are facing as main problem. On the other hand the MNS or MNEC has less of leadership training and leadership capacity training. Thus, the researcher believes that the MNS or MNEC needs to improve more graduated teacher to build better leadership capacity.

According to MNEC presentation report (2011), though MNEC have gave some kind of training to teachers such as Child Center Approach, Reading Writing and Critical Thinking, and some other trainings, but not many training are with leadership focus.

Moreover, Mon Education Presentation report (2011) mentioned that teachers insufficiency of well-experienced and qualified, teachers’ supports, and sustainability of are currently in the main problem of MNEC. School to be improved and to be sustained, teachers should get involved in skillful of leadership. Since the researcher has worked at MNEC for 10 years, it is noticed that every school faces teachers’ substitution problem annually, which may affect school sustainability and the teacher’s capacity for future improvement. So in order to get more improvement in education system and teachers’ leadership, the research think the MNS/MNEC may need to give more training related to leadership and leadership capacity to every teacher.

Besides, the MNEC is an ethnic education organization, and there are no previous studies concerned on leadership capacity conducted in MNEC organizations.
Therefore, the researcher is interested in studying teachers’ perception toward teachers’ leadership capacity and to study if there is a relationship of teachers’ perception on leadership capacity with their demographic factors, age, education background, work experience, and training at Mon National School, Ye Township, Mon State, Myanmar.

**Research Questions**

1. What are the teachers’ demographics including: age, education background, work experience, and training experience in Mon National School, Mon State, Myanmar?

2. What are the teachers’ perceptions towards leadership capacities at Mon National School, Mon State, Myanmar?

3. Are there any relationships of teachers’ perception towards leadership capacity with their demographic factors: age, education background, work experience, and Training experience at Mon National School, Ye Township, Mon State, Myanmar?

**Research Objectives**

1. To survey the teachers’ demographics including: age, education background, work experience, and training experience in Mon National School, Mon State, Myanmar.

2. To determine teachers’ perceptions towards leadership capacities at Mon National School, Mon State, Myanmar.

3. To determine the relationships of teachers’ perception towards leadership capacity with their demographic factors: age, education background, work
experience, and training experience at Mon National School, Ye Township, Mon State, Myanmar.

**Research Hypothesis**

There are significant relationships of teachers’ perceptions towards leadership capacities according to their demographic factors: age, education background, work experience, and training experience at Mon National School, Ye Township, Mon State, Myanmar.

**Theoretical Framework**

This study was conducted upon the Lambert’s (2003) High Leadership Capacity Theory.

In Lambert’s (2003) High Leadership Capacity Theory, the high leadership capacity was composed of at least four characteristics in order to achieve school improvement. They are including *intense focus on vision, reflection and innovation, shared governance, and monitors and responds to students’ achievement.*

These four elements of leadership capacity were mainly related to the school building high leadership capacity through school improvement and school sustainably. Lambert (2003) mentioned, these four characteristics of high leadership capacity are closely related to success of the school sustainably and school improvement. And these four characteristics were the main element of leadership dispositions, knowledge and skills needed to build leadership capacity in school and in organizations.

Regarding *intense focus on vision* it needs to improve teachers’ abilities and to make school effective with high leadership capacity, every teachers who involve in
leadership should engages with other teachers in teaching and learning cycle as reflect to each other through dialogue, share purpose, and develop school jointly. And also they must keep their schools alive by reviewing the school regularly.

Then, high leadership capacity needs reflection and innovation in order to make school achieve with high capacity. It is important to all members to ensure that everybody is in the cycle of inquiry or involve in the reflection process. And also they need to make sure that everybody perform and encourage into group initiative process. Moreover, every teacher or member should involve in collaborative innovation.

Meanwhile, school will be improved if the teachers are in effective in share governance. Share governance is mention about participation and integrated innovation in to the process of decision making. On the other hand, teachers and all members develop their relationship to find new strategies to new thing for improving school.

High leadership capacity should include monitors and responds to student achievement. Student achievement is the most measurable of the school improvement and school sustainable. To achieve the mission of the school, every teacher should be good in lesson planning, teaching, coaching, and assessing. Then all teachers and members should provide and receive both positive and negative feedback to and from coaches and to and from students’ parents. Thus the school enables to improve and sustain.

Therefore, based on these four characteristics, this researcher conducted the research based upon Lambert’s (2003) high leadership capacity theory and her questionnaire. The researcher expected to find teachers’ real perception towards
leadership capacity, which may contribute to the school improvement and sustainability in Mon National Schools to some degree.

**Conceptual Framework**

This research mainly aimed to explore the relationship of teachers’ perception towards leadership capacity with their demographic factors from eight Mon Middle Schools in Ye Township, Mon State, in Myanmar.

Figure 1 below shows the conceptual framework of this study. On the left side were teachers’ demographic factors including age, education background, work experience, and training experience; on the right side the variable was teachers’ leadership capacities, which included 4 key components: intense focus on vision, reflection and innovation, share governance, and monitors and responds to student achievement.

![Figure 1: Conceptual Framework](image-url)
Scope of the Study

This study was started in June 2014 school calendar year at the community base education organization called Mon National Middle Schools under the Mon National School which it under the management of Mon National Education Committee (MNEC).

In this study, the researcher conducted at all 8 Mon Middle Schools in Ye North Township, Mon State, Myanmar. These 8 schools were: (1) Aboung Middle School, (2) Duyar Middle School, (3) Kawdut Middle School, (4) Koyinlay Middle School, (5) Laming Middle School, (6) Tamokanin Middle School, (7) Taung Bom Middle School, (8) Taung Pyin Middle School. All eight Mon National Middle Schools were located in the same region in Ye North Township, Mon State, Myanmar. And these eight schools use the same curriculum, the same organization under management of the MNS or MNEC. On the other hand, these eight schools accepted all students from Ye North Township who finished their primary level (grade 5) to join secondary level (grade 6 to 9).

The researcher used all teachers who are teaching in 2014 to 2015 school calendar year from these 8 Middle Schools for this study.

Definitions of Terms

Demographic factors refer to the characteristics of teachers from eight Mon National Middle School including age, educational background, works experience, and training experience in this study.

Ages refer to the ages of teachers in 8 Mon National Middle Schools, in Mon State, Myanmar. The four age groups of teachers were used in the
questionnaire they were: (1) 18 to 29, (2) 30 to 39, (3) 40 to 49, (4) 50 and above.

**Education backgrounds** refer to the level of education of teachers from 8 Mon National Middle Schools. Education backgrounds of teachers used in the questionnaire were: (1) high school, (2) distance university student, (3) bachelor degree, and (4) master degree.

**Work experiences** refer to how many years teachers from 8 Mon National Middle Schools have been teaching, in the past or in the present. Teachers' work experiences used in the questionnaire were: (1) 1 to 3 years, (2) 4 to 6 years, (3) 7 to 9 years, (4) 10 and above.

**Training experience** refers to the training teachers received from Mon National Educational Committee provided or from other organization provided. Teachers' training experiences used in the questionnaire are: (1) No training, (2) Child Center Approach (CCA) only, (3) Child Center Approach (CCA) and Reading Writing for Critical Thinking (RWCT), (4) Child Center Approach (CCA), Reading Writing for Critical Thinking (RWCT), and other trainings.

**Mon National School** refers to the name of an Education Organization of an ethnic group in Mon State, Myanmar.

**Leadership Capacity** refers to the perception of teachers on their strengths, the skills and the abilities of teacher in Mon National School to take effective action and leading role in the development of their schools, which include the following 4 key components:
1. **Intense Focus on Vision** refer to a dream, desired state, purpose, and inspiration or a destiny, the intent teachers from Mon National Middle Schools act and shared in school. Intense focus on vision will be measured by questionnaire items 1, 2, 3, 4, 5, and 6.

2. **Reflection and innovation** refer to the conversation and dialogue teachers from eight middle schools discuss in school. Questionnaire items 7, 8, 9, 10, and 11 will be used to measure reflection and innovation of high leadership capacity.

3. **Share Governance** refers to the collaboration, position, authority, or responsibility shared in eight Mon middle schools. Share governance will be measured by question items 12, 13, and 14.

4. **Monitors and Responds to Student Achievement** refer to teachers’ performance and students’ achievement in eight Mon middle schools. Monitors and responds to students’ achievement will be measured by question items 15, 16, and 17.

**Significance of the Study**

There was no previous research on this study at Mon National Education School (MNS) or Mon National Education Committee (MNEC) Mon State, Myanmar. Therefore, this research would provide positive advantages for the group mention above.

This research could be beneficial for Mon National school (MNS), since the school was planning to develop and maintain teachers’ leadership capacity, they wanted to investigate teachers’ perception on their role of leadership capacity so as to meet the need of school development.
This study could be useful for or the teachers. every teacher can be self-evaluation on his or her performance and to be able to understand and identify the leadership capacity that he or she is performing. On the other hand teacher also needs to improve and build more their capacity in the teaching and learning process as required by the school.

This study could be useful for organization to be able to develop education program and to improve more teachers’ leadership capacity. Moreover, regarding the teachers perception from eight middle schools, the organization (MNS or MNEC) would realize the needs of teachers, which may help them more to considerate when recruiting teachers.

This study could also help future researchers in the way to offer them some ideas and encourage them to conduct the similar research in other organizations or other countries. As teacher, administrator, manager, staffs realize that the leader capacity is the most important factor for the school’s success. Therefore, the future researchers were encouraged to conduct this kind of research more in other organizations or other countries.
CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of the research literature which serves as the theoretical foundation of this study and is a detailed description of the conceptual framework engaged in this study, including Myanmar Education System, Mon National School And Its Education System, Leadership Capacity, High Leadership Capacity (1) Intense Focus on Vision, (2) Reflection and Innovation, (3) Share Governance, (4) Monitority and Responds to Student Achievement, Other Related Theory of Leadership (Instructional Leadership, Transformational Leadership, Moral Leadership, and Participative Leadership), Theory U, Teacher Leadership Capacity Use in this study, Capacity Building, Previous Studies on Teacher Leadership Capacity, and The Summary of the Literature Review.

Myanmar Education System

Myanmar called the Union of Myanmar’s education is mainly providing under the Ministry of Education (MOE) and it is functioning with the aim to create an education system that will generate a learning society capable of facing the challenges of the knowledge age. The Ministry of Education (MOE) divided into two parts of educational sectors which is implementing sector through short-term and long-term plans education development plans in order to develop the life-long learning society. The process of instruction (implementation) of the educational development is to bring to the enhancement of the quality of higher education and to promote diversity as well.
On the other hand, it is also to increase accessibility to the higher education. According to 2008 constitution of Union of Myanmar, stated that every Myanmar citizen, can have the access of free primary essential education. (a) Every single people or children have the opportunity to get basic education, (b) every people or children get basic education which is proved by the law of union. (c) Every scholar or educator have the right to do research in every sector such as science, art, culture, and so on. Besides, the union government also stated that the union government will provide free basic primary education to every citizen. And the education will be in modern education system to implement in Myanmar (2008 constitution).

Currently, Myanmar education system is in the process of trying to make a reform. There are two main organizations which are mainly focus on education reform in Myanmar. They are; government education department of Ministry of Education MoE formed a commission of Education Promotion and Implementation Committee EPIC and another organization is civil-society organization called National Network for Education Reform NNER. These two organizations are in the will of reforming new system but different perspective. According to NNER (7/3/2014) official report letter to people and organizations, NNER is trying to become partner with EPIC for the purpose of education reform but EPIC refused even both sides had agreement on meeting and arrangement. Beside, EPIC is also spreading false news to public on different way. Meanwhile, Myanmar education is not sure to become a new system and leadership capacity in Myanmar Education Sector is not developed.
**Mon National School and Its Education System**

Mon National School (MNS) is a community base organization that under management of Mon National Education Committee (MNEC). The MNEC is established in 1972. It was running as primary and secondary level education system. In 1992, the MNEC established one high school in Nyisar, Bee Ree (Ye southern part), and in 2002, the MNEC expended three high school and one Mon Post-Ten School. The aim of the MNEC is to create a society that ever continually makes learning for its capacity improvement so as to build a federal union state that it destined to provide its people at least with basic education and enables all ethnic groups of people to peacefully coexist. Regarding the purpose, the MNS/ MNEC believe that all Mon children and some other poor ethnic’s children should have the basic education. The MNS/MNEC has several functions such as school program (primary, secondary, high school, and Post-Ten School), Teacher supporting program, teacher training and workshop program, summer English teaching program, student hostels program, income generation program, and school monitoring and evaluation program.

The MNS/MNEC is running through its community support and some other outside organizations support. According to Mon Teacher Support Program (MTSP) 2010-2011, the MNEC has many networks with different organizations inside and outside Myanmar such as Nein Foundation called Shalom, Mon Culture and Literature Organization, World Education, Open Society Institution (OSI), and others. The organization which the MNEC joined are especially to help and solve educational problem such teachers’ salary, teaching stuffs and training for all teachers from Mon National School.
Additionally, Mon National School develops very quickly, so MNSs located in where Mon people are living in Myanmar and along Thai- Burma border. Altogether, there 272 schools, 154 schools are pure Mon National Schools and 116 schools are mixed schools, mean those schools are teach in government schools and use the government curriculum include Mon language and Mon history (monedu.org)

In this study, the researcher focuses on pure Mon National Schools which are located in Ye Township, Mon State, Myanmar. There are eight Mon National Middle Schools in Ye Township, Mon State. The name of those school are; Lamaing Middle School, Kawdut Middle School, Taung Pyin Middle School, Taung Bom Middle School, Duyar Middle School, Tamokanin Middle School, Ko Yinlay Middle School, Abroung Middle School. Those all middle schools are established under the MNS and teaching in the same curriculum developed by MNEC.

Moreover, those all eight Mon National Middle Schools are located in the same state and the same township in the southern part of Myanmar. Each school has around 200 to 400 students. By comparing with government school, Mon National Middle School are much cheaper therefore, most students are from poor families. Furthermore, each school has more supporting from community. In order to pay much enough salary to teacher, each school also has schools fund raising, for instance, (school shop, students’ activities, and school events) because MNEC can only provide 25000 Kyat monthly to middle school teachers.

Additionally, in order to develop the schools effectively, some school such Lamaing school, Kawdut school, Taung Pyin school, and Taung Bom school are much supported from community for example, some teachers salary, school building, teaching materials. All teachers from those eight middle schools are recruited by MNEC. MNEC provide 2 and 3 teachers in each Mon National Primary Schools,
around 10 and 12 teachers in each Middle School and around 15 and 18 teachers in each High School, MNEC provide among 11 to 15 teachers according to the number of students.

In conclusion, Mon National Education Committee (MNEC) is a no-profit organization. It is a community based organization. Therefore, in order to improve and sustain the school, difference sectors or different status of stakeholder can participate as leader. Meanwhile, MNEC provide training not only to teachers but also to students and parents with education awareness (MNEC, 2011). Teacher-Parents Association is also in the top of level in decision making. Therefore, leadership process in MNEC is not centralized but it is collaborative and shared responsibility used in MNEC or MNS.

Leadership Capacity

Leadership capacity is wide, broad term which is using since decades. There is more popular term in 21st century leaders’ roles. To build leadership capacity, people should have at least two main critical conditions in order to successfully establish enduring. There are many criteria in leadership capacity building. However, understanding and skillfulness are the most influential in leadership capacity. Skillfulness person can address of skill of leadership to allow some other teachers to detention the imagination of their colleagues. Skillfulness leaders make others to negotiate real change in their organization or their schools. On the other hand they also can make tackling the unavoidable conflicts that cause from inside and outside in under condition, as Harris & Lambert (2003) said.

Moreover, discussion about leadership capacity is closely related to discuss about organization or school improvement. Leadership capacity is the one criteria can
improve because its motivate people to build trust and encourage people to involve in working together.

According to Harris & Lambert (2003), when people building leadership capacity, they should be:

1- Surface; clarify and define value, beliefs, assumptions, perceptions and experiences. Meaning is this process can discover what people value on their job and their people such as staff, student, and also tasks. They need to know what information he or she should provide and what they are really believe in because working and learning are sharing beliefs to build new world through evolving.

2- Inquire into practice; try to mention organization or school improvement through experimental or practice together. It would include how best people implement the task. If this condition is in the school, it would show how well students learn and how much the schools develop.

3- Construct meaning and knowledge; this point is more emphasis in strategies. Every school and organization needs effective strategies. To involve in that case, each person need to involve in sharing information, paid attention to each other positive way, give respect to each idea, and find out a good result as a team.

4- Frame action and develop implementation plans; this point is the real action that everybody should implement. To be able to make school and organization sustainable improvement, people as driver are very important.

These all progress are need for building leadership capacity, and they are the main senses of leading people to continually tie their progress of work through individually and collaboratively.
High Leadership Capacity Theory

Lambert (1998, 2003) published "Building Leadership Capacity for School Improvement". Her books with high leadership capacity have at least four characteristics to achieve school improvement. They are including intense focus on vision, reflection and innovation, shared governance, and monitors and responds to students' achievement. These four elements of leadership capacity are mainly related to the school building high leadership capacity through school improvement and school sustainably. Lambert also conducted and published her questionnaire entitled "Leadership Capacity School Survey", which is also used by this research to conduct this study. Many today leaders believe that a group of leaders or a group of people with high ability to set up high expectations or professional partnership in teaching and school mean as the high leadership capacity.

Lambert (1998, 2003) proposed the high leadership capacity matrix into four areas of the combination of skillfulness and participation on high skill to high participation, high skill to low participation, low skill to high participation, and low skill to low participation. These four matrix levels show up the role moral of leadership capacity to every individual leader. According to Lambert (1998), there were five critical categories of leadership capacity found to improve school successful such as (1) broad-based, skillful participation in the work of leadership, (2) inquiry-based use of information to inform shared decisions and practice, (3) roles and responsibilities that reflect broad involvement and collaboration, (4) reflective practice innovation as the norm, and (5) high student achievement.

But Lambert (2003) added up into six critical features of high leadership capacity which include shared vision resulting in program coherence. Moreover,
Pierce (2007) who did doctoral dissertation on Lambert (2003) LCSS combined with four categories with high leadership capacity. The four combination leadership capacities are: (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) Monitors and Responds to Student Achievement. The explanation of four critical categories is shown up below.

*Intense Focus on Vision*

The first very important feature of a school with high leadership capacity (Lambert, 2003) is intense focus on vision. Leadership should be clear on about the importance of developing a share vision by working jointly (Lambert 2003). Participants or teachers reflect on their core values and the way of those values into a shared vision to which all can commit themselves. Teachers usually describe as a dream, a desired state, a purpose, and inspiration or a destiny, the intent is the same as they are asking themselves a question “How does this instructional practice connect to our vision” (Lambert, 2002). By doing this, it intent the same that vision provides organizations with a sense of meaning and purpose.

Harris &Lambert (2003), stated that in older to develop leadership capacity in school, the head of teacher and leader can use normal power and authority to maintain and establish dependent relationship between the school teachers, students, and community. There are four main facts of establishing relationship of school leadership capacity are:

1. Share vision- develop share vision is based on community value. All educators of head, teachers, and community members share their own
cherished value and listen to each other to reflect and gather core value of organization.

2. Maintain momentum- it is organize to focus on maintain progress in learning by sharing value.

3. Value- its mentions that all people to protect and interpret school value.

4. Implement- it is leader of school and teachers working together to arrive and to implement the school decisions.

Moreover, according to Drucker (1992), “Leadership is vision”. Without vision, any leader cannot lead an organization and cannot be ongoing progress. Vision is the great tool of organization or school to be progress. Vision is a tool to make change appropriate management and organization culture in a school or organization. Motivated by intention, teachers can conceptualize their own vision before they make strategies and design a plan of implementation. In other word, share vision is consistence in inquiry-base Harris & Lambert (2003) pointed. It encourages teachers or parents share and construct knowledge, involve in decision making, ask questions and reflects through dialogue, and share value to focus on what student learn and gain from learning process (Lambert, 2002, and Harris & Lambert, 2003). Therefore, share vision and share decision making lead to improvement of leadership capacity and driven school to move forward.

**Reflection and innovation**

The second important feature of high leadership capacity (Lambert, 2003) is reflection and innovation which it becomes as a norm. Reflective practice is very essential during the process of inquiry base. According to (Lambert, 1998), reflection
is being formed in several part in the school, such as reflection on believes, assumptions, and past practice which are in the first step of constructivism approach. The constructivist explore in their reflection what they believe to do, what they assumption on their beliefs, and what their past experience tell them involving the first step reflection to explore forward task.

Next reflection is reflected in action, and practice. These reflections enable head teachers, teacher, parents, and students to consider and reconsider how they do thing well, and which process lead to the progress and the better way.

The last reflection is reflected through dialogue and coaching relationship. This process of reflection goes through question and answering among the coach relationship. Reflection also leads to variation and creative component of organizational learning (Nonaka & Takeuchi, 1995). On one hand, to make such habit of mind the norm, reflection, the time should be needed or available. Schon (1983), stated that the deep learning in a school or in an organization can only practice through reflection. The process of reflection lead to challenging (status, position) to construct a new idea and to process new knowledge that ultimately transform into creative and modernize new idea. Lambert (1998) and Harris &Lambert (2003), suggested that the participation of innovator with other leadership lead to transform responsible criteria to achieve the real objective and goal, and to monitor and evaluate within the time bound in a school and in an organization.

*Share Governance*

The third important component of the high leadership capacity in school of as Lambert (2003) pointed is the shared governance. The share governance mainly means the process of share authority, responsibility, share decision making,
cooperative and collaborative to work across with a grade levels by showing information through inquiry base and innovation (lambert, 1998 and Harris & Lambert, 2003). Continuously, shared governance is the process whereby all members and stakeholders of the school - principal, teachers, staff, parents, and students - share authority and responsibility for decision-making in matters affecting the operation of the school (Office of the Provost, University of Louisville, 2010).

According to Lambert (1998), people usually reverse the old version. By sharing the responsibility and involving in decision making, making change their role into new letting they know who they are and what they are responsible for- that shipping them into meaningful and purposeful collaboration with others in older to build trust and transparency about the role and responsibility. Lambert continues that shared governance which its combination with transformational leadership and action process transform the whole picture of any situations in the organization. Senge (1999, as cited in Journal of Nursing Management, 2010), belief this integration encourages people to move forward from feeling to action or from old to new version to develop culture change among colleague.

Monitors and Responds to Student Achievement

The fourth or the last component is seemed the most important characteristic of the high leadership capacity in school of as Lambert (2003) pointed is monitors and responds to student achievement. According to Marshall (2013), the student achievement is the big picture of the school improvement. In order school to be successfully improved, principal and teachers need to work well in the four main keys such as teacher supervision, curriculum planning, interim assessments, and teacher
evaluation. Marshall continued to point out that supervision and evaluation should be logical.

According to Marshall experience during studying with Ronald Ferguion (2013), he found some logical model how reasonable should be supervision and evaluation are: (1) principal and teacher should share understanding of good teaching, (2) principal should recently appear in classroom to see every day teachers’ works, (3) principal should have much knowledge and positive perceptive observers, (4) teachers should get frequent feedback and teaching instruction from principal, (5) teachers should be in the strong team and should trust the team process to engage with the feedback, (6) principal should create team spirit in effective teaching, and (7) the important one is students learning should be central to the process.

Continuously, Lambert and Harris (1998, 2003) stated that high student achievements include such realistic performance in academic achievement, positive school involvement, achievement of resiliency behavior, equitable gains and narrowed the gaps through socioeconomic groups, and sustained improvement overtime. Teacher collaboration is progressive focus on the need of the student on increasing learning and building professional learning community. Moreover, the development of student achievement was more directed in classroom management and school evaluation. As Marshall (2013) study stated, Harvard professor Tonald Ferguson and his colleagues developed seven Cs which are: caring students, controlling behavior, clarifying lessons, challenging students’ achievement, captivating relevant lessons, conferring students’ ideas, and consolidating knowledge.

Louis et al. (2010) commented that on one hand collective leadership effective both on teachers and student achievement for the reason collective leadership has a
strong inspiration on student achievement than single leadership, and collective leadership have an influence on student achievement basically through their influence on teachers’ motivation and working circumstances. All critical components of intense focus on vision, reflection and innovation, and share governance are the fundamental result process and hence, sustainability and steadily of high improving students achievement are the result of school improvement with high leadership capacity as confirmed by Harris and Lambert in the year of 2003.

Other Related Theories

Leadership

The role of teachers or leaders in the improvement school and student achievements are investigated in “School leadership” (MCREL, 2005 as cited in Pierce, 2007). There is different people defined different meaning of leadership. Barnard (1938) defined that leadership was ability of a superior to influence the behavior of subordinates and persuade them to allow a particular course of action and to change the mind of others and move organizations forward to accomplish identified goals. Lambert (2002) mentioned that leadership was about learning together. Moreover, Leithwood, Anderson, and Wahlstromk (2004) mentioned that leadership was widely regarded as a key factor in according for differences in the success with which schools foster the learning for their students. They also pointed out continue there are two difference kinds of leadership functions; providing direction and excising influence each function can carried out different ways.
John Gardner (1990) believed leadership was the process of persuasion or example by which an individual (or leadership team) induced a group (followers) to pursue objectives held by the leader or shared with his or her followers. While this distinction is more than a decade old Gardner’s work has been so influential in the field as to deserve retention. Gene Hall (2001) as cited in Lambert (2002) defined that leadership was facilitating change so that all member of the organization become confident and competent users of the innovation. According to Lunenburg and Ornstein (2007), there were over 3000 researchers or educators studied about leadership that related to educational administration. The most recently people focused on four major leaderships that closely related to school improvement and building teacher leadership capacity. The six leaderships included, (1) instructional leadership, (2) transformational leadership, (3) moral leadership,(4) participative leadership, (5) contingency leadership, and (6) managerial leadership. But contingency leadership and managerial leadership are situational leaderships therefore, they would not close connected to leadership capacity and not use in this study. The explanations’ of leadership theories related to leadership capacity are the follow;

*Instructional Leadership* – instructional leadership is mostly concerning about the school sustains or school improvement as well as students’ achievement. It is the behavior of teachers. The instructional leadership behavior is directly effect to the growth of the students as Lunenburg & Ornstein (2007) mentioned. Leithwood et al. (2004) stated that instructional leadership require strong skill of instructed behavior that included; the school framework should be develop and adopt these frameworks should be decide by all teachers and also these frameworks should be used by all teacher to make more effective; instructional leadership should encourage or advocate
the team to work mindlessly on the framework; and also instructional leadership should provide training to the team to sustain the frameworks. Moreover, Hoy & Hoy (2013) described that instructional leadership was a shared responsibility; both principal and teacher emerge freely. They worked together as colleagues to improve their instruction or develop their capacity by making or providing the change of school climate and school culture as well as the students’ knowledge.

Transformational Leadership – The purpose of the transformation leadership is to prepare and change the fellowship and organization into successful way and to improve them in physical and mental to keep in deep sense of mind. The transformational leadership builds trust between relationship of staffs, teachers, principal, managers, and directors and so on in order to make organization healthy and peaceful (Lunenburg & Ornstein, 2008).

Bass (1990) Mentioned that transformational leaders offer the leadership role through charisma that mean to provide vision and sense of mission through respect and building trust to subordinate and through inspiration by communicate high expectations and expression important purpose in simple ways to make subordinate satisfy. Transformational leaders especially work with colleagues and followers than individual to achieve the higher expectation or greater success as Bass stated in 1998. Moreover, transformational leaders also focus on leading through intellectual stimulation that is rationality and careful problem solving and by caring individually consideration which is giving personal attention, treats each subordinate fair, coaches and effectiveness advises (Bass, 1990).

According to Alan R. S at al. (2010), transformational leadership was the leader who focus to committing and capacities to organizational and schools as
members—yet the unclear authority and power are provide—people were working through self-actualizing and cooperative in order to commit to organizational goal and to create a high productive school or organization culture. Consequently, the term of transformational was the process of changing by gradually or always involve each other and gradually and always linking from one to another on performance and task for instance, university students who involve in teaching during the role of student should use transformative experience or teaching meanwhile this transformational would bring success of school goal and meet the needs of the school. On the other hand, these types of transformational eliminate error and cause of fail as Shapiro et al. (2013) stated.

Moral Leadership — Moral leadership in education sector would be meaning as ethics and value leadership which is mentions that leaders who can decide good or bad and right or wrong in the school decision making of school improvement. Lunenburg & Ornstein (2007) described that kind of leadership was similar to agree with equity, justice and democratic way to encourage teachers to act in justice in school. And according to Robertson (2011), also strong moral leadership need to practice in order to achieve the leadership purpose of moral such as informed, committed practice; proactive with courage; collaborative with shared leadership; and effective in the role model for change. Moreover, moral leadership as described at the international journal by Maldonad & Lacey (2001) and Pijanowski (2007) that principal or teachers as moral leadership should promote their staff and student to visualize themselves the important person within the whole school system than preparation for academic success only.

Participative leadership — participative leadership was generally called group shared leadership or teacher participative leadership. Lunenburg & Ornstein (2007)
mentioned that this kind of leadership is followed through the group decision making process. It is also the leadership of increasing the school or organization effectiveness. According to (Leithwood et al., 2004), the concept of participative leadership would be the concept of distributed leadership overlaps substantially with shared, collaborative, democratic. And also that participative leadership helped members to consider them-selves more relevant and committed to the decision and leaders, them-selves as participator and contributor from the group (Cherry, nd.). Leithwood et al., (1999) assumed the three models of participative leadership. They included: (1) participative leadership will increase school effectiveness, (2) participative leadership is justified by democratic principles; and (3) participative leadership is potentially available to any legitimate stakeholder.

**Theory U**

Theory U was officially developed by Scharmer (2000). The purpose of the Theory U is to become a good new social technology through prefect leadership capacity building. Meaning is every leader should has ability how to transfer one system or process to another as a team work to get to the new world. Leadership capacity of theory U tries to mention how people should get involvement of leadership capacity through open mind, open heart, and open will.

Consequently, theory U developed constructed from three perspectives on the leaders’ work of inner place from which people operate called; source, process, and results. Regarding these three perspectives, this theory start form four listening (4L) listen for downloading information, listening for factual, empathic listening, and generative listening which are considering from individual to ecosystem coordinating
(global systems). Moreover, theory U continuously developed the five movements’ process according to Scharmer (2007), which were: 1) Co-initiating which is built common intent, 2) Co-sensing which is observe, 3) Presenting which connect to the source of inspiration and will, 4) Is co-creating to prototype the new in living, and 5) Co-evolving is to embody the new in ecosystems that facilitate seeing and acting form the whole.

Theory U model of leadership capacity suggested that the effectiveness and the successfullness of the way to build leadership capacity are depending upon the seven aspects such as, 1. Holding the space (listen to what life calls you to do), (2) observing (attend with your mind wide open), (3) sensing (connect with your hart), (4) pre-sensing (connect to the deepest source of yourself and will), (5) crystallizing (access the power of intention), (6) prototyping (integrate head, heart, hand), and (7) performing. All seven functions leadership capacity of theory U conclude that how people who percept as leader move from step one to seven as U shape and build from self-determination to networking to other to get as a team work and achieve the need of an organization. In summary, this theory remind us how teachers should build team work within leadership capacity among teachers in the whole school to bring school develop.

**Leadership Capacity Used in this study**

In a school, there is not only head teacher can take as leader role; every teacher can be in the role of leadership depending upon their professional performing and skillfulness. This study will percept four main elements of teachers leadership capacity based on the Lambert’s (2003) High Leadership Capacity Theory, to identify capacity are the greatest need, need, good enough, strength, and represent exemplary.
The four main elements will be based on (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) Monitors and Responds to Student Achievement. Four elements are covered on collaboration, motivation, teaching progressive, student achievement, school development, classroom management, individual self-regulation, and self-efficacy. These four main elements will be used in the research instrument.

In leadership capacity, collaboration is the main function of a share school vision and mission, share information, use the effective way in problem solving, and in decision making.

Then a good teacher should be a good motivator in the school, in order the school to be sustains and to become a successful teaching process, every teacher should have self-motivation, encourage other in positive, give positive feedback, and give motivation to student in learning. Teachers are the great effort and the largest group who work in a school area, and they often the most stable source or element. Teacher should be able in mind of encourage, energies and empower to take responsibility in the school as Lambert (2000) pointed.

Additionally, teachers’ capacity mostly focuses on school function. They should skillful in teaching progress, skillful in lessons planning, classroom management, and progressive evaluation and monitoring, students’ achievement should be high. To be effective teacher, teacher should not be only effective in networking, collaborating, and motivating, they also must be positively effect in teaching process and student achievement.

Finally, self-regulation, and self-efficacy make teacher always alive at work and teaching. If someone loses his or her self-efficacy, he or she may lose the goal
and ongoing job or task will decrease. Therefore, self-regulation and self-efficacy are important in leadership capacity.

**Previous Studies on Leadership Capacity**

As for teachers leadership capacity is popular in the world, there are very rare or absolute no such kind of research conducted in ethnic community base education and organization. But the researcher even cannot find from any organization or education sector in Myanmar also. Moreover, the researcher try to find from international level but unfortunately, there is difficult to get similar such title and related title but the research can only find one research not similar but related. It would be better if the researcher can get at least three or four previous research.

Akomolafe (2012) studied on Principals’ leadership capacities as perceived by teachers in secondary schools in Ekiti State, Nigeria found that every teacher perceived in positive on their principal leadership capacity. According to the research objective three to identify the strength of principals’ leadership capacities, the researcher based upon the ten keys dimensions or elements of principals’ leadership capacities such as (1) School vision, (2) Capacity building, (3) collaboration, (4) motivation, (5) curriculum leadership, (6) school discipline, (7) delegation, (8) executive behavior, (9) managing time, and (10) resourcefulness by using mean and standard deviation on data analysis, the result shown strong and moderate.

Therefore, Akomolafe noted that there was strong leadership capacities were identified in collaboration, motivation, delegation and executive behavior in secondary schools in Nigeria.
Moreover, he also recommended that it was very infrequent to find out the result in positive on leadership and managerial capacity. And also it was important as a principal to manage the school system healthy and to meet the need of society within school vision, motivation, capacity building, leader behavior and also teacher performance.

Greenlee (2004) conducted a research entitled with “Building Teacher Leadership Capacity through Educational Leadership Programs”. The data collection of this study was done with school principals and students (who serve as teachers during study time) in a large state of university of Florida. The demographic data were only done from the students. The purpose of researcher was to find out the perception from educational leadership students and their principals in leadership skill acquired by teacher in an educational leadership program enhance the leadership capacity in schools. According to the researcher, teacher who involved in the educational leadership program should have experience of leadership in difference way such as fiscal and personnel management skill, legal issues, design and development of curricula, delivery and assessment of instruction and contextual understanding of leadership and policy development.

Moreover, Greenlee raised three research questions to investigate the educational leadership capacity in school. The three questions are; (1) what teacher leadership dynamics occur and are enhanced as students engage successfully in and educational leadership program? (2) How do principals accept and accommodate educational leadership student as teacher leadership? And (3) Can the knowledge base and pedagogy of and administrator preparation program foster and impact teacher leadership?
Then, this study was done through a quantitative methodology to conduct experimental data on educational leadership capacity. The researcher exploded 17 item questions for teacher leadership activities to identify in the literature. This 17 questions asked students to perceive in increasing in involvement of educational leadership students for teacher activities. And 12 items questions for principals to identify the literature that supports teacher leadership. In this study, the researcher used sample two-tailed t-test to compare the mean value of the teachers and principals response and if the p-value less than point .05 considered as significant differences.

Consequently, according to finding, both educational leadership students (who serve as teachers) and their principals highly reported into six areas to increase involvement of teachers activities. Those six areas are 1. Decision making, 2. Planning school improvement, 3. Sharing ideas with colleagues, 4. Collaboration with peers, 5. Leading school committees, and 6. Reflecting on their-own practice.

According to Greenlee suggestion, teacher leadership capacity in school was important in order to increase or improve educational leadership preparation programs, the improvement of leadership capacity would need to develop in both sector of teachers and principals leading into democratic learning community. And the future researcher can investigate into the quality of the principals’ investment in teacher leadership and in the future school administration.

Majoni & Kasowe (2011) conducted a research entitled with “Analyzing the Leadership Capacity Challenges towards Potential Intervention Strategies for Open and Distance Learning Academic Administrators in Zimbabwe”. Mainly intentioned of this study is to determine whether leadership related qualifications they held and the leadership roles they were involved in. The researcher mentioned that it is
important to ensure (to know) leaders support the survival of open distance leadership institutions and to promote the development of academic tended leadership style and to ensure departments were more effective and productive. Thus, the result of the study found that most program coordinators were focusing on management role than to leadership roles. Even though the leadership role was required to ensure, to direct, and to guide people under the opportunities of change, the program coordinators needed reflect very limited view on leadership role. Which it mean they did not found and placed themselves in the position of leadership and made themselves change and innovating instate of managing the task. According to respond and result of the study, the researcher recommend that staffs and coordinator were need to develop and motivate in ability of leadership in open and distance learning, and the further research needed to conduct such related title to develop a context specific training that related to leadership role to the open distance leadership context. And also open and distance learning program needed to use the transformational leadership style in order to motivate program coordinators.

Mitchell (2012) did a paper with the title of “How can leadership capacity of school principals and supervisors are effectively developed to support educational reform in Ethiopia?” The research was conducted from a cluster unit in a college of teacher education in Northern Ethiopia. There were three main questions to find out the result of this paper. The first question was what does leadership mean in the Ethiopian context? Second question was what is the role of school leaders in supporting educational reform? And the third question was what capacity building is required by school leaders, and what form should such activities take?

In this paper, the researchers tried to investigate three sectors of principals, supervisor, and the cluster unit (teacher of education). The researchers noted that the
capacity building activities were needed and it needed to focus on skill require supporting the reform school process. Moreover, the researchers noted that the use of the open system and encouragement professional networks was the main role of leadership in educational reform and important for leadership capacity building performance.

Then to make educational reform more effective on this study, the researchers based on four characteristics of Bass (1990) transformational leadership such as (1) individualized consideration, (2) intellectual stimulation, (3) inspirational motivation, and (4) idealized influence according to researcher. In conclusion, the researcher supported that educational leaders should use a transformational approach to substitute communities of leaders in which everyone was a partner because transformational leadership was one of the main relevant approach to form the educational development.

Hang (2011) conducted the study entitled “Teachers’ Perception of Their Principals’ Leadership Capacities”. This study was conducted from Master of Education Graduate, Royal University of Phnom Peng, Cambodia. This study had four main objectives. They were; (1) To examine teachers’ perception on the leadership capacities of their principals using the framework of ISLLC. (2) To identify principals’ leadership capacities are perceived differently by teachers who have different demographic factors such as gender, age, years of teaching experience and the school levels. (3) To identify if principals with higher educational attainment and longer years of experience are perceive to have better leadership capacities than their counterparts. (4) To identify which expects of principals’ leadership are valued highly by teachers.
In this study, Hang mentioned that a principal’s capacities can be assessed by many forms and methods because principals are one who positively think about their school, they are who can create positive and visionary for future. And also principals’ role is to ensure a good school culture. The researcher also mentioned that principals must have good relationship with the community to support their school.

According to the result from this research it found that teacher perceived on their principals’ capacities more positively. Principals were perceived highest in respect the right of others, develop a school vision, treat student fairly, promote positive school culture, and understanding of the policies, law that affects school. But principals were perceived lest positive on some dimensions of leadership (e.g. use public resources funds appropriately, implement professional development). Moreover, regarded teachers’ gender, age, years of teaching experiences, and level of teaching, the research found that urban teachers’ perception were higher significant than rural teachers perception. Meanwhile, regarding teachers’ demographic factors, the research found that principals who were longer work experience perceived more positive than who were shorter work experience, similarly, principals who hold higher education perceived more higher significant than who hold lower education level. In addition, female principals were perceived significant higher than male principals.

In conclusion, Hang recommended that further researchers can consider conducting in the study of that explore more broadly and in more depth on principals’ and teachers’ demographic factors in perception of leadership capacities.
Summary of the Literature Review

In short, leadership capacity is to engage in a share sense of organization or school purpose to meet the vision and mission through the effective objectives. In word, leadership means people who are acting in the leading role of a group of people or an organization. And then capacity means that the ability and the aptitude of the people who can share, and trust others to work together.

Therefore, in an organization or in a school needs good leadership capacity in order to make the school environment take place in the effective and safety in teaching and learning process. Theory U mentions seven moving’s of leadership capacities that how to think from individually to the group and how to get engagement into group to meet the goal. And also transformational leadership theory mentions how to build trust among staff to get work done smoothly. Transformational leadership theory also remind people or leader to keep encouraging subordinate, college to develop themselves through self-regulation to connecting to others.

Hence, as far as 21st century leader believe that the leadership capacity or teachers leadership capacity is the model of building a share, trust, and encouraging through the value and norm between and among organization, teachers, colleague, friendship, core workers, and others. But the main source to implement to get that is all people, teachers and members in the school and in an organization. In conclusion, the teachers’ leadership capacity teaches us to percept our roles of leadership capability high, moderate, or low in our role of acting in our job.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. Thus, this chapter covers research design, population and sample, research instrument, validity and reliability, collection of data, data analysis and summary of research process.

Research Design

The purposes of this study were to determine the relationship of teachers’ perception toward leadership capacities with their demographic factors including ages, education background, work experiences, and training experiences in Mon National Middle Schools, under the Mon National School, in Ye Township Mon State, Myanmar.

This research was a quantitative and relationship study, which used the Lambert’s (2003) High Leadership Capacity Questionnaire as the major research instrument for data collection. The researcher used descriptive statistics and correlation method to find the demographic factors, and determine the relationships of teachers’ perception towards leadership capacity in all eight Mon National Schools.

The questionnaires were divided into two parts: Part (I) teachers’ demographic including their ages, education backgrounds, work experiences, and training experiences; and Part (II) teachers’ perception toward leadership capacity in all eight Mon National Schools.
Population

The target studying group for this research was all teachers from Mon National Middle Schools in Ye Township, Mon State, Myanmar. All 90 teachers from eight Mon National Middle Schools, Ye Township, Mon State, Myanmar, were being used in the study.

All eight Mon middle schools were located in the same region of Ye Township, Mon State, under control of Mon National School of Ye Township Mon National Education Committee (MNEC). The schools’ names and number of teachers of those eight middle schools were listed as the Table 1 showed below:

Table 1 Number of Teachers from Eight Mon National Middle School

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the Schools</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abroung middle school</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Duyar Middle School</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>Kawdut Middle School</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Laming Middle School</td>
<td>13</td>
</tr>
<tr>
<td>5.</td>
<td>Tamokanin Middle School</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>Taung Bom Middle School</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>Koyinlay Middle School</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Taung Pyin Middle School</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
Research Instrument

Questionnaires were used in order to successfully fulfill the objectives of the research. The questionnaires consisted two parts to find out the results for three research questions: 1). What are demographics including, Ages, Education Background, Work experience of teachers in Mon National School, Mon State, Myanmar? 2). What are the leadership capacities of teacher as they perceived by themselves at Mon National School, Mon State, Myanmar? 3). Are there any differences of teacher perception on leadership capacity according to their different demographic factors, age, education background, work experience, and training experience at Mon National School, Ye Township, Mon State, Myanmar?

Research questionnaire part (I) was adopted from the research questionnaire by Nway (2011), as well as based on the researcher’s interest and real situational consideration for teachers from Mon National Middle School, Mon Stat, Myanmar. Teachers’ demographic factors in Mon National Middle Schools were: (1) teachers’ ages, (2) educational background, (3) work experience, and (4) trainings experience.

Questionnaire Part (II) used Lambert’s Leadership Capacity School Survey LCSS (2003) questionnaire directly. In this part, it had 17 items for four key components including: (1) Intense Focus on Vision included question number 1, 2, 3, 4, 5, and 6, (2) Reflection and Innovation included question number 6, 7, 8, 9, 10, and 11, (3) Shared Governance included question number 12, 13, and 14, and (4) Monitors and Responds to Student Achievement included question number 15, 16, and 17.

According to the instruction of Lambert’s (2003) questionnaire, the participants were required to answer the questions based on their perceptions toward leadership capacity in their schools by choosing from the score of the follow:
Table 2: Breakdown of Survey Question of High Leadership Capacity

<table>
<thead>
<tr>
<th>Perception toward leadership capacity</th>
<th>Question No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intense Focus on Vision</td>
<td>1, 2, 3, 4, 5, and 6</td>
</tr>
<tr>
<td>Reflection and innovation</td>
<td>7, 8, 9, 10, and 11</td>
</tr>
<tr>
<td>Share Governance</td>
<td>12, 13, and 14</td>
</tr>
<tr>
<td>Monitors and Responds to Student Achievement</td>
<td>15, 16, and 17</td>
</tr>
</tbody>
</table>

Table 3 showed the detailed Interpretation with the related Scores and ranges, based on the instruction of Lambert’s (2003) questionnaire and her High Leadership Capacity theory.

Table 3 Interpretation and Scores for Leadership Capacity

<table>
<thead>
<tr>
<th>Interpretation for Leadership Capacity</th>
<th>Score</th>
<th>Teacher’s answers For each question</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The greatest need</td>
<td>1</td>
<td>Do not do in school</td>
<td>1.00 – 1.50</td>
</tr>
<tr>
<td>Need</td>
<td>2</td>
<td>Starting to move in this direction</td>
<td>1.51 – 2.50</td>
</tr>
<tr>
<td>Good enough</td>
<td>3</td>
<td>Making good process here</td>
<td>2.51 – 3.50</td>
</tr>
<tr>
<td>Represent exemplary</td>
<td>4</td>
<td>Refining practice in this area</td>
<td>3.51 – 4.50</td>
</tr>
<tr>
<td>Strength</td>
<td>5</td>
<td>This condition well established</td>
<td>4.51 – 5.00</td>
</tr>
</tbody>
</table>

Validity and Reliability of the Instrument

This research used Lambert’s (2003) Leadership Capacity School Survey (LCSS) as the major research instrument for this study. This survey was accepted as
high validity since the questionnaire had been used many times by Lambert herself and other researchers to conduct school self-assessments (Lambert, 2003).

According to Pierce (2007), who also used this questionnaire for conducting his research, as he reported the reliability of Lambert’s (2003) questionnaire especially the 4 components of LCSS, this questionnaire was showed high reliability with Alpha score at 0.945. Alpha Coefficients of each component and overall was shown in Table 4.

**Table 4 Alpha Coefficients of Four Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>parts</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>Intense Focus on Vision</td>
<td>0.918</td>
</tr>
<tr>
<td>Component 2</td>
<td>Reflection and innovation</td>
<td>0.909</td>
</tr>
<tr>
<td>Component 3</td>
<td>Share Governance</td>
<td>0.783</td>
</tr>
<tr>
<td>Component 4</td>
<td>Monitors and Responds to Student Achievement</td>
<td>0.863</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>0.945</td>
</tr>
</tbody>
</table>

Meanwhile for this study, this researcher collected 90 set of questionnaires from eight Mon National Middle Schools from 90 teachers, the valid return rate was 100%, Cronbach’s Alpha was also computed for test the reliability of this study questionnaire. As a result, for this study, the Cronbach’s Alpha based on the 4 components reached .807; therefore the questionnaire of this study was regarded as the highly reliable.

The questionnaire of this study was translated from English into Mon language so as to make Mon teachers easy to understand. In this case, the researcher
and her younger brother, Mr. Nyan Seik, a Mon Journal writer, a chairperson of Mon Youth Progressive Organization (MYPO), translated it into Mon language. Then the researcher also asked three experts for checking translation. The name of three experts and the translation checking evidences were shown in Appendix C.

Collection of Data

This research firstly aimed to identify the teachers’ perception toward leadership capacity, in Mon National School, Mon State, Myanmar. The researcher also tried to determine the relationship of teachers’ perception on leadership capacity with teacher demographic factors. In order to conduct this research, the researcher collected data from eight Mon National Middle Schools under the Mon National School.

To be able to collect data successfully, first, the researcher requested the permission from in-charge of Mon National Education Committee (MNEC). After getting permission letter, the researcher and a relative who drove motorbike for researcher distributed questionnaires through Eight Mon National Middle Schools. The researcher started distributing questionnaires in the second week of June, 2014 and finished on 24, June, 2014.

With the great help from the school leaders and the relative, this researcher finished collecting data on 24 June, 2014; it took two weeks, but considering the distances among 8 different schools, it was very fast and smooth process to get back all the data, because all teachers are very cooperative from each school.
Data Analysis

Each objective in this research was statistically analyzed. The following statistical methods were used to analyze for each objective:

For Objective one, frequency and percentage were used to identify the demographics of teachers at Mon National Schools including their Ages, Educational background, and Work experience.

For Objective two, means and standard deviation were used to determine teachers' perception toward leadership capacities at Mon National School, Mon State, Myanmar.

For Objective 3, Pearson Product Moment Correlation of Correlation was used to determine the relationship of the teachers' leadership capacities toward teachers' perception according to teachers' demographic factors of age, education background, and work experiences in Mon National Middle School under Mon National School, Mon State, Myanmar.
<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Population</th>
<th>Data Collection Method</th>
<th>Data Analysis</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To survey the demographics of teachers at Mon National School ages, educational background, work experience, and training</td>
<td>-90 teachers from eight middle schools under the Mon National School including:</td>
<td>Questionnaire</td>
<td>Frequency percentage</td>
<td>Frequency and percentage of teachers’ demographic factors was reported</td>
</tr>
<tr>
<td></td>
<td>• Aboung Middle School</td>
<td>Part 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Duyar Middle School</td>
<td>Demographic factors; ages, education background, work experience, and training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kawdut Middle School</td>
<td>Part 2. leadership capacity on 6 main parts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Koynlay Middle School</td>
<td>• Intense Focus on Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Laming Middle School</td>
<td>• Reflection and innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tamokinan Middle School</td>
<td>• Share Governance</td>
<td>Pearson Product</td>
<td>No relationship between Leadership Capacities and Teachers’ age, education background, and training experience.</td>
</tr>
<tr>
<td></td>
<td>• Taung Bom Middle School</td>
<td>• Monitors and Responds to Student</td>
<td>Product Moment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Taung Pyin Middle School</td>
<td>Achievement</td>
<td>Correlation</td>
<td></td>
</tr>
<tr>
<td>2. To determine teachers’ perception toward leadership capacity at Mon National School, Mon State, Myanmar</td>
<td></td>
<td></td>
<td></td>
<td>Means score of teachers’ perception toward Leadership Capacities was good enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To determine the relationship of teachers’ perception toward leadership capacity according to their demographic factors: ages, education background, work experience, and training experience at Mon National School, Ye Township, Mon State, Myanmar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings and interpretation of the data derived from 90 participants and 100% returned the questionnaires; so the valid return rate was 100%. The researcher personally went to eight Mon National Middle Schools, in Ye Township, Mon State, Myanmar, asked teachers to fill in their demographic of ages, education background, work experiences, and training experiences and to rate their perception on their leadership capacity in their school. The results of the analyses conducted followed all of the research objectives and research hypothesis. These three research objectives are:

1. To survey the teachers’ demographic factors of ages, education background, work experience, and training experiences at Mon National Middle Schools, Ye Township, Mon State, Myanmar.

2. To identify the perception of teachers’ leadership capacity at Mon National Middle Schools, Ye Township, Mon State, Myanmar.

3. To present the association of teachers’ leadership capacity among teachers’ demographic factors at Mon National Middle Schools, Ye Township, Mon State, Myanmar.

Research Objective One

Research objective one was to survey the teachers’ demographics including: teachers’ ages, education background, work experience, and training experience in Mon National School, Mon State, Myanmar.
(1) About teachers’ age in Mon National School, Mon State, Myanmar.

In term of ages, Table 6 below showed that there are four teachers’ age groups as presented in the finding. They are age from 18 to 29, 30 to 39, and 40 to 49 and 50 to above years old. Among these groups, 71.1% of teachers were in the age between 18 – 19 years old, 27.8% of teachers were between age 30 – 39 years old, only 1.1% of teacher (1 teacher) belonged to the ages between 40 – 49, and there is no teacher whose age was between 50 to above years old. Therefore according to the research finding, teachers’ ages between 18 – 29 years old were the biggest number of teachers from eight Mon National Middle School, Ye Township, Mon State, Myanmar. Therefore, the majority are age between 18 – 29 years old teachers.

<table>
<thead>
<tr>
<th>Ages</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 29 years old</td>
<td>64</td>
<td>71.1</td>
</tr>
<tr>
<td>30 – 39 years old</td>
<td>25</td>
<td>27.8</td>
</tr>
<tr>
<td>40 – 49 years old</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>50 and above years old</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(2) About teachers’ education background in Mon National School, Mon State, Myanmar.

Table 7 showed the teachers’ education background. Out of 90 teachers, 36 which were 40% of teachers finished high school, 15 teachers which were 16.7% were in the process of studying distance university, 39 which were 43.3% teachers
were graduated with bachelor degree, and no teacher had the master degree holding. Therefore, the majority are teachers graduated bachelor degree.

Table 7: Education Background of Teachers from MNMS

<table>
<thead>
<tr>
<th>Education Background</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>36</td>
<td>40.0</td>
</tr>
<tr>
<td>Distance University Student</td>
<td>15</td>
<td>16.7</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>39</td>
<td>43.3</td>
</tr>
<tr>
<td>Master Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

(3) About teachers’ work experience in Mon National School, Mon State, Myanmar.

Table 8 presented the research finding about the teachers’ work experiences. From total 90 teachers, 43 which were 47.8% teachers had 1 to 3 years work experiences, 23 which were 25.6% of teachers had 4 to 6 years work experiences, only 8 which were 8.9% teachers had 7 to 9 years work experiences, and 16 which is 17.8% of teachers had 10 and above year work experiences. Therefore, the majority of teachers belong to 1 to 6 years work experiences in Mon National Middle School, Ye Township, Mon State,
Table 8 Work Experience of Teachers from MNMS

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3 years’ experience</td>
<td>43</td>
<td>47.8</td>
</tr>
<tr>
<td>4 – 6 years’ experience</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>7 – 9 years’ experience</td>
<td>8</td>
<td>8.9</td>
</tr>
<tr>
<td>10 years and above experience</td>
<td>16</td>
<td>17.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(4) About teachers’ training experience in Mon National School, Mon State, Myanmar.

In term of teacher training experiences group, it can be seen from Table 9. Out of 90 teachers, there are 24 (26.7%) teachers were no training experience, 33.3% of 30 teachers were received only Child Center Approach (CCA) or Reading, Writing for Critical Thinking training, which it means these teachers were had only one training experience, 24 (26.7) teachers were had both CCA and RWCT training experiences, and only 12 (13.3%) of teachers were had both CCA, RWCT and other training; such as head master/mistress training, child friendly school training. Therefore, according to the research finding there were about 66 (73.3%) teachers were already had training experience in Mon National Middle School, Ye Township Mon State.
Table 9 Training Experience of Teacher from MNMS

<table>
<thead>
<tr>
<th>Training Experience</th>
<th>Number</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Training</td>
<td>24</td>
<td>26.7</td>
</tr>
<tr>
<td>Only CCA or RWCT</td>
<td>30</td>
<td>33.3</td>
</tr>
<tr>
<td>Both CCA and RWCT</td>
<td>24</td>
<td>26.7</td>
</tr>
<tr>
<td>Both and Others Include</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Research Objective Two

The research objective two was to determine teachers’ perception toward leadership capacities at Mon National Middle School, Mon State, Myanmar.

In order to determine the teachers’ perception toward leadership capacities at MNMS, the researcher developed research questionnaire part II which had 17 items of four (4) main constructions. The four constructions are: construct 1- intense focus on vision questions included number 1 to 6, construct 2- reflection and innovation questions included number 7 to 11, construct3- share governance questions included number 12 to 14, and construct 4- monitors and responds to student achievement questions included number 15 to 17. The researcher asked 90 teachers to answer the questions based upon their perception or preference toward leadership capacity by choosing from a range follow:

1 = The Greatest Need

2 = Need

3 = Good Enough
4= Represent Exemplary

5= Strength

The total Means, Standard Deviation scores of the four key components of leadership capacity of teachers' perception were computed to determine teachers' leadership capacity in these 8 Mon National Middle Schools in Ye Township Mon State, with interpretation shown in Table 10.

Overall, as Table 10 showed, the total means scores of teachers' perception toward leadership capacities were 2.93, in the range of 2.51 – 3.50, regarded with the interpretation criteria, it meant that teachers' leadership capacity at Mon National Middle School were viewed as “Good Enough”.

In the meantime, Table 10 also expressed in details of total scores of four components of teachers' leadership capacities, such as Intense Focus on Vision, Reflection and Innovation, Share Governance, and Monitors and Respond to Student Achievements.

The finding shown the total means score of leadership capacity on intense focus on vision were 3.23, in the means of leadership capacity on reflection and innovation were 2.89, in the mean of leadership capacity on share governance were 2.53, and in the means score of leadership capacity on monitors and respond to students' achievement were 3.05. All in all those four components leadership capacities means scores were in the range of 2.51 – 3.50. Therefore, according to the interpretation criteria, it indicated that teachers' perception toward leadership capacities on intense focus on vision, reflection and innovation, share governance, and monitors and respond to student achievement at Mon National Middle School Mon
State were “Good enough” it meant they are making good process on leadership capacity.

Among 4 components of leadership capacity, the means score toward leadership capacity on Intense Focus on Vision were 3.23 which it the highest which expressed that most teachers in eight middle schools were paid attention on school vision by working, thinking, learning and making decision together to improve the school and student learning. Moreover, the means scores toward leadership capacity on share governance were 2.53 which it expressed the smallest, which it meant that the leadership capacity on this area was low capacity at Mon national Middle School, Ye Township Mon State, Myanmar.

Table 10 Teachers’ Perception toward Leadership Capacity at MNMS

<table>
<thead>
<tr>
<th>Leadership Capacities</th>
<th>N</th>
<th>Mean</th>
<th>S. D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. intense focus on vision</td>
<td>90</td>
<td>3.23</td>
<td>0.58618</td>
<td>Good enough</td>
</tr>
<tr>
<td>2. Reflection and innovation</td>
<td>90</td>
<td>2.89</td>
<td>0.64867</td>
<td>Good enough</td>
</tr>
<tr>
<td>3. Share governance</td>
<td>90</td>
<td>2.53</td>
<td>0.70839</td>
<td>Good enough</td>
</tr>
<tr>
<td>4. Monitors and responds to student achievement</td>
<td>90</td>
<td>3.05</td>
<td>0.82700</td>
<td>Good enough</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>2.92</td>
<td>0.49838</td>
<td>Good enough</td>
</tr>
</tbody>
</table>
Research Objective Three

The research objective three was to determine the relationship of teachers’ perception toward leadership capacity with their demographic factors including age, education background, work experience, and training experience at Mon National Middle School, Ye Township, Mon State, Myanmar.

According to this objective, the researcher used the correlation analysis to investigate the direction and magnitude of the relationship between leadership capacity and teachers demographic factors.

(1) About the relationship of teachers’ perception toward leadership capacity with their age at Mon National Middle School, Ye Township, Mon State, Myanmar.

Table 11 demonstrated the relationship between the teachers’ perceived leadership capacity and teachers’ age. According to the research findings in Table 11, the correlation between leadership capacity and age group was 0.128 and significant value was 0.229, which is bigger than 0.05 at 0.05 significant levels. Therefore, there was no significant relationship between high leadership capacity and teachers’ age group in Mon National Middle School.

<table>
<thead>
<tr>
<th>Table 11: Correlation between Ages Group and Leadership Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
(2) About the relationship of teachers’ perception toward leadership capacity with their education background at Mon National Middle School, Ye Township, Mon State, Myanmar.

Table 12 demonstrated the relationship between the teachers’ perceived leadership capacity and teachers’ education background. According to Table 12, the correlation between leadership capacity and education background was 0.141 and significant value is 0.186, which is bigger than 0.05 at 0.05 significant levels. Therefore, there was no significant relationship between leadership capacity and teachers’ education background in Mon National Middle Schools.

<table>
<thead>
<tr>
<th>Education background</th>
<th>Leadership Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.141</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.186</td>
</tr>
<tr>
<td>N</td>
<td>90</td>
</tr>
</tbody>
</table>

(3) About the relationship of teachers’ perception toward leadership capacity with their work experiences at Mon National Middle School, Ye Township, Mon State, Myanmar.

Table 13 showed the relationship between the teachers’ perceived leadership capacity and teachers’ work experiences, the correlation was 0.243 and significant value is 0.021, which is smaller than 0.05 at 0.05 significant levels. Therefore, there is a positive significant relationship between leadership capacity and teacher work experiences, in Mon National Middle Schools.
Table 13: Correlation between Work Experiences and Leadership Capacity

<table>
<thead>
<tr>
<th>Work experience Pearson Correlation</th>
<th>Leadership Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.243*</td>
</tr>
<tr>
<td>N</td>
<td>90</td>
</tr>
</tbody>
</table>

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

(4) About the relationship of teachers’ perception toward leadership capacity with their training experiences at Mon National Middle School, Ye Township, Mon State, Myanmar.

Table 14 showed the relationship between the teachers’ perceived leadership capacity and teachers’ training experiences, the correlation was 0.053 and significant value was 0.622, which is bigger than 0.05 at 0.05 significant levels. Therefore, there is no significant relationship between leadership capacity and teacher training experiences in Mon National Middle School, Ye Township, Mon State, Myanmar.

Table 14: Correlation between Training Experiences and Leadership Capacity

<table>
<thead>
<tr>
<th>Training experience</th>
<th>Leadership Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.053</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.622</td>
</tr>
<tr>
<td>N</td>
<td>90</td>
</tr>
</tbody>
</table>
CHAPTER V

FINDING, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how this study was conducted, what instruments were used to collect the data, as well as the study's findings, conclusions, discussion, and its recommendations for the selected schools and for the future study.

This study tried to survey the demographic factors of teachers, teachers' perception on leadership capacity, and to determine the relationship between the leadership capacity and teachers' demographic factors of age, education background, work experiences, and training experiences.

For this study, the researcher selected Mon National Middle Schools in Ye Township Mon State. The researcher took all 8 middle schools under the management of Mon National Education Committee. All the school names were Abroung Middle School, Duyar Middle School, Kawdut Middle School, Koyinlay Middle School, Laming Middle School, Tamokanin Middle School, Taung Bom Middle School, Taung Pyin Middle School. All eight middle schools were located in the same area of Ye Township Mon State, Myanmar. A total of 90 surveys questionnaires were distributed to 90 teachers in the school mentioned above, and all 90 respondents (100%) returned the questionnaires.

There were three research objectives in this study, they were;

1. To survey the teachers' demographics including: age, education background, work experience, and training experience in Mon National School, Mon State, Myanmar
2. To determine teachers’ perceptions toward leadership capacities at Mon National School, Mon State, Myanmar.

3. To determine the relationship of teachers’ perception toward leadership capacity according to their demographic factors: age, education background, work experience, and training experience at Mon National School, Ye Township, Mon State, Myanmar.

**Findings**

1. **About the teachers’ demographic factors from eight Mon National Middle School:**

   1.1 **Age:** 64 (71.1%) teachers were in the age of 18 – 29 years old, followed by 25 (27.8%) teachers were in the age of 30 – 39 years old, then 1 (1.1%) teacher was in the age 40 – 49 years old, and no (0%) teacher was in the age 50 and above years old in Mon National Middle Schools, Mon State.

   1.2 **Education background:** 39 teachers (43.3%) were holding bachelor degree, followed by 36 teachers (40%) who finished high school, then 15 teachers (16.7%) were in the process of studying distance university, and no (0%) teacher was holding master degree in Mon National Middle Schools, Mon State.

   1.3 **Work experience:** 43 (47.8%) teachers had 1 – 3 years’ work experience, followed by 23 (25.6%) teachers had 4 – 6 years’ work experience, then 16 teachers (17.8%) had 10 years and above work experience, and 8 (8.9%) teachers had 7 – 9 years’ work experience in Mon National Middle Schools, Mon State.
1.4 Training Experience: 30 teachers (33.7%) had one training experience (CCA or RWCT), followed by 24 teachers (26.7%) had both CCA and RWCT trainings experience, and also 24 teachers (26.7%) had no training experience, then only 12 teachers (13.3%) had CCA, RWCT and other trainings experience at Mon National Middle School.

2 About the teachers’ perceptions towards leadership capacity from eight Mon National Middle School:

2.1 Total mean scores of teachers’ perception towards leadership capacities at Mon National Middle Schools were 2.92, which were in the range of 2.51 – 3.50. This implied that teachers perceived on leadership capacity were good enough.

2.2 In four key components of leadership capacities, the total mean scores of intense focus on vision were 3.23, total mean score of reflection and innovation were 2.89, total mean score of share governance 2.53, and total mean score of monitors respond to student achievement were 3.05. There all mean scores were in the range of 2.51 – 3.50, which meant “good enough”.

2.3 But among four components, the highest mean score of leadership capacity were 3.23 which were toward the intense focus on vision, and the lowest mean score were 2.53 which were toward the share governance, both were in the interpretation range of good enough.

3 About the relationship of teachers’ perceptions towards leadership capacity with their demographic factors from eight Mon National Middle School:

3.1 According to finding, the correlation significant value between leadership capacity and age group were 0.229, the significant value between leadership capacity and education background was 0.186, and the correlation significant value between leadership capacity and training experience was 0.622, which
meant that the significant value of age, education background, and training experience were bigger than 0.05; therefore, there were no significant relationships between teachers’ perceived leadership capacity and their age, education background, and training experience.

3.2 Meanwhile, since the correlation significant of work experience was 0.243 and significant value is 0.021, which is smaller than 0.05. Therefore, there is a positive significant relationship between leadership capacity and teacher work experiences, in Mon National Middle Schools.

**Conclusion**

From the findings derived by data analysis, the following conclusions were drawn:

1. **About the teachers’ demographic factors from eight Mon National Middle School:**

1.1 **Age:** In general, most teachers were in the age 18 – 29 years old or in the age 30 – 39 years old, the majority teachers were younger than 40 years old; they are quite young teacher teams.

1.2 **Education background:** In general, most teachers graduated with bachelor degrees or high school diplomas, a small amount of teachers were in the process of studying Distance University, but none had master degree. The teachers’ education qualification needs to be improved still.

1.3 **Work experiences:** In general, most teachers had just 1 – 3 years’ work experience or 4 – 6 years’ work experience, and teachers had 7-10 years and above work experiences are very limited. This indicated the teachers’ teams were young workers who had not many work experiences.
1.4 **Training experiences**: most teachers had only 1 training experience which was either CCA (child centered approach) or RWCT (reading writing for critical thinking), a small amount of teachers had 2 training experience which were both CCA and RWCT trainings experience, but teachers who had no training experience even more than the teachers with 2 training experiences, and teachers who had more than 2 training experience were limited. This indicated these teachers were still lack of training experiences.

2 **About the teachers’ perceptions towards leadership capacity from eight Mon National Middle School:**

2.1 In general, teachers’ leadership capacity was perceived as “good enough.”

2.2 The four components leadership capacities were perceived as “good enough” as well.

2.3 But among four components, teachers’ perception towards the share governance was expected to be improved in the future.

3 **About the relationship of teachers’ perceptions towards leadership capacity with their demographic factors from eight Mon National Middle School:**

3.1 However, there were no significant relationships between the teachers’ perceived leadership capacity and teachers’ demographic factors of age, education background, and trainings experience.

3.2 In general, there was a positive significant relationship between the teachers’ perceived leadership capacity and teachers’ work experience.
Discussion

1. What are demographic factors of teachers including, age, education background, work experience, and training experience of teachers in Mon National School.

   1) Age: According to population pyramid of Myanmar. In every school, start form primary followed by middle to high schools, most teachers would be female and young. Similarly, most teachers in eight Mon National Middle School were young. Teachers’ age were starting from 18 – 29, followed by 30 – 39, then 40 – 49, and 50 and above years old. However, there was completely no teachers at age 50 and above and also very few only (1.1%) teachers in age 40 – 49 years old showed in Mon National Middle, Mon State. The majority of teachers’ age between 18 and 29 was 46 out of 90.

   Therefore it could be assumed that the school and teaching environment were very active and effective. As the schools were filled with young teachers, its potential would grow faster and it would bring the high achievement to teaching environment and schools develop. On the other hand, there would be more perfect and develop to schools if the Mon National Education Committee (MNEC) provided good training, teaching and learning excavation to young teachers because young teachers are active, creative, and first learning person.

   2) Education Background: In this study, the research found out that more than one third of teachers were holding bachelor degree, followed by teachers who finished high school, then teachers who were in the process of studying Distance University. But there was no teacher who was holding master degree in Mon National School.
The highest education level of teachers from eight Mon Middle Schools was bachelor degree. However, 36 (40%) out of 90 teachers were only finished high school.

Therefore, according to MNEC had programs such as Post-Ten school, trainings programs, and others programs (monedu.org), the research finding revealed that Mon National Education Committee (MNEC) should need to created more opportunity for learning environment for those teachers, such as vocational training, livelihood training, needed to join them to other high school level program (like GED, Post-Ten), technical training and so on. Moreover, Mon National Education Committee (MNEC) also should provide more opportunities for all low education background teachers to be skillful and get more commitment on their work and keep live long learning and teaching more effectively. On the other hand, since there were no teachers who was holding master degree, Mon National Education Committee (MNEC) should create opportunity for all teachers to be able to develop and enhance their academic level into higher education such as master degree.

3) Work Experience: According to finding, this study found that most teachers 43(47.8%) had 1 – 3 year work experience, followed by 4 – 6 year work experience 23 (25.6%), then 10 years work experience (17.8%), and the least was 7 – 9 (8.9%) years of work experience. Therefore, according to this study finding, it could be assumed that schools were with many new recruited teachers who were lack of work experience.

In this case, on the other hand, Mon National Education Committee (MNEC) should provide more leadership capacity training to keep teacher stable and put more effort on their work. On the other hand, all teacher from eight Mon National Middle Schools were not only need to learn and gain more experience form their particular
fields, but also they would need to have more work experience in order to improve the
enhance in both their personal skills, in teaching and learning skills.

4) Training Experience: The study also found that most teachers (33.7%) from
eight Mon National Middle Schools had one training experience which was Child
Center Approach (CCA) or Reading Writing for Critical Thinking (RWCT) training,
followed by teachers (26.7%) had both CCA and RWCT trainings, then as similar
(26.7%) teachers had no training experience, and then (13.3%) teachers had more than
two training (CCA, RWCT, and other trainings).

According to the results, every teacher should have at least one training in
order to teach more effectively and to treat or behave more professionally to students.
Besides, if teachers had more training experience, they would become more mature in
teaching, they also had more self-confidence in teaching, self-development in order to
work with group and participate well in sharing ideas or information with other
teachers Lambert (2000). That might lead to high teacher leadership capacity, at least
to improve the teachers’ qualification and learning experiences as well.

2. What are the leadership capacities of teacher as they perceived by themselves
at Mon National School, Mon State, Myanmar.

According to this study, it found that teachers from all eight Mon National
Middle Schools perceived on teachers’ leadership capacities with total average mean
scores of (2.92), which was in the range of 2.51 – 3.50 and it was interpreted as “good
enough” for their perceived leadership capacity in general.

Moreover, regarding teachers perceived separately in four components of
leadership capacities, the mean score of teachers perception of intense focus on vision
was 3.23, teachers perception on reflection and innovation was 2.89, then the mean
score of teachers’ perception on share governance was 2.53, and while teachers’ perception on monitor and respond to student achievement was 3.05, which all mean scores expressed as high but it was interpreted good enough leadership capacities in all eight schools.

On the other hand, each Mean score of leadership capacity on intense focus on vision, reflection and innovation, share governance, monitors and responds to student achievement, and also total mean score of leadership capacity showed below the range of 3.51. In this situation, leadership capacity in Mon National Schools interpreted in the middle level, therefore, there were needed to improve leadership capacity in schools.

This study had 17 items questionnaire with four main components Lambert (2003). They were:

**Intense focus on vision**

1. Develop school vision jointly
2. Ask each other questions that keep us on track with our vision
3. Think together about how to align our standards, instruction, assessment, and programs with our vision
4. Keep our vision alive by reviewing it regularly
5. Focus on student learning
6. Use data or evidence to inform our decisions and teaching practices

**Reflection and innovation**

7. Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning)
8. Encourage individual and group initiative by providing access to resources, personnel, and time
9. Have joined with networks of other schools and outside the district, to secure feedback on our work
10. Practice and support new ways of doing thing
11. Develop our own criteria for accountability regarding individual and share work

**Share governance**

12. Have established representative governance groups
13. Seek to perform outside of traditional roles
14. Have developed new ways to work together

**Monitors and respond to student achievement**

15. Teach and assess so that all children learn
16. Provide feedback to children and families about student progress
17. Talk with families about student performance and school programs

In dealing with each question item scores, it was found that teachers perceived very low in question item 4, 7, 9, 12, 13, and 14 in their school. But they perceived strong or they represent exemplary in their school in question item 11, 15, 16, and 17, the rest questions 1, 2, 3, 5, 6, 8, and 10 are good enough, meant that they were doing well or in the process of keep going leadership capacity in their schools. So there were still some processes need for the school teachers to improve their leadership capacity though generally this study indicated that teachers’ leadership capacities in Mon National Schools were “good enough”.
Pierce (2007) who did a study on A Determination of the Reliability and construct Validity of the Leadership Capacity School Survey, mentioned that primary school teaches perceived more positive or high leadership capacities than teachers from secondary school teachers, in fact, teachers from second school perceived high leadership capacities than high school teacher did.

Hang (2011) conducted the study of Teachers’ Perception of Their Principals’ leadership Capacities. The finding of this study found that teachers who had higher education perceived higher significant leadership capacities than teachers’ who had low education level. And also longer work experience teachers perceived higher significant leadership capacities than shorter work experience teachers.

Therefore, in general, teachers form Mon National School perceived “good enough” leadership capacities though most of them were short work experience between 1 – 3 year experiences.

3. Is there any relationship of teachers’ perception toward leadership capacity with their demographic factors at Mon National Middle School, Mon State, Myanmar?

In this study, the researcher tried to identify the relationship of teachers’ perception toward leadership capacities with their demographic including age, education background, work experience, and training experience. The testing of research hypothesis result showed that the probability significant of relationship between leadership capacity and age significant was 0.229, the relationship between leadership capacity and teachers education background was 0.186, and the relationship between leadership capacity and teacher training experience significant was 0.622; all three significant value were bigger than 0.05. Therefore, the research
hypotheses were rejected and that meant there were no relationships between teachers’ perceived leadership capacities and teachers’ demographics of age, education background, and training experience. However, the study found that there was a positive significant between teachers’ leadership capacities and teachers’ demographic of work experience with significant value 0.021 it was smaller than 0.05 significant values.

Hang (2011) conducted the study of “Teachers’ Perception of Their Principals’ leadership Capacities”. This study found that teachers who had more education perceived with higher significant leadership capacities than teachers who had low education level. And also longer work experience teachers perceived higher significant leadership capacities than shorter work experience teachers.

Though this study found that there were no relationship between leadership capacities and teachers’ demographics of age, education background, and training experience; a positive relationship between leadership capacities and teachers’ demographic of work experience was found Mon National School, Mon State, Myanmar. It confirmed Hang’s (2011) finding that longer work experience teachers perceived higher significant leadership capacities than shorter work experience teachers.

**Recommendation**

1. **Recommendation for Eight Mon National Middle Schools’ Administrators**

   Administrators or head teachers from eight Mon National Middle Schools are recommended to innovation, develop, and to create more opportunity to all teachers
for sharing ideas, having frequently discussion, making question and answer regarding the lesson plan or school vision and mission.

Administrators or head teachers from eight schools are also recommended to keep control teachers stability. Since the teachers with more work experience will usually help the school to have the higher achievement. According to finding, there are many teachers perceived that they are very weak in planning new event together, very weak in doing discussion, very weak in making more time for peer coaching. Moreover, administrators are also recommended to improve leadership capacity in school, there were still in weak leadership capacity situation in each school according to the mean scores showed below range (3.51) in this study. Since then most teachers were young, with less work experience and some had no training experiences, these results were not surprising. All in all, in order to make school more sustainably and effectively, all eight middle schools should help their teachers to their leadership skills.

2. **Recommendation for Teachers from Eight Mon National Middle School**

All teachers from eight Mon National Middle Schools are recommended to improve their self-efficacy through self-evaluation. Teachers from Mon National Schools also should focus on working with peer and with group in their school. They should pay more attention on student achievements by giving more hands to student and let student learn effectively. Teachers from eight middle schools are also recommended to be open minded and be a good listener to accept others ideas and to share ideas to others, for this will help them improve their leadership capacity as well.

3. **Recommendation for Mon National Education Committee (MNEC)**
In order to improve or sustain the educational program, Mon National Education Committee (MNEC) is recommended to provide more leadership capacity training for every teacher. Moreover, MNEC is also recommended to provide teacher training (CCA or RWCT) to every teacher because still a certain amount of teachers who had no training experience according to this study’s finding.

According to finding, there are many teachers perceived that they had never done some issues such as how to keep school or education vision alive by reviewing it regularly, how to make time for ongoing reflection (e.g., collaborative planning), how to have established representative governance groups, how to seek to perform outside of traditional roles, and how to develop new ways to work together. The issues mentioned above are the main things to consider for every teacher to understand and to practice in their school. By understanding these and have more teacher leadership capacity training, then the schools can sustain the teachers and get developed with more teachers’ commitment on job (teaching), and finally result in high level of student achievements.

4. Recommendation for Future Researchers

This researcher offered some findings for the eight Mon National Middle Schools, while future researchers who are interested in leadership capacity can also do the similar study in other organizations and countries. By conducting this kind of research, it would help school sustained with high level, it would help understand teacher’s commitment in work, and it would help teachers with team spirits, focus on school vision and mission, and student achievement in the present and future. As leadership plays in a vital role of management; and capacity plays in the role of
maintaining the ability, quality of all kinds of results such as school development result, students’ achievement result, teachers’ sustainability.

Therefore, future researchers can also consider conducting the researches on the relationship between leadership capacity and sustained high level of student achievement. Since there were very limited researcher conducted such kind of research not only in Mon National Education but also in other education organizations, private school, as well as government school.
REFERENCES


Cherry, K. (nd.). leadership Theories, 8 Major Leadership Theories.


content.cgi%3Farticle%3D1000%26context%3Dape_monographs&ei=54bgUS5ScOY-HuASY-
YGQDQ&usg=AFQjCNHbmVxu5gRaOs0jTQhDDoFdoeSmyA&sig2=DU-
7DamPbdddKNbztljMVA


Myanmar_-_full.pdf


https://monedu.org

Mon National Education Committee. (nd.). Mon National Educational Program.

Retrieved from https://monedu.org/programs.html/

Mon National Education Committee. (nd.). Mon National Educational Program.

Retrieved from https://monedu.org/programs.html/


APPENDICES

Leadership Capacity School Survey

Part 1: Demographic Questionnaires

Direction: The following survey contains 4 questions. Please cross (X) One from each the following answer which is correspond to your personal profile.

1. Age (Year Old)?
   - [ ] 18 to 29,
   - [ ] 30 to 39,
   - [ ] 40 to 49,
   - [ ] 50 and above

2. What is your education background?
   - [ ] High school,
   - [ ] Distance university student,
   - [ ] Bachelor degree,
   - [ ] Master degree

3. How long have you worked in this organization?
   - [ ] 1 to 3 years,
   - [ ] 4 to 6 years,
   - [ ] 7 to 9 years,
   - [ ] 10 and above

4. What kind of training do you receive?
   - [ ] No training
   - [ ] Child Center Approach (CCA) only
   - [ ] Child Center Approach (CCA) and Reading Writing for Critical Thinking (RWCT)
   - [ ] Child Center Approach (CCA), Reading Writing for Critical Thinking (RWCT), and other trainings (write the trainings’ name [ ] )
Leadership Capacity School Survey

Part II. High leadership Capacity Questionnaire

This school survey is designed to assess the leadership capacity of your school. The items are clustered according to the characteristics of Quadrant 4 schools. Once each staff member has completed the survey, the results can be presented in a chart depicting school-wide needs. The members on the 1-5 scale represent the following:

1= We do not do this at our school.
2= We are starting to move in this direction
3= We are making good progress here.
4= We have this condition well established.
5= We are refining our practice in this area.

Circle the rating for each item and tally the score for each column first, then add the results for each column together and transfer the results to the scoring box on the last page.

<table>
<thead>
<tr>
<th>Items No.</th>
<th>Construct 1: Intense focus on vision</th>
<th>The greatest need</th>
<th>Need</th>
<th>Good enough</th>
<th>Represen t exemplary</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop school vision jointly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Ask each other questions that keep us on track with our vision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Think together about how to align our standards, instruction, assessment, and programs with our vision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Keep our vision alive by reviewing it regularly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Focus on student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Use data/evidence to inform our decisions and teaching practices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Construct 2: Reflection and innovation</td>
<td>The greatest need</td>
<td>Need</td>
<td>Good enough</td>
<td>Represen nt exemplar y</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------</td>
<td>------</td>
<td>-------------</td>
<td>----------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>In our school, we:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Encourage individual and group initiative by providing access to resources, personnel, and time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>9. Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10. Practice and support new ways of doing things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>11. Develop our own criteria for accountability regarding individual and share work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construct 3: Share Governance</th>
<th>The greatest need</th>
<th>Need</th>
<th>Good enough</th>
<th>Represen nt exemplar y</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our school, we:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Have established representative governance groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Seek to perform outside of traditional roles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Have developed new ways to work together.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Construct 4: Monitors and Responds to Student Achievement In our school, we:</td>
<td>The greatest need</td>
<td>Need</td>
<td>Good enough</td>
<td>Represent exemplar</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>15.</td>
<td>Teach and assess so that all children learn.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>Provide feedback to children and families about student progress.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>Talk with families about student performance and school programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>


| အမှား | အလိုအပေးရှိ သူများ (၁) သို့မှန်ကန်စိုးစ်မှစ်သောအခါမှစားသောကြမ်းများ | အလိုပေါ် စာရင်း | နေရာ ခွဲခြား | အခြေခံမှု | ရေးသားမှု | ရာခိုင် အနေ
(သို့မဟုတ် အရေအတွက်)
<p>|
|---|---|---|---|---|---|---|
| ၁ အ) | မိဘအများစုသို့မဟုတ် ပြင်သစ်များ စီရင်ခိုင်နှုန်း | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၂ ပ) | မိုးကြည်များနှင့် အခြေခံမှုကို စွဲချင်သူများ စီရင်ခိုင်နှုန်း | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၃ ရ) | မိုးကြည်များနှင့် အခြေခံမှုကို စွဲချင်သူများ စီရင်ခိုင်နှုန်း | ၁ | ၂ | ၃ | ၄ | ၅ |
| ၄ သ) | မိုးကြည်များနှင့် အခြေခံမှုကို စွဲချင်သူများ စီရင်ခိုင်နှုန်း | ၁ | ၂ | ၃ | ၄ | ၅ |</p>
<table>
<thead>
<tr>
<th>ကြယ်</th>
<th>စာလုံး</th>
<th>စာလုံးလေး</th>
<th>စာလုံးလေး</th>
<th>စာလုံး</th>
<th>စာလုံး</th>
<th>စာလုံး</th>
</tr>
</thead>
<tbody>
<tr>
<td>၁</td>
<td>အာယ်သားစာမျက်စာကို စီစဉ်မည်။</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>၂</td>
<td>အခြေခံပညာ (၂) အခြေခံပညာ ပေါင်းစားပါတ်မှာ အခြေခံပညာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ကြယ်</th>
<th>စာလုံး</th>
<th>စာလုံးလေး</th>
<th>စာလုံးလေး</th>
<th>စာလုံး</th>
<th>စာလုံး</th>
<th>စာလုံး</th>
</tr>
</thead>
<tbody>
<tr>
<td>ဒုတ်၁</td>
<td>ပြုစုမြောက်စာမျက်စာအား (၂) ပြုစုမြောက်စာမျက်စာ များစားပါတ်မှာ ပြုစုမြောက်စာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၂</td>
<td>ကိုယ်စားပြုစာမျက်စာအား များစားပါတ်မှာ ကိုယ်စားပြုစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၃</td>
<td>သာမန်များစာမျက်စာအား များစားပါတ်မှာ သာမန်များစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၄</td>
<td>ပြုစုများစာမျက်စာအား များစားပါတ်မှာ ပြုစုများစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၅</td>
<td>ကိုယ်စားပြုစာမျက်စာအား များစားပါတ်မှာ ကိုယ်စားပြုစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၆</td>
<td>သာမန်များစာမျက်စာအား များစားပါတ်မှာ သာမန်များစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၇</td>
<td>ပြုစုများစာမျက်စာအား များစားပါတ်မှာ ပြုစုများစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>ဒုတ်၈</td>
<td>ကိုယ်စားပြုစာမျက်စာအား များစားပါတ်မှာ ကိုယ်စားပြုစာမျက်စာ စာလုံးလေးများ</td>
<td>၁</td>
<td>၂</td>
<td>၃</td>
<td>၄</td>
<td>၅</td>
</tr>
<tr>
<td>လေး</td>
<td>အဖွဲ့ဝင် (၆) အဖွဲ့အစည်းများ</td>
<td>ရောဂါအမှန်</td>
<td>ရောဂါအမှန် အကျ</td>
<td>ရောဂါအမှန် အကျ  တို့</td>
<td>ရောဂါအမှန် အကျ  တို့ (ထိက်ခံ အကျ)</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>☀️</td>
<td>ဝါသန်းနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td></td>
</tr>
<tr>
<td>☀️</td>
<td>ပုံစံရေးနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td></td>
</tr>
<tr>
<td>☀️</td>
<td>ဝါသန်းနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td></td>
</tr>
<tr>
<td>☀️</td>
<td>ဝါသန်းနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>လေး</th>
<th>အဖွဲ့ဝင် (၆) အဖွဲ့အစည်းများ</th>
<th>ရောဂါအမှန်</th>
<th>ရောဂါအမှန် အကျ</th>
<th>ရောဂါအမှန် အကျ  တို့</th>
<th>ရောဂါအမှန် အကျ  တို့ (ထိက်ခံ အကျ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀️</td>
<td>ဝါသန်းနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
</tr>
<tr>
<td>☀️</td>
<td>ပုံစံရေးနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
</tr>
<tr>
<td>☀️</td>
<td>ဝါသန်းနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
</tr>
<tr>
<td>☀️</td>
<td>ဝါသန်းနှစ်လုံဆောင်မှု နှစ်လုံဆောင်မှု့ပါ ကွာင်းတွေ့ရပါမည်။</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
</tr>
</tbody>
</table>
The list of Three Experts Checked the Translation

1. Name: Ven. Ariya. Dhammacariya

   Education Background: M.A (Sri lanka),

   Doctoral Student University of peradeniya Colombo, Sri Lanka.

2. Name: Ven. Phra Ashin Khemasara

   Education Background: (M.A, New Delhi)

   Doctoral student in Educational Leadership Program, University of Assumption University of Thailand

3. Name: Nai Rot Gakoa,

   Position: Former Mon Education Committee Member
Survey Translation Evidences

Dear Sir,

This is Tin Tin Mar, currently pursuing a master's degree in Master of Education (M.Ed in Educational Administration) at Assumption University in Thailand.

My Thesis Title is “A COMPARATIVE STUDY OF TEACHERS’ PERCEPTION TOWARD LEADERSHIP CAPACITY AT MON NATIONAL MIDDLE SCHOOLS, IN YE TOWNSHIP, MON STATE, MYANMAR”

The Research Question and Objectives are as follows;

Research Questions

1. What are the teachers’ demographics including: age, education background, work experience, and training experience in Mon National School, Mon State, Myanmar?
2. What are the teachers’ perceptions toward leadership capacities at Mon National School, Mon State, Myanmar?
3. Are there any differences of teachers’ perception on leadership capacity according to their demographic factors: age, education background, work experience, and Training experience at Mon National School, Ye Township, Mon State, Myanmar?

Research Objectives

1. To survey the teachers’ demographics including: ages, education background, work experience, and training experience in Mon National School, Mon State, Myanmar.
2. To determine teachers’ perceptions toward leadership capacities at Mon National School, Mon State, Myanmar.
3. To compare teachers’ perception toward leadership capacity according to their demographic factors: age, education background, work experience, and Training experience at Mon National School, Ye Township, Mon State, Myanmar.

Could you please kindly give suggestion and check my survey translation? You are the right person who can check and give suggestion to my survey translation. Your suggestion will be the great help to my survey in order to improve and it also will be the great help to Mon National Education. I do need your translation checking and advice before I going to distribute my questionnaire. Indeed and in advance, I would like to express my appreciation to you from my deepest heart for checking and recommending.
Survey Translation Evidences

1. What do you think about the survey translation? Is the translation clear and enough to understand?
   clear questions
   can understand well

2. Is there any phrase or grammar mistake in Mon translation vision which might make teacher confuse?
   No mistake as Mon language

3. Which part or number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.
   No need to change

Your Name: Ven. Ariya
Position (current or former):  Naga nammavloga MA (Sri Lanka)
Doctoral Student University Of
Kesadana Colombo, Sri Lanka.
Mobile: +94728622869
Email: monjyamy@gmail.com

Signature

Date 30 May, 2014

Thank You
Survey Translation Evidences

1. What do you think about the survey translation? Is the translation clear and enough to understand?
   - Good translation
   - Useful questionnaire

2. Is there any phrase or grammar mistake in Mon translation vision which might make teacher confuse?
   - All are clear

3. Which part or number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.
   - No number or part to change

Your Name: Nai Boe Hlaing
Position (current or former): Former member of Mon National Education Committee
Mobile: +959 425 260 500
Email: mnaungzay@gmail.com

Signature

Date: 2 June, 2011

Thank You
Survey Translation Evidences

1. What do you think about the survey translation? Is the translation clear and enough to understand?

Yes, all the translation are clear and enough to understand for the people who can read and write in Mon.

2. Is there any phrase or grammar mistake in Mon translation vision which might make teacher confuse?

There is no more grammar mistake in Mon as we have to follow and translate directly based on the question.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

There are three numbers: 7, 11, 17
I just changed the words, place and replace the words to be meaningful in Mon.

Your Name: ACHIN KHEMASARA
Position (current or former): EL Education leadership program, ACAC
Mobile: 080 556 5507
Email: khemasara@gmail.com
Signature
Date: 07.06.2014

Thank You
BIOGRAPHY

The researcher was born in Zarkhalale village, Ye Township, Mon State, Myanmar in 1980 and she is the oldest daughter among her 4 siblings. Her father is a farmer and mother is a house wife. She was grown up from a poor family in the remote area of the country.

She started her education life with hardship. She dropped-out from secondary (middle) school for three years because of family’s income crisis. She restarted her education in 1994 started from the grade 6 by obtained a free education opportunity from Mon National School under management of Mon National Education Committee. She passed matriculation (grade 11) in 2000 and graduated with the Bachelor degree in the field of History in 2005, Yangon Distance University. Then she started working as a volunteer teacher in Mon National Middle School from 2000 to 2002. In 2003, she started to work as full time high school teachers at the same organization of Mon National Education Committee (MNEC). From 2007 to 2009, she worked as an administrator in Mon Post-Ten Second Year Program in Sangkhalaburi, Thailand. In 2009-2010, she took a position as head mistress in Mon Post-Ten School in Nyisar Ye Township, Mon State. During she was working in Mon National Education Committee Organization, she also worked for Mon Women Organization as part time member. In summer vocation, she participated with Mon Culture and Literature Program as a volunteer by teaching Mon Literature and Mon Dancing in Mon State.

In preparing for studying the master’s degree aboard in 2010, she received a full scholarship from Kantkaw Education Centre to upgrade her English and other skills for the university aboard. Meanwhile, she also participated in teaching English
in Koyinlay Monastery Summer English Program in school break. By acknowledgement of teaching English experience from Koyinlay Monastery, the researcher realized that youth or student who finished high school or who graduated only with bachelor degree were still lack of basic English reading, writing, speaking, and computer skills. Therefore, after the researcher came back from the internship program of Community Development and Civic Empowerment from Chiang Mai University, she and her colleagues created one English and computer class at Koyinlay Monastery. In this program, she worked a lot as a program planner, with working with this group, the researcher realized clearly how important the education is for the people.

She came to Thailand to study Master of Education with the hope of to contribute greatly to the development of Myanmar, especially in promote area like Mon State, where it is in the great need of education and needs to let more and more people especially teachers to realize the importance of leadership capacity, so as to improve their administration skills, management skills and finally develop the people from the rural area of Mon community as well as from the whole Myanmar.