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

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Abstract: The main purpose of this study was to identify the demographic profiles of teachers, to determine Teachers’ Perceptions towards Principal’s Instructional Leadership, and to compare Teachers’ Perceptions towards Principal’s Instructional Leadership at USH private School Mandalay according to their gender, age, educational background and work-experiences in 2017. A total of 53 teachers (23 male and 30 female) from USH private school Mandalay completed the questionnaire, it was designed to identify the Teachers’ demographics and their perceptions towards principal’s Instructional Leadership. The questionnaire was adopted from Murphy & Hallinger (1985) Principal’s Instructional Management Range Scale (PIMRS).

This research study was designed as a quantitative and comparative study. The data from this research was analyzed by frequency & percentage, mean and standard deviation, Independent Sample t-test and One-Way ANOVA. The study found that the level of Teachers’ Perceptions towards Principal’s Instructional Leadership was moderate. At the significance level .05, there were no significant differences on Teachers’ Perceptions towards Principal’s Instructional Leadership according to their gender, age, Educational background and work-experiences in USH private school Mandalay, Myanmar. This research study would give valuable insight into the role of Instructional Leadership support in shaping teachers, principal and teacher-principal relationship, student achievement and school improvement. It recommended that the Principal must involve his/her Instructional Leadership management on teachers and students such as protecting Instructional time, communicating school goals, monitoring student progress.

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

Introduction

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

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