A STUDY OF RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS PRINCIPAL'S INSTRUCTIONAL LEADERSHIP STYLE AND THEIR COMPETENCE AT THE SCHOOL OF MUNGMYIT SINLI IDPS HIGH SCHOOL, KACHIN STATE, MYANMAR

HPAUYU JA SAN MAI

I.D. No. 6219546

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF EDUCATION

in

EDUCATIONAL ADMNISTRATION AND LEADERSHIP

Graduate School of Human Sciences

ASSUMPTION UNIVERSITY OF THAILAND

2020

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Field of Study: EDUCATIONAL ADMINISTRATION AND LEADERSHIP

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ABSTRACT

I.D. No.: 6219546

Key Words: TEACHERS' PERCEPTIONS, PRINCIPAL'S INSTRUCTIONAL LEADERSHIP STYLE, TEACHERS' COMPETENCE, MUNGMYIT SINLI IDPS HIGH SCHOOL

Name: HPAUYU JA SAN MAI

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Thesis Advisor: ASST. PROF. DR. YAN YE

The purpose of this study was to investigate the teachers' perceptions towards the principal's instructional leadership style and teachers' competence; and to assess if there was a significant relationship between teachers' perceptions of principal's instructional leadership style and their competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

This research used a questionnaire, which was composed of two parts. Part I was the principal's instructional leadership inventory, adopted from Jerman (2001); Part II was the teachers' competence questionnaire, adopted from Kavinda (2014). The questionnaires were sent to 58 full time teachers in Mungmyit Sinli IDPs High School, Kachin State Myanmar. It was used to determine the level of the teachers' perceptions toward principal's instructional leadership style, as well as to assess the level of teachers' competence in the Mungmyit Sinli IDPs High School.

The researcher used the descriptive statistics (Means and Standard deviations) to determine the level of teachers' perceptions toward principal instructional leadership style

and their competence at Mungmyit Sinli IDPs High School. Pearson product moment correlation was used to test the hypothesis. The findings for research objective one revealed that the total mean score of the level of the teachers' perceptions toward principal's instructional leadership style got 2.89, which was interpreted at moderate. The findings for research objective two showed that the total mean score of the level of teachers' competence was 3.20, which was interpreted at moderate at Mungmyit Sinli IDPs High School. The finding for researcher objective 3, the teachers' perceptions toward principal's instructional leadership style and teachers' competence were a positively significant relationship value r = .723 as a significant level of .01. The correlation analysis result showed that there was a significant relationship between the principal's instructional leadership style and their competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

Therefore, this study recommended that principal should cooperate the teachers to work for the school improvement. In addition, the principal should implement effectively the role of principal's instructional leadership management on teachers such as monitoring teachers and students' progress, supervising teachers, managing curriculum and instruction, protecting instructional time.

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Field of Study: Educational Administration and Leadership

Students' signature ……..

Advisor's signature……

Graduate School of Human sciences

Academic Year 2020

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By the grace of God, I am very glad to have a great opportunity to study at Assumption University of Bangkok, Thailand.

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CHAPTER I

INTRODUCTION

In this chapter, the research presents the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, and conceptual framework, the scope of the study, definitions of terms and significance of the study.

Background of the Study

Throughout many researchers have expressed that the purpose of students going to school is learning in order to develop their knowledge, skills, and talents to create a meaningful life in the future and present and to become good citizens with well- development for the country. The skills include well critical thinking skills, communication and collaboration with the standard of 21st century skills.

As the 21st century school leader, the wise leader must be able to understand the difference between school climate, culture. A principal should be looking for other different strategies to develop the school's culture, its beliefs, values, language, ceremonies, and stories which will be taught to a school (Jake, 2014). On the other hand, the school leaders can't work alone in school for development, there needs the paramount of cooperation involvement and working with teachers.

Baldanza's model of 21st Century instructional leadership (2008) defined that the four ideas which include strong advocacy and leadership, adult professional culture, continuous improvement of teaching expertise, and results-oriented teams for each teacher, student, and school leader are used as a substance for improved teaching and learning. From Baldanza's model (2008), effective instructional leadership influences between principal and teachers building a trust relationship and improvement of a personal learning network and

monitoring each to share the school decision, vision, mission, and goals. In this study, the tasks and responsibilities of principal instructional leadership include supervising several areas that are related to the key factors of success for the process of teachers' instructional competencies.

Therefore, the school leader or principal takes part in an essential central role in setting the direction for the school to successfully accomplish the purpose of education at the school. Because the school's progression depended on the style of principal leadership throughout the organization to figure fruitfully for futures through a process of self-reclamation (Marks & Printy, 2003).

In addition, the principal can make a difference in the acquisition of a school success when the principal is constructed and his/her ideas are clarified into action. According to Richard, Jones &Weigel (2014) defined that principal must be an active leader consisting of working together with teachers in sustained dialogue and decision making about educational matters and attempting to enlarge school improvement for their academic performance. A good principal consistently makes out each individual teachers' and students' needs, expected with the regard to be an achievement on the school's common goals and to help teachers make them more knowledgeable and skillful to perform in the context areas of teaching and learning (Sami, 2019).

Debevoise (1984) stated, principal's instructional leadership has been perceived as a strong influence of a school, because it builds a positive school climate, and motivates teachers and students to attain their determination and the target of their objectives. According to his statement of principal instructional leadership was as a principal carried the responsibility for supporting the best instructional practice, and how the principal established the relationships and empowering teachers to get more ideas on instruction, providing feedback and sharing information and knowledge to each, collaboration working with

teachers together is to shape the primary purpose of the target of school mission. Therefore, the principal needs regularly to monitor, evaluate teachers and students' progress.

Wolgamott (2010) defined that by carefully listening and communicating between teachers and principals, it is a great idea to help their students to meet a positive outcome and focused on the value of working with the team to implement the school goals. Supervision and guiding to teachers' instruction improvement which can lead them confidently teaching the subject matter what they have to teach.

The principal takes the position in the school plays as an important to establish a relationship with teachers' competence in the career path (Sahin, 2011). Regarding teachers and principal relationship which is coordinated to improve teachers' professional and can evaluate student academic achievement effectively (Edgerson, Kritsonis, & Herrington, 2006). Additionally, Walsh (2005) also addressed that teachers get more self- confident and trust themselves by freely interacting with their principal. As a result, they can perform efficiently in instructional practices.

In 1947, Myanmar got independence from British colony, however there is still conflict between ethnic minorities, armed groups and the Government. Because of this conflict, there are 138 IDPs (Internally Displaced Persons) camps with a population of 9,806 IDPs are cited in Kachin State. Mungmyit Sinli IDPs (Internal Displaced Persons) High school is established for the students from the IDPs camps. In the context of Mungmyit Sinli IDPs High School, they obviously hire teachers based on the school's need, not emphasize on teachers' educational background. It is directly appointed by the Principal and Education Department. Some teachers have the certificate of teacher education and its training, but some teachers are unable to receive any training. Therefore, the principal's instructional leadership style is an essential rule to monitor and help teachers progress in the quality of instruction in the classroom.

The school is free education for all IDPs children. Due to school's insensibility budget to use in teaching and learning materials in the classroom, both teachers and students' communication in the classroom are tended to be as teacher -centered, and teachers guide students as the memories ways and intellectual paths were rather than critical thinking and collaboration learning (Seng, 2013). Thus, the classroom discipline strategies are students must listen strictly to teachers. In addition, there is another corruption in teachers due to inadequate salary for supporting their basic needs, so teachers have a rushed time preparing lesson plans for the next period of teaching.

As being a teacher, a teacher requires the paramount of knowledge, skills, and ability to make school a positive experience for students and their families. Kavida (2014) stated that teachers could be able to positively communicate with all students, because difficulties students who worked below grade level which were depended on a teacher. On the other hand, teacher creates a safe learning environment which is conducive to learning is an essential. Creating classroom for all students should feel free when speaking up.

Zeiger (2018) described that the development of teachers' competence which make an active classroom. Well- prepared lesson plan and used varied teaching strategies with other appropriate teaching aids helped students with multiple learning styles and learning engagement. Bha (2018) mentioned the commitments of teachers and professional development provided the qualities of teaching. In addition, teachers should have a good communication with students, parents, and colleagues.

Principal's instructional leadership style which is central to today's paradigm of effective school leadership. However, in the current education system of Mungmyit Sinli IDPs High School, principal's instructional leadership style is an ineffective implementation because of a principal lack of cooperation, a collegial relationship between principal and teachers. Since a relationship between teacher and principal is known as a top-down

management style. As a result, traditionally management style is based on listening to the superior due to respect, and the involvement of teachers and students is limited in making decisions for schools. In order to promote the levels of principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School, the researcher chooses Mungmyit Sinli IDPs High School in Myanmar to identify teachers' perceptions of their principal's instructional leadership and teachers' competence.

Statement of the Problem

Mungmyit Sinli IDPs High School, which is under the Kachin Administration of Southern Educational Department, Kachin State, Myanmar. Top- down management still directs school administration there, because all school policies, including instruction, are controlled by the education officer and school principal. According to power status influences, even teachers are not skillful in the subjects to teach in the classroom, but they tend to accept the subjects from order of principal divided.

The most effectiveness of running for school improvement is principal cooperation with teachers and other staff to have regular meetings to discuss various failings and experiential during classroom visits and provide necessary facilities to overcome any problem (Niqab, Sharma, Wei, and Maulod, 2014). According to the experiences of the researcher has been working for two years in Mungmyit Sinli school, teachers had a few opportunities to participate in school meetings and decision making. Since the principal and teachers were poor collaboration, the school management was poor too.

On the other hand, the political situation in Kachin state is not stable. There is still a civil war between the Kachin Independence Organization Army and Myanmar Government Army in the Kachin state. Due to this case, students have low motivation to learn in school because of their family's financial incomes and the political issues make

students insecure about schooling. Moreover, some students need the appreciation of their parents' support and the school environment is also in which educational incentives are low.

There are the issues of teachers having a limited knowledge of instructional strategy, limited use of teaching and learning materials that impair students' achievement at the IDPs school in Myanmar. Another is the limited salary to support their needs, so that principal had difficulties to motivate teachers to get a job satisfactory. Therefore, it makes teachers have low motivation to perform in their jobs. It was a very hard time negotiating the curriculum and instruction getting innovation for school improvement.

From the relation of teaching and learning between teachers and students, teachers have many challenges to meet in preparing for lesson planning because teachers are inadequate knowledge about the content of the subject and not enough using teaching material in the classroom. Presently, the school curriculum is designed by Myanmar Educational Department in 1998. It has been making teachers dispute the fact that regarding 21st century educational and learning skills to keep up with the pressures brought to bear on their profession. Because most teachers have limited knowledge for using computer and other ICT (Information Communication and Technology) materials in the classroom to obtain encouragement on the achievement of students' learning.

At present, the teaching method is in practice the child- centered approach (CCA) and the reading, writing and critical thinking (RWCT). However, it has not been implemented due to the time schedule conflicts and the outdated curriculum. There is an insufficient physical space in the classroom and standardized test with the exam system requirements at Mungmyit sinli IDPs High School. For passing the exam, students are required memorized the text books. Teaching methods are based on a traditional way of teaching method too.

According to the shortage of teachers, the principal has a lot of extra work to do in a day. Sometimes the principal has to teach three or four periods (45 minutes in a period)

in a day, because the principal is substituting other teachers' instruction time for who is asking a leave. The principal has the challenges for time management to instructional matters and other school management activities. Therefore, the principal does not have time to be an instructional leader, this results in a lower competency of the teachers.

In this study, the research is curious to investigate what the effectiveness of principal's instructional leadership approaches that are effected on teachers' enthusiasm to instruction the curriculum and the goal-oriented of school activities as well. For the most crucial the measurement of principal effectiveness is assessed by teachers' perception because the principal's efforts are drawn to develop a school vision and attempt for school improvement on both teachers and students of teaching and learning in the school.

Research Questions

1. What is the level of teachers' perceptions toward principal's instructional leadership style at the Mungmyit Sinli IDPs high School?
2. What is the level of teacher's competence at the Mungmyit Sinli IDPs High School?
3. Is there any significant relationship between the teachers' perceptions towards principal's instructional leadership style and teacher's competence at the Mungmyit Sinli IDPs High School?

Research Objectives

1. To identify the level of the teachers' perceptions toward principal's instructional leadership style at the Mungmyit Sinli IDPs High School.
2. To assess the levels of the teachers' competence at the Mungmyit Sinli IDPs High School.

3. To identify a significant relationship between the teachers' perceptions towards principal's instructional leadership styles and teachers' competence at the Mungmyit Sinli IDPs High School.

Research Hypothesis

There is a significant relationship between the teachers' perceptions towards principal's instructional leadership style and teacher's competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

Theoretical Framework

This study used the two major educational theories; principal's instructional leadership style (Krug, 1992) and teachers' competence by Medley (1977).

1. **Krug (1992) Principal's Instructional Leadership (IL)**

The five functions of instructional leadership developed by Krug (1992) were indicated for the way in which a school principal practices power to lead and influence the school achievement of teachers and students of teaching and learning in the school. They are (1) Defining and Communicating a Clear Mission, Goals and Objectives, (2) Managing The Curriculum and Instruction, (3) Supervising Teachers, (4) Monitoring Teachers and Learners Progress, and (5) Promoting The Instructional Climate.

- **Defining A School Mission** describes an effective school operated by a principal communicated to all stakeholders with a clear sense of goals and objectives.
- **Managing The Curriculum and Instruction** is defined as the principal organizes teaching documents and prepares the courses to teach in school. In addition, the principal supplies information and instruction to teachers concerning teaching methods.

- **Supervising Teachers** refers to the principal giving all teachers chances to continue their professional development.
- **Monitoring Teachers and Learners Progress** means the principal should utilize several methods of assessments and evaluation to assess regularly on both teachers and students' performance in the school. It is one the processing of monitoring their progress. Since, the principal makes testing, interpretation, and productive response are to help them in developing strategies for improving performance in school.
- **Promoting Instructional Climate** is the principal uses a reward system to recognize and motivate teachers' performance in the contents of teaching in the classroom.

2. **Teachers' Competence (Medley, 1997)**

Medley (1977) developed five components of teachers' competence namely (1) Pre- Instruction, (2) Presentation, (3) Student Learning, (4) Learning Environment, And (5) Professionalism. Medley (1977) stated that teacher performance of teaching and learning in the school were based on the set of teachers' competence including the teacher's education, the quality of the teacher's knowledge, abilities and skills.

- **Pre- Instruction** is the ability of teachers' preparation of the lesson before it is taught.
- **Presentation** refers to teachers apply a set of their knowledge, skills and abilities to teach students in the school be an educated.
- **Learning Environment** describes the capacities of teachers' creation. The classroom is enjoyable for students learning according to the 21st century classrooms and education.
- **Students Learning** represents the capabilities of teachers' instruction to match the different levels of students' maturities and their different learning styles.

- **Professionalism** defines how the teachers demonstrate their knowledge, skills, and abilities in teaching.

Conceptual Framework

The purpose of this study is to investigate the relationship between teachers' perceptions towards principal's instructional leadership style and their competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar. The principal's instructional leadership style is based on the theory of Krug (1992) and the theory of teachers' competence was based on the study of Medley (1977). Both theories are used as the main theories for investigating the main variables in this research.

Therefore, the conceptual framework of this study was formulated as Figure 1 shows.

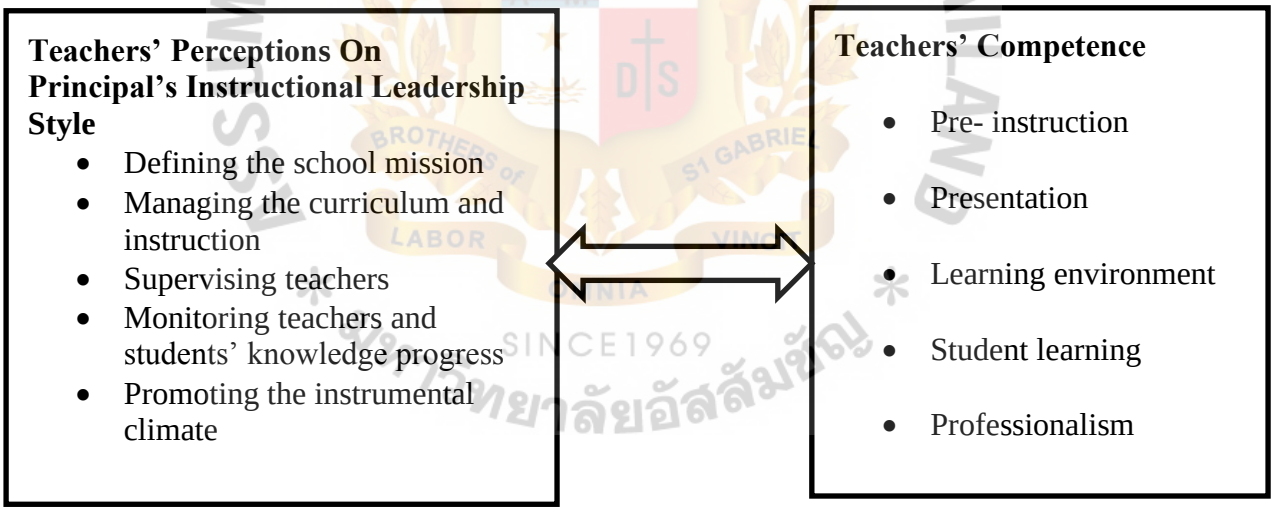

Figure 1 Conceptual Framework

Scope of the Study

The researcher conducted this study on 58 full time teachers who were working as a teacher at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar. This study

focused on identifying teachers' perceptions on principal's instructional leadership style and their competence at the Mungmyit Sinli IDPs High School, Kachin state, Myanmar. The survey is taken place in Mungmyit Sinli IDPs High School, Kachin State, Myanmar in the academic year of 2020.

Definition of Terms

The following terms are used in this study of teachers' perceptions towards principal's instructional leadership style and their competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

Teachers. It refers to a resistance for students who are working in Munmyit Sinli IDPs High school.

Principal refers to a school leader who is responsible for the overall operation at the school of Mungmyit Sinli IDPs High School.

Teachers' Perception. It refers to the impression, assumed from the individual's views, opinions, and beliefs as the being state of situation at the teachers from the Mungmyit Sinli IDPs High School. IDPs High School refers to the refugee school which is located in Kachin state.

Instructional Leadership Style stated that the principal manages, supports the curriculum and instruction to promote the quality of teaching and learning.

- **Defining The School Mission**. It refers to the principal and teachers cooperating working to get the achievement of the school's goals and objectives at the target school. This component was assessed by question number 1 to 5 in part I questionnaire.
- **Managing The Curriculum and Instruction.** It refers to the principal align units, lessons and assessment curriculum which is connected with connecting the content to

district, state and national standards, as well as established learning outcomes. It was assessed by the questionnaire items 6 to 10 in part I.

- **Supervising Teachers.** It refers to the principal guides for teachers improving in teaching and their teacher education. This was assessed by the questionnaire items of 11 to 15.
- **Monitoring Teachers and Learners Progress.** It refers to principal evaluations on teachers and students' academic performance and helps teachers and students' to be progressing on work. This was assessed by the questionnaire of 16 to 20.
- **Promoting The Instructional Climate.** It refers to a principal providing a learning environment for both teachers and students to have the opportunity to increase in academic achievement. This was assessed by the questionnaire of 21- 25.

Teachers' Competence refers to teachers' abilities, skills, knowledge to explore their teaching instructional practices and activities including their effort to facilitate and guide to different students learning styles of each student's performance in the classroom at Mungmyit Sinli IDPs High School.

- **Pre- Instruction.** It refers to teachers' instructional planning, assessment strategy to the students by the use of effective knowledge/skills through brainstorming in the classroom instructional activities including their effort to improve teaching and learning. The survey questions 26 to 30 were measured by this component.
- **Presentation.** It refers to the ability of teachers' instruction lessons and guide students to be an educator. This component was measured by the questionnaire items 31- 35.
- **Learning Environment:** It refers to the ability to create an enjoyable classroom for students' learning and development. This component was measured by the questionnaire items 36- 40.

- **Students Learning:** It refers to instructional approaches which fulfill students' needs, interests. This component was assessed to the questionnaires items 41- 45.
- **Professionalism:** It refers to the teacher's perspective, behaviors, characteristic of teachers' professional practice, leadership and management at the target school. This was measured by the survey questions 46- 50.

Significance of the Study

Since there were no previous studies on principal's instructional leadership and teachers' competence to develop at teaching and learning at Mungmyit Sinli IDPs High School, Kachin State in Myanmar. This study would have in developing principal's instructional leadership behavior to encourage among the different levels of teacher's competence. Therefore, this study results are helpful to teachers, school principals, the educational department and future researchers.

This study would be helpful for teachers to be aware how teachers' preparation and performance are important to affect students' learning. Consequently, teachers are able to deeply view different students have different learning styles on their academic achievement and needs, and they would know about their teaching strategies to increase students' academic achievement.

For the principal would know the level of teacher's competence and can be more encouragement for teaching development and will help them to focus on improving professional development too. Moreover, the school leader or principal will perceive the roles of instructional leader to motivate teachers and students' performance in academic achievement.

Moreover, the researcher believed that this study would give the awareness to the Educational Department of KIO (Kachin Independence Organization) to promote the

obtaining the qualification of principal not only from the target school but also principals from which the schools are controlled by the area of KED (Kachin Educational Department).

This research would be expanded to allow researchers to attain a functional background knowledge and information about principal instructional leadership style. Moreover, the researcher recommended this study will support further research on current practice of principal instructional leadership style and teachers' competence at the school of Mungmyit Sinli.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, the researcher has reviewed various related articles and research journal literature on how the principal's instructional leadership style was important and effective principalship is to raise the competences of teachers in the school. The researcher is based on present in the context of the teachers' perception toward principal's instructional leadership style and teachers' competence in this chapter as follows.

- Concept of Principal's Instructional Leadership
- Five Functions of Principal's Instructional Leadership, (Krug, 1992)
- The Role of School Principal as Instructional Leader
- Characteristic of Principal's Instructional Leadership
- Previous Studies of Principal's Instructional Leadership
- Concept of Teachers' Competence
- Five Component of Teachers' Competence, (Medley, 1977)
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Concept of Principal's Instructional Leadership

Principal's instructional leadership was a significant topic to study toward a school improvement (Magno, 2016). Principal was a school leader who organized and helped teachers to improve their professional development by taking actions included strategic planning, coaching, monitoring and motivate teachers in the teaching (Debevoice, 1984,

Murphy & Hallinger, 1983, Maehr, & Ames, 1988, Krug, 1990, 1991, 1992 &Luneburg, 2010).

According to many researchers' expression, principals' responsibilities were to demonstrate a knowledge of and to participate in by establishing a school vision, expectations, inspection, direction and a commitment to goals. Luneburg (2010), principal was an instructional leader, focused on the upgrading of instruction and how to significantly improve teachers' skills, abilities, and knowledge as teachers.

According to ASCD (2010), as the 21st century, instructional leaders needed to emphasize on the function tasks supervision teachers and students, curriculum development, assessment, instruction, technology, school culture and climate for teachers' professional development and school improvement. Regarding principals' responsibilities, they are influenced on promoting teachers' effort to serve in education. In addition, principal was an essential person for teachers to provide information and direction to teachers regarding teaching methods, providing the resources needed for learning to occur, coordinating staff development programs, and creating collegial relationships with and among teachers (Debevoise, 1984, p.14).

Blasé and Blasé (1999) stated how principals everyday working in a school which was directly impacted on teachers. Instruction leadership behaviors were determined on teachers' perception on how principals promote teaching and learning in schools by principal shared decision- making, giving feedback, supporting collaboration, giving praise for effective teaching, making suggestions, and providing professional development opportunities (Yu, 2017).

Kruger, Witziers, Sleegers (2007) recognized the fact that the concept of principal's instructional leadership was a very important component in a school organization because the function of principalship has revolved around the progression of school

organization and determined the school culture and climate of the institution. A Principal must be active in involvement and sharing in the school community affair (Murphy & Hallinger, 1983).

In addition, the principal had to make the transformation in pedagogical strategy and administrative strategy. In order to be transformation in pedagogical strategy and administrative strategy, Gottfredson and Aguinis (2016) described that four types of leadership behaviors should be taken into consideration when principals actively collaborate around the instructional matters to enhance the quality of teachers' instruction, teaching and students' performance.

- Consideration: A principal should build a strong relationship between principal and teachers toward people- oriented such as being friendly, treating all group members as equal, looking out for the personal welfare of group members and making him/ herself accessible to group members (Gottfredson and Aguinis ,2016).
- Initiating Structure: Principal was a central important person of task- oriented to organize teachers to accomplish tasks by scheduling the work to be done, letting teachers know what is expected of them, maintaining certain standards of performance, and checking that group of teachers and students follow school rules and regulations.
- Contingent Rewards: It was one of motivation to provide positive reinforcement for a job well done. Encouraging teachers to effectively instructional practices and met their goals in professional and promote students' achievement (Krug, Scott and Ahadi,1990). If a principal was frequently recognized for their performance, it could be taken the control of teachers' participation in teaching and easily can do assessment of their performance (Smith, n.d). In addition, the power of regularly rewarding to teachers' competence which could change and modify their behaviors is

indisputable and having a beneficial long- term motivational impact on their work (Houlfort, Koestner, Joussemet, Nantel- Viver, and Lekes, 2002).

- Transformational Leadership: The leader is who works with followers, engages followers to raise the degree of motivation and pay attention to and meet the needs of followers by leading their behavior toward a shared vision. Bass (1985) defined a leader needed to focus on each individual follower of strengths and weakness, and consulted with them to courage competences and commitment to organization's objectives. As the process of transformational leadership, or school leaders always needed to observe the previous problem then deal with them from a new perspective. Therefore, the assumption of a leader was a counselor and coaching to followers to achieve a higher level of motivation and satisfaction on their effort (Banett, McCormick, and Conners,1996). There were four elements as a transformation leader to distribute to followers are (1) Idealized influence, (2) Intellectual stimulation, (3) Inspirational motivation, and (4) Individualized consideration by (Bass,1985 cited at Robert, 2018). Idealized Influence was that the transformational leader was the model for followers because the positives of followers' behavior were influenced by the ability of leader ethical behavior such as respect, trust, admiration, love, empathy for each other (Seng, 2013). Intellectual Stimulation meant as the transformational leader stimulated followers' to be innovative and creative in problem solving skill and decision making. In addition, the leader let followers think independently and opened opportunities to participate in school meetings (Hughes, 2014). Inspirational Motivation stated, the transformational leader recorded the followers' problems and integrated solved with communicating clearly vision. Individualized consideration was that the leader considered each followers' needs and provided a supportive condition for them by empathizing, listening and discussion to the followers' concern.

For example, the transformational leader provides an activity of one- on- one coaching and mentoring for identifying and solving their problems.

Five Functions of Principal's Instructional Leadership, (Krug, 1992)

This study hung on five functions principal's instructional leadership style by Krug (1992). They are (1) defining the school mission, (2) managing the curriculum and instruction (3) supervising teaching, (4) monitoring teacher knowledge progress, and (5) promoting the instrumental climate.

(1) Defining The School Mission

School mission which is represented by showing how and what school is doing. It can build the effective relationship between teachers, principal and other stakeholders to do the orientation of school activities. Because it can help keeping the values of the school, and guide policy decision, decision making. Besides, the school mission statements show the images of how school is improving. A school should develop a plan of creating a school mission clearly (Krug, 1991 and Terry, 1996).

Since a school mission which indicated a school organization of priorities and goals and it can promote student achievement incredibly. As an instruction leader, the principal was the most important person to provide the direction needed to define the school's mission, goals, purpose (Jerman, 2001, p.26). In addition, the principal must have the cognitive thinking skills to evaluate what teachers and students practice in the duration of currently and completed in the school by assessing with formative and summative systems then making a meeting and cooperating with teachers and students and staff to make a good decision.

The principal needed to be improved as an internal and external communication process because different co- workers, colleagues have different ideas, perception for school development (Krug,1990). A principal shared the school mission then tells the current problem that required to be solved by discussing and reviewing different members of staff regarding academic performance and connecting with instruction, directing, supervising and evaluation in the school curriculum.

(2) Managing Curriculum and Instruction

In any education system, curriculum construction was the key to define the direction and scope for planning the entire school years. As well, it brought the domain of knowledge to help both teachers and students achieve a goal (Watagodakumbura, 2017). Moreover, a curriculum design which can immensely improve teachers' pedagogical practices that's why it enhances students' learning toward higher levels of education can be achieved.

Betts (n. d) suggested that the principal was a curriculum leader, curriculum director, instructional coach to ensure students' learning to become lifelong learners. According to his suggestion, when the principal assumed to manage the curriculum, it is vital to make sure individual differences among teachers and students' competence, the implication of instructional process. On the other hand, the principal should know the general process common to the effectiveness of teaching and learning methodology, the specific needs and interests of the school. Accordingly, as Ramparsad (2001) noted principals require to acquire good skills, qualities, a strategy to manage, guide, support and evaluate curriculum implementation such instruction processes in the teachers are needed.

The review report of the Minister of Education (Asmal, 2000, 2005) stated that the principal needed more attention to teachers' commitment and competence, similarly

monitoring teachers and improving the quality of the content and methodology of training. Correspondingly, providing for follow -up in- class support for teachers and addressing the quality of the trainers and training material and threatening to teachers.

To manage and implement the curriculum, the principal has to record and monitor each teacher's daily teaching process such as teaching lesson plans, year plan, time-tables of personal and class with analysis, giving opportunity to attend the staff meeting, workshops concerned with subject matter and so forth. Hence, principal requires to have a clear view of the need. In terms of definition of managing curriculum and instruction which refers to the principal runs in the school of daily program which includes giving professional advice or guidance to teachers and students in the organized life of the school's community.

(3) Supervising Teachers

The Principal supervision in teachers which was the functions of leadership concerned with improving, enhancing, and reinforcing the classroom and making effectiveness of teachers' teaching (Jerman, 2001). According to his statement, the purpose of teacher supervision was ideally to increase a teacher's knowledge, confidence, skill, and professionalism. Therefore, the role of principal supervisory brings a proactive approach to teachers' development. An effective instructional leader provides opportunities for teachers to continue their professional development both on and off the school site, with the goal of developing within each teacher the qualities which will enhance student learning (Terry, 1996, p. 6).

Relying on Jalaludin (2014) presented that supervision was a process of facilitating the professional growth of a teacher primarily by giving the teacher feedback about classroom interactions and helping teachers make the use of that feedback in order to make teaching more effective. Therefore, supervision is a critical task for principals to

motivate teachers to participate in classroom practices. To motivate teachers, a principal is required to understand how and what motivates, firstly, it is necessary to recognize needs for staff development, and identify for promotion in their performance. A school leader should always assess the staff levels by formative and summative evaluations instructional design then reform and adjust for promoting curriculum development. The most significant feature is to check the availability of teaching learning materials that are useful for their improvement.

Additionally, Range, Duncan, Hvidston (2013) claimed, as a principal provides feedback on teachers' efforts on their performance which was the most important responsibility of principal because teachers needed to give constructive feedback about their strengths and plans for cure to lessen weakness. Krug (1991) defined, the more teachers encountered with feedback from their principal, the more they can build the capacity to teach the students. Similarity, principal observed teachers' acts in the classroom by formally and informally visiting the classroom then collecting data about their performance and meeting with teachers to discuss data and align identified teachers' need to professional development.

To access teachers' performance, principals should open opportunities for teachers to have that they can accept greater responsibility and encourage them to improve themselves. In addition, as a principal supply for teachers' securities work in a safe and healthful environment which draws teachers' instructional effectiveness into the whole school action. It is concluded that principal supervise teachers is to make the effectiveness of the relationship between teachers and principal toward working together for school improvement by interaction face to face, trusting and mutual respecting each.

(4) Monitoring Teachers and Students' Knowledge Progress

Effective principals always made evaluation on teachers and students' actions in school. Principal contribution in the instructional process through their discussions with teachers about instructional issues, observation of classroom instruction and interaction with them was to help them to improve curriculum and instructional approaches and to strengthen teachers' Instructional skills (Kruger, 2003). For monitoring teachers' progression, SEDL (2015) described that principal emphasized on the use of data how students' get academic achievement and what students should know and be able to do then what knowledge and skills needed for teachers. Meador (2019) expressed that it is firstly important to build the foundation of trusting between teachers and principals relationship and collaborative working with each other.

To monitor and evaluate the performance of teachers, Laska (2016) suggested that the effective way was to observe in the classroom, laborites, and sport's facilities, monitoring the learning/ teaching. When observation to teachers' participation in the classroom, as a principal should be emphasized on monitoring not only the sense of sight, hearing, but also need a coordination and combining process of collection data, fact, phenomenon, process, event, or a reality in the educational institutions are for the important school development.

Effective monitoring teachers and students' knowledge progress, it is a basic cycle of systematic planning, observation and interaction, frequently formative evaluation per student on each test, analysis of teaching and learning process, and the assessment of student outcomes (Renard, 2018).

(5) Promoting Instructional Climate

The formal school climate is established to promote knowledge to help everyone to grow and develop as an individual in their respective fields. Similarity, a positive school climate was promoted by principal protecting instructional time, promoting professional development, maintaining high visibility, providing teaching incentives, enforcing high academic standards, and providing incentives for students (Murphy and Hallinger, 1985). Regarding school climate improvement, one of the most effective ways to encourage teachers by praising and supporting teachers is to have opportunities for professional development.

As a principal recognized and praised for the work hard of teachers and students they do, it is led toward making a teacher feel good about themselves. Praising the teacher regularly was one of positive reinforcement to encourage and motivate them to improve their attitude about teaching and learning (Egwu, 2015). Praising is being able to develop the nurtures of both teachers and students' self – esteem, confidence and self- efficiency. Recognizing each teacher's strengths which can help them figure out what works in their classroom, and have each teacher to develop their instructional practice.

Bredeson and Johansson (2006) focused to identify four areas where principals had the opportunity to have a substantial impact on teaching and learning. They are;

- The principal is as an instructional leader to lead and arrange professional development aligned with student and teachers teaching/ learning needs.
- The principal is the creation of a learning environment. Based on teachers' knowledge, skills, abilities, principals create new strategies of teaching planning and encourage teachers to change their instructional practices and students' achievement.

- Direct involvement in the design delivery and content of professional development include training, workshop, technical assistance and online or distance learning course.
- The assessment of professional development outcome. The principal needed to prepare and make a strategic decision about what professional development activities to continue forward for teachers' competence improvement.

The Role of School Principal as Instructional Leader

The principal as instructional leader played as the main person to recognize how the school organization operates (Geletta,2015). Meanwhile, Diamond (2002) cited in The Newsletter for the Reading First Program confirmed that there were three fundamental as the role beyond the instructional leader to involve as the following:

- Principal was central office personnel including superintendent, curriculum coordinators, scheduling, input on the school calendar, and other tasks (Geletta, 2015).
- Instructional coaches.
- Provision of instructional materials and prioritization of creating a teaching and learning environment.

Meanwhile, Maponya (2015) studied the role of principal as instructional leaders responsible for relating their daily on- the – job tasks consisted of providing direction, supervision, making frequent classroom visits to monitor the quality of instruction of teaching and learning. Galetta (2015, p. 3) identified instructional leader's role in his previous studied as establishing clear instructional goals, being resourceful for staff, creating a school culture, and conductive to learning, communicating the vision and mission of the school,

setting high expectation for staff, developing teacher leaders, maintaining positive attitudes toward students, staff and parents.

Characteristic of Principal's Instructional Leadership

For an effective instructional leadership, the principal had to take the action with aspiration and an optimistic view of the future. To enable the long-term upgrading of the school, Duggan (n.d) stated that the principal needed to build two-way communication to seek ideas for school development, make decisive decisions and keep an educational organization on track by treating all teachers and other stakeholders fairly.

Besides, the Newsletter for the Reading First Program (2005) explained, the principal instructional leadership must be emphasized on collaborative working with teachers on instructional and assessments issues, alignment with curriculum that effected on the development of teachers' competence. In these processes, principal is the foundation of the models for both teachers and students, therefore, as a principal must be built up such a good characteristic of being honest, having integrity and giving attention to everyone needs.

Since the principal is an organizer of school enhancement based on his/ her effective strategies planning and instructional designing. According to Duggan (n.d) suggested that there was a good way to approach to promote a different level of teacher educational background, teachers' skills, abilities, knowledge, and teaching experience to support a group of teachers to achieve instructional goals were by (1) the planning effectively (2) communication clearly, (3) displaying competencies, and (4) exuding gravitas.

The instructional leader should know about the strength and weakness of his/ her school. Hence, planning effectively meant a principal could learn and try out new ways to do the things better. Independent instruction was the evidence of how principal designing and innovations in curriculum and co- curriculum delivery, student and staff wellbeing program

and technological adaptation in the learning and teaching settings. An effective planning process, it was important to develop creativity, cognitive thinking logically because the factor of principal instructional leadership was to help develop teachers' way of thinking.

Principal was a key element for effective school (Whitaker, 2012). When giving the guidelines, and communication among teachers, there needed to be clear, concrete and correct instructional strategies. Moreover, principal instructional leadership practices which must have a clear giving feedback on teaching and learning being observable throughout the school by providing praise to teachers and students regarding how have been their professional development activities in the classroom, this is one communication strategy to encourage sources for effecting communicating the goals.

For teachers' competence development, certain characteristics and conditions were important to the principal needed to develop first including knowledge, skills, attitudes as well as the process by which the characteristic of instructional leadership style to influence the colleagues, teachers, each individual of teachers and students. The research adopted seven characteristics that as the principal should be developed by the suggestion of Washington University Center for Educational Leadership (2016). They are: -

(1) A Continuous Learner: Recently most people said that learning is not ending forever. Likewise, the principal, teachers must engage their own development by learning from others, and self- practice in daily routine of work, or finding opportunities to learn from outside including workshop, training, and other cooperators.

(2) Effective Working with Adult Learners: Affective working with adult learners can be made a systematic decision and worth of deciding the strategies planning as well according what really school indeed by different opinion. In addition, it makes sure to ensure facilities professional learning for teachers by using data and encouraging collegial inquiry. Senol and Lesinger (2018), there were many benefits of both

teachers and principals having built a good relationship to trust each other by listening intentionally to each other and then increasing the professional ethnic and developing cultural competency.

(3) An Effective Communicator: A good communication could bring many different ways to make an organization united even from child to old people by listening, presenting ideas, giving and receiving feedback, asking questions and make a dialogue conversation to implement together the school objectives, goals, missions, and vision (Manila educator, 2014).

(4) Collaborate: Collaborate, let colleagues work together to solve problems, make a decision, union all members of staff, and manage conflict with modeling and sharing opinion, responsibilities (Blasé and Blasé, 1999).

(5) Knowledgeable of Content and Pedagogy: The principal was the fundamental of reforming curriculum, teaching contents, teaching and learning processes, letting teachers understand what teaching methodologies are appreciated to use in the teaching lesson plan. Therefore, collaborates with teachers to make an effective discussion to increase knowledge of teaching pedagogy contents by being reflective to students.

(6) Knowledgeable Assessment and Data: Effective strategies planning was based on the information gathered by what has been observed in the work then evaluation on work to get meaningful decision making and interpretation instructional practice and organization structure to improve students learning (Krug, 1991 & Lunenburg, 2010).

(7) A Systems Thinker: To broaden school improvement, systematically thinking effectively working with colleagues helped them better understand the decision making process, and support districts and school priorities.

Previous Studies On Principal's Instructional Leadership

Sahin (2011) did a study of the relationship between instructional leadership style and school culture at the six Curriculum Laboratory Schools in Izmir. The research used a quantitative and the research instrument with Instructional Leadership Inventory and Inventory of school culture to survey whether teachers perceive the instructional leadership of their principals. The result showed that there was a significant instructional leadership style influenced on all the factors of school climate. The researcher mentioned a principal was (1) the principal was a role model in their schools, (2) collaboration, (3) trust. Therefore, the finding indicated there was a positive and high level relationship between instructional leadership and school culture.

Peariso (2011) did a study of principals' instructional leadership behaviors and beliefs of good pedagogical practice among effective California high schools serving socioeconomically disadvantaged and English learners. The mixed methods descriptive and causal- comparative study used for investigating the principals' instructional leadership behaviors that were affected by an effective high school belief in regard to pedagogy issues, and professional issues. The study found that a contingency model of principals' pedagogical beliefs was developed (Peariso, 2011, P. 4).

Wogson (2016) also did a study of the relationship between teachers' perception of instructional leadership and organizational climate at Santichon Islamic school. He conducted 50 survey questionnaires based on the model of principal instructional management from Hallinger (1985). The questionnaires were to investigate the level of teachers' instructional leadership and organization climate. He collected data from102 teachers working at Santichon Islamnic school. He used Mean, Standard Deviation, and Pearson Product Correlation Coefficient. Due to his study, the result found that the level of teachers' instructional leadership was moderate. Therefore, he did in a discussion with the

school climate and the levels of teachers practice instructional leadership from the functional of principal tasks were a critical to success for students' performance in school.

Concept of Teachers' Competence

Teachers were a person who are guided and directed to students' encouragement of learning. Hence, the service of teachers is provided to students to receive the power of education to have a better life for future. Teacher's attitude, knowledge, skills, abilities, and teacher education are required to organize their work effectively in the school. Since teachers are a helper for students to obtain knowledge, competences, teachers need to develop, and instruct students in the classroom with an energetic manner and encourage students to learn more on their own.

Slavik (2008) stated that as a teacher understood the target category of professional and the ability to carry out defined tasks in a particular context. For flexibly carry the task, every teacher always necessary to upgrade personal knowledge and skills respond to such field of professional, pedagogical issues, and classroom management by attending conferences, workshops, seminars, experiment and collaborative working and so forth (Nzarirwehi and Atuhumuze, 2019).

Kearney (2014) presented, teachers' professional competence was knowledge, skills, attitudes. This competence also includes that teachers are able to work with others and in society (parents, colleagues, students, school culture, local community) effectively for school development. For the 21st century of education, each teacher must have a good knowledge of using technology and information in the content of teaching and learning (Caena 2011).

Five Components of Teachers' Competence (Medley, 1977)

Medley (1997) developed a five- components of teachers' competence are pre-instruction, presentation, learning environment, student learning, professionalism.

(1) Pre- Instruction

Teachers are one of motivators to drive students learning effectively in the school. Basically, teachers' preparation and application well in their pedagogical content knowledge consist of subject matter knowledge, pedagogical subject knowledge, curriculum knowledge efficiently when they give an instruction in the classroom. It is also a tool for enhancing students learning forward.

Teachers' preparation and planning is the first step to do for teachers, a principal for students' development. It is one of the communicators to certify that the classroom environment was beneficial to successful collaboration between instructors and students. According to Meador (2019), effective teaching is depended on teachers' preparation and planning. For example, before the teacher enters the classroom, specific brainstorming and planning with how much of this content should the teacher cover today or in a month, and what materials will the teacher need to demonstrate intended for this content. And, how much time should the teacher finish his teaching contents plan, and so on.

Furthermore, pre- instruction, planning is easy to help school stakeholders to identify the aims and objectives of a school. Additionally, teachers can be prepared to not only be good at teaching in the classroom but also impact to develop the knowledge of understanding to students' mind, behaviors, attitudes, thoughts, and their motor development etc… In terms of definition, pre- instruction is given in an advance of attention for what both teachers and students are doing in the classroom and why they are doing it. As a result, it

dedicates to the use of efficient time and energy to teach lessons, interactive lecture sections, and the overall classroom involvement, encouraging and more productive.

(2) **Presentation**

In this research study, presentation is defined as the teacher instructing the lesson planning to students. It is a teaching and learning lesson in which a teacher introduces or implements new information about them (Kavida, 2014). According to Araviadan and See (n.d) claimed that teacher presentation in the classroom is one effective communication between instructors and learners. Communication in the classroom is important because it shows how people interact with each other, exchange information, and it allows students to learn what the teachers teach.

Araviadan and See (n.d) suggested teachers should have good communication competence and presentation in the classroom because students' learning is through directly or indirectly, verbal or nonverbal by teachers' emotions and thought. Parkay (2014) stated that becoming a teacher required high levels of professionalism including teacher leadership, diversity and culturally competent teaching, and fairness and equality for all students. Therefore, every teacher must develop the knowledge, skills, ability to enhance students' progression with the 21st century of education. To meet the target of curriculum goals, teachers and principals should emphasize on (1) the diversity of students and their teachers and (2) today technologies and teaching (Parkay, 2014 & Kavida ,2014).

Many psychologists have reviewed different people learning with different styles to retain knowledge. On the other hand, it promotes the learning process and educational success for all students. Therefore, there must be an effective interaction between teachers and students, understanding individual learning and informing the instruction is a very important part of a school. Because, diversity of students includes different cultural

backgrounds, personality, religious beliefs who learn from their diversity of teachers preparing and instruction the lesson in the classroom by applying different teaching methods, feedback to better understand how students absorb and retrieve new information.

Hence, a teacher demanded to develop knowledge and skills to succeed in teaching diverse children because teachers' tasks are to encourage and maintain that diversity classroom setting by understanding students' strength and weak, personal and learning styles (Dantas, 2007, p. 75). Teaching and learning materials which represent and bring numerous viewpoints and perspectives to diversity into the classroom. On the other hand, make sure learning materials which encourage differing perspectives on teachers have opportunities to solve the problems regarding teaching.

The research on the use of IT (Information and Technologies) made the classroom create a better educational syllabus, service teachers and students in the process of receiving and providing education systematically, creativity of future products and services (Sharma, 2016 & Lawler, Chen, and Venso, 2007). Technology is integrated into the classroom, teachers can learn and accomplishes the teaching lessons with students' interest in learning. In addition, the computer technologies in education support teachers to get current update data and information quickly and enhance teachers to have a speed for creative thought to redevelop teaching.

Using various communication tools and technologies in which teachers, students, parents and principals can use to share their career experiences in real- time anywhere. Accordingly, teachers use a different technology in education such as YouTube, online courses, websites, Skype, Google and so forth by texting, audio, video chat to communicate with others school stakeholders and colleagues to promote teacher instructional climate. Therefore, technology has the capability to increase the teachers can make teaching and

learning more meaningful and fun and get collaboratively their own learning through technological applications.

(3) Learning Environment

A good learning environment or positive classroom affects both teaching and learning effectively. Weimer (2009) cited at Young (2020) has studied the importance of a learning environment, which is provided clear learning goals and feedback, opportunity to build social skills, and strategies to help students succeed. Similarly, it is a place which can treat problems that students bring from home and are not willing to learn, because teachers direct and communicate with students' needs such love and belonging, security for order, trust and encourage them to attack challenges.

The environment can affect the morale of the students (Kavinda, 2014, P. 23). Hence, the physical environment plays an important role in the school sector. Designing for a physical learning environment which is organized in the classroom spaces must be lighten and safe, furnishing, and teaching aids to make best use of the learning opportunities and the engagement of every learner.

Learning environment was not only supplied for the classroom with the intention to be active learning but also teachers and students could perceive social, emotional and physical safety and value. In school, teachers cannot work solely for school progression, it is vital for all teachers and principal work together, listening, trusting each other, and taking the time and organizing the school structure learning environment with formal and informal communication.

Classroom climate, the actions of students within classrooms and the creation must be a safe, and productive learning environment, students have their own learning, respect to others and be able to accept responsibility for their actions are important in schools.

So that it can be a challenging dimension of teachers' work (OECD, 2009, P. 7). Therefore, teachers' professional competence was linked with self- efficacy and classroom disciplinary climate. Because, teachers' self- efficacy can influence the students' outcome, students' action in the learning classroom, in educational contexts (Mojavezi, Tamiz, 2012). When a teacher has strong self- confidence enough to instruct students, teachers can make better analyses and solve problems according to students' needs.

(4) Students Learning

Students learning in education is the attainment of knowledge or skills through experience and practice with visual, auditory, reading, writing and kinesthetic, study or by being taught. Learning which can lead to change people by doing, interacting with people. The change of people include attitude, behavior, increase the knowledge, skills and ability level. Regardless of students learning, they can think, talk and build self-esteem through discussion with others to develop interpersonal skills.

Students learning is a process of taking information that is based on input, process, and reflection. The definition of students learning refers to students acquiring knowledge, extending knowledge, and organizing the knowledge to be mastery and expertise in their living- lives. In the process of students learning, assessment and evaluation develop students' performance. Similarity, Kavinda (2014, P. 42), assessment and instructional adjustments enhanced learners' success and desired learning results from teacher and student interaction. Also, identifying that there were five main elements of students learning; intellectual skills, verbal skills, cognitive strategies, attitudes and motor skills.

The following four ways to evaluate students' learning as key factors by teachers in order to organize individual different learning styles, cognitive thinking, attitudes and motor skills (Renard, 2018). Firstly, the teacher sets a summative assessment or standardized

tests to measure students' progress as well as based on the curriculum including all the materials taught over the duration of the year. By testing students regularly after the duration of teaching the contents, it is a good way for both teachers and students to have their own progress monitoring, because teachers can know what and which teaching methods work for student learning.

Secondly, classroom observation is an interaction between teachers and students' classrooms to discuss how more effective students are at learning through the making of systematic process of evaluating performance. Teachers can draw on an accurate evaluation of students' progress when teachers keep doing a formative assessment on student's work. Observation and evaluation has demonstrated that teachers' analysis on students' work and give the teachers appreciated suggestions and adjust instruction methods and resources to meet the students' needs. On the other hand, it gives students extra motivation and encouragement and helps them to get better in learning. Thirdly, frequent evaluation on student learning, teachers can easily identify what components are needed to work, instruction or help students positively impact on learning achievement. In addition, giving more evaluation, students have more opportunity to grow. Lastly, formative assessment is used by teachers and learners when they are teaching and learning that supplies feedback, information to modify or rearrange in progress teaching and learning to improve students' achievement of purposeful instructional outcomes.

(5) Professionalism

professionalism is defined as teachers' skills and knowledge describing the abilities of a teacher's creation lesson plan, instruction to students, managing classroom, coordination curriculum, cooperation, working with principal, colleagues, using teaching materials and technologies in the classroom appropriately, managing groups of students,

(Kearney, 2014). Regardless of teachers' skills, it is important to develop soft skills to work effectively with a group of team, parents, and other social services. Moreover, Abduhawab (2017) extended teachers must keep the four competencies are pedagogy, professional, personality and social.

Pedagogy competencies are as interpreted as the professional of a teacher. The ability of the teacher could be explained any subject evidently, drawn on any topic interest, and organize teaching methods with using teaching aids suitably with the lesson (Azam, 2013). Fundamentally, teachers know the field of the subject knowledge as well as the basic concepts, structure, theories, and so on that they are going to teach. Professional competencies which was defined as the teachers' qualification on their job, the standards of teachers' education and training for teaching professional development that prepare the teacher to really understand their professionalism in particularly skill, knowledge, ability required perform their specific role within that profession (Abduhawab ,2017)

Since teachers need to interact with students and other staff and working with them in different context regarding works, teachers must be developed good at personality competencies in which include the teachers' interpersonal skill, communication skills, characteristic, attitude, career attributes, social and emotional intelligence to take students to the right ways in difference conditions. Nowadays, education is more popular working with 4Cs (communication, cognitive, collaboration, and corporative), so that teachers are required to have social competencies to facilitate interaction and communication with other socially communicated and changed in verbal and nonverbal ways. On the other hand, this processing of learning and teaching is called socialization (Kearney, 2014). Thus, teachers must work students with love, aggressiveness, empathy to solve the problem that they faced. On the other hand, teachers cannot work alone around the school. Teachers must work with society to encourage the students to study and to learn new things in society.

Likewise, Servi (2010) also identified that teachers are needed to improve knowledge and skills to enhance, explore their teaching practices, duties in the school. Education is a discipline aiming at revealing systematic and scientific results towards meeting the needs of individuals and society. A good teacher attitude can shape students in many ways of successes. In general, teacher attitude mentions the factors of teachers' willingness to reflect students motivate learning in the classroom.

Previous Studies On Teachers' Competence

There are not much previous studies on teachers' competence. Henrique (2018) researched on the level of teachers' perceptions on leadership capacity and their competence at secondary school of 1992, Dom Boaventura same, District of Manifahi, Tior-lste. There were 72 respondents in the survey questionnaires. He had adopted leadership capacity theory from Lambert's (2003), and teachers' competence was taken from Medley's (1977). He used Pearson's Product Moment Correlation Coefficient to analyze data on the level of teachers' perceptions on their leadership capacity and competences. The finding showed that there was a significant relationship of teachers' perception on their capacity and competences are interrelated. Due to the finding, a principal and administrator should provide for professional development training programs and other related activities to increase teachers' leadership capacity and their competence.

Rahmatullah (2016) also studied the functional of teachers' competence, and teachers' effectiveness made students' effective learning. Teachers' competence was defined as teacher the educator transfer of values as well as mentors who provide guidance and guiding students in learning (Sardiman, 2001 cited at Rahmatullah, 2016). The results were taken by using the quantitative analysis methods of descriptive and inferential. The finding was there was a relationship between teacher competence and teacher performance. The

result showed that an increase of teachers' competence and performance could be carried out in the presence of learning effectiveness, as well as teacher competency when teachers deliver the subjects to students.

Other Related Theory of Educational Leadership Style

Path Goal theory of leadership

Many researchers have been studied on different purposes of educational leadership style. In this study, the researcher will support a path- goal theory for the context of how principal and teachers collaborate working for improving school. This theory is focused on how principal leadership behaviors impact on increasing a teacher's motivation, job satisfaction and commitment by rewarding and the helping of the principal (House and Mitchess ,1974). Moreover, they discovered that four types of leadership styles are Directive, Supportive, Participative, and achievement. These leadership styles adjusted the leader's behavior that how followers and the workplace get an achievement of a common goal.

Directive: the followers were followed by the leader ordering them what to do, how to participate in a task, and arranging and organizing work. A directive superior set up the clear. standard of rules and regulations to followers to be checked on regularly about the workplace. Another word for directive leadership style is a centralization. The second leadership style is supportive. This is the follower each individual, team, or organization toward the fulfillment of goals and objectives were encouraged from a supportive leader by being sociable and friendly, and giving the followers correspondingly with respect (Raw, 2017). Also, the principal always carefully listens to his/ her followers and assists them in dealing with the problem that they have handled. Participation: it is a decentralization leadership style. A leader let's all followers participate in the process of decision making, planning and making a school policy. Before deciding how to make an advance, as a leader

access with followers and take their ideas, opinions, and recommendation. Also, the principal always carefully listens to his/ her followers and assists them deal with the problem that they have handled. Achievement leadership style is a leader who continues to set up a clear goal for the followers' challenges, emphasis on their needs and let them to carry out confidently and meet the highest level of achievement.

Background of Mungmyit Sinli IDPs High School

There are 135 ethnic groups of people living in Myanmar officially. Each of ethnic group has its own culture, literature, language, and they establish the school in their region. Some are created by their own language, but some are taken from the Myanmar Educational Department. Mungmyit Sinli IDPs High School which is situated in the northern part of Kachin State, Myanmar. It is in the border area line of China, and Myanmar. Due to the conflict of civil war in Kachin state, it was established for IDPs students from IDPs camps in 2015. The medium instruction is used as Kachin Language. It started the classes from kindergarten to Grade 11. There are over five hundred students and 58 teachers in Mungmyit Sinli IDPs High School. Presently, the school is directed by Mrs. Marip Roi Ja. She is also an indicator of school curriculum development, and dedicated her effort to serve for school improvement. School curriculum is developed from the same Myanmar Government School with extra three subjects; Kachin Literature, Chinese, and English Grammar.

The evaluation and assessments on academic achievement is based on the school examination results. School examination systems are assessed with two groups; a standardized examination and schoolteacher examination. Standardized examination is held by the Educational Department of Kachin. A standardized examination is given in Grade 5,

Grade 9, and Grade 11. The rest of Grade is held by the schoolteacher. The target school currently taught nine subjects in a day.

Since the school is an IDPs High School, the teacher's salary is not much enough as to survive in their profession. They are working as a volunteer teacher with kindness, self-sacrifice for students to be educated. Some teachers have been studying the teachers' education from Mai Ja Yang Institute of Education and other training, but some teachers did not have a chance to attend such as education training and other courses related to the development of the teaching profession. There need many qualified teachers to serve students to promote learning.

Therefore, principal's instructional leadership behavior is becoming an essential important for school academic achievement. Additionally, principal disciplines need to be influenced on both teachers and students' performance in school. Then, principal has got many challenges to deal with the school especially directing and supervising and motivating all staff. Principal responsibility and accountability are more pressure on a teacher's professional development. So, principal always motivates teachers and students to be standard of teaching and learning performance. Part of using curriculum and teaching in this school is relying on textbooks as a main teaching material. In school time, teaching is toward accomplishing teaching hours rather than student's needs. According to school time, the principal also provides such an extra curriculum to develop teachers' interpersonal intelligence.

Summary of The Literature Review

The literature contributed to the knowledge of the roles and characteristics of principal instructional leadership behavior in order to have a school achievement. The ability

of principal leadership style is to accomplish the work necessities desirable for effective management in many school settings (Jerman, 2001).

This study, principal's instructional leadership and teachers' competence are applied as the main theories. The theories mainly support the importance of the roles of principal instructional leadership to progress teachers' skills, knowledge, attitude, defining the school mission, managing the curriculum and instruction, supervising teachers, monitoring students and teachers progress, and promoting an instructional climate. The role of principal instructional leadership is reviewed on the principal's leadership style as a person who has generated a school culture as a friendship, encouraging teachers, instructional supervision, and constructing a collaborative culture in a school.

The benefit of principal sharing instructional leadership can make more operative contribution to varied and wide-ranging curricula. In addition, by principal sharing leadership, it delivers the prospects for aspirants to mastery practices in the role while being supported and coached by a functional principal. For moving forward teachers' professional development, principals as an instructional leader should find out about the strengths and weaknesses of teachers' demonstration in daily school activities, then as a leader should put on different behaviors in different circumstances to raise the intention of the teachers to achieve success

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research methodology to identify the relationship between teachers' perceptions on principal's instructional leadership style and their competence in Mungmyit Sinli IDPs High School. Myanmar. The contents of this chapter are; - research design, population, research instruments, collection of data, data analysis and summary of the research process.

Research Design

The purpose of this study was to identify the relationship of the teachers' perceptions towards principal's instructional leadership style and their competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

This study was designed as a quantitative and correlational research study by adopting 50 items questionnaires as a research instrument for data collection from the previous researchers Jerman (2001) and Kavinda (2014), Instructional Leadership Inventory, to evaluate the principal's instructional leadership style using teachers as raters. The researcher used the descriptive statistics and Pearson Product moment correlation Coefficient methods to determine a significant relationship of teachers' perceptions towards the principal instructional leadership style and their competence in Mungmyit Sinli IDPs High School, Kachin State, Myanmar. The researcher utilized questionnaires two parts.

For Part one, in order to measure principal instructional leadership, this study used principal instructional leadership questionnaires which was adopted from the previous researchers by Jerman (2001). The questionnaires including Defining the School Mission, Managing The Curriculum, Supervising Teachers, Monitoring Students' Progress, Promoting The Instructional Climate. For part two, survey questionnaire of teachers' competence is

adopted from the previous research by Kavinda (2014). The questionnaires contain 25 items including Pre- Instruction, Presentation, Learning Environment, Students Learning and Professionalism.

Population

The population for this study was all full-time teachers from Mungmyit Sinli IDPs High School in Kachin state, Myanmar. The participants were 58 teachers who were working at Munmyit Sinli IDPs High School in the academic year 2020, (Mungmyit Sinli IDPs High School Human Resources Office Record, 2020)

Table 1

The Numbers of Teachers from Mungmyit Sinli IDPs High School.

No.	Teaching levels	Numbers of teachers
1	Primary levels	15
2	Middle levels	34
3	Higher levels	9
	Total	58

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Research Instrument

The researcher used the survey questions to collect data from teachers at Mungmyit Sinli IDPs High School. To accomplish this research study, the researcher used two parts of questionnaires, the first one was to identify the teachers' perceptions toward principal's instructional leadership style. The questionnaires were adopted from Jerman (2001), principals' instructional leadership rating scale combined with 48 items questions, among them the researcher adopted 25 items and covering 5 functions of principal

considering important to schooling, which are (1) Defining The School Mission, (2) Managing The Curriculum, (3) Supervising Teaching, (4) Monitoring Students' Progress, (5) Promoting The Instructional Climate.

The researcher believed that these 5 functions of consideration are important to schooling which are assessing to support about Principal's Instructional Leadership Style from teachers' perceptions. The following table shows the breakdown of survey questions as Part I.

Table 2

Breakdown of Survey Question of Teachers' Perceptions of Principal's Instructional Leadership Style

No.	Functions	Survey Questions	Items
1	Defining the school mission	1-5	5
2	Managing the curriculum	6- 10	5
3	Supervising teachers	11- 15	5
4	Monitoring teachers' and students' progress	16- 20	5
5	Promoting the instructional climate	21- 25	5
	Total	25	25

Part II, teachers' competence survey questions were based on adoption from the original questionnaire of Kavinda (2014), which he adopted from Medley (1977). There were 38 items of original questions in the previous study. The researcher took 25 items of questions for five components of teachers' competence: Pre- Instruction, Presentation, Learning Environment, Learning, Students Learning, And Professionalism. According to Kavinda (2014) survey questions, the respondents, teachers have to address the questions

based on teachers' perception on their competence by choosing from the 5 Likert- scales of score.

Table 3

Breakdown of Survey Questions of Teachers' Competence

No.	Components	Survey Questions	Items
1	Pre- instruction	26- 30	5
2	Presentation	31- 35	5
3	Learning Environment	36- 40	5
4	School Learning	41- 45	5
5	Professionalism	46- 50	5
	Total	25	25

In table 4, the research shows the scores and ranges that are related to survey questions on teachers' perceptions of principal's instructional leadership and teachers' competence in this study. The respondents, teachers from the Mungmyit Sinli IDPs High School, Kachin State, Myanmar were respondents to questionnaires by using based on 5 point Likert- scale format (Jerman, 2001), including Almost Never, Sometime, Frequently, Almost Always, Always. The illustration of score and interpretation of survey questions in table 4,

Table 4

Scores and Interpretation of Survey Questions (Principal's Instructional Leadership and Teachers' Competence)

No.	Agreement Levels	Scores	Range	Interpretations
1	Almost never	1	1.00 – 1.50	Very Low
2	Sometime	2	1.51 – 2.50	Low
3	Frequently	3	2.51- 3.50	Moderate
4	Almost always	4	3.51- 4.50	High
5	Always	5	3.51- 4.50	Very High

Source: Norman G. (2010). Likert scales, levels of measurement and the laws of statistics. Advances in Health Sciences Education, 15 (50), 625-632.

Validity and Reliability of the Instrument

The first part of the questionnaire of teachers' perceptions towards principal's instructional leadership (Instructional Leadership Inventory Form) based on the reliability of previous studies on Jerman (2001) with the measuring of the teachers' perception of principal's instructional leadership behavior in defining the mission, managing the curriculum and instruction, supervising teaching, monitoring students and teachers' progress, and promoting instructional climate. The average reliability for the instrument was .85 (Ahadi, Scott, & Krug, 1991).

Kavinda (2014) reported the overall of his study reliability coefficient (Cronbach's alpha) was .78. The coefficient of alpha reliability for the level of teachers' competence performance was .81 from the report of 72 teachers and school administrators, Huyen (2003).

Table 5

The Validity and Reliability of the Research Instruments

Description	Researchers	Alpha Coefficient	This Study
Principal's Instructional Leadership	Ahadi, Scott, & Krug (1991)	.85	.90
Teachers' competence	Huyen (2003)	81	.92
	Kavinda (2014)	.78	

Collection of Data

This research was focused on 58 full time teachers who are teaching from Kindergarten to Grade 11 in the Mungmyit Sinli IDPs High School, Kachin State, Myanmar. The purpose is to determine the relationship between teachers' perceptions of the principal's

instructional leadership style and their competence in the IDPs High School of Mungmyit Sinli. The researcher presents the process of collecting data as the table shows.

Table 6

The Process of Collection Data

Date	Data Collection Process
June 15th 2020	Request Permission from the Principal in the Mungmyit Sinli IDPs High School, Kachin State, Myanmar
1st, September, 2020	Thesis Proposal Defense
October, 2020	Data collection of survey questionnaires
November, 2020	Data Analysis
17th, December, 2020	Thesis Final Defense

Data Analysis

In this study, the researcher analyzed the data by the use of statistical methods to analyze and interpret the collected data from the teachers of Mungmyit Sinli IDPs High School. For the research objective one, the researcher used the Mean and Standard Deviation to identify the teachers' perceptions toward principal's instructional leadership style at Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

For the research objective two, the research used Mean and Standard Deviation to identify the level of the teachers' competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

For research objective three, the researcher used the Pearson correlation to determine whether there are any significant differences on the principal's instructional

leadership style and their competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar

Summary of the Research Process

Table 7 Summary of The Research Process

Research objective	Source of Data or Sample	Data Collection Method or Research Instrument	Methods of data analysis
1.To identify teachers' perceptions towards the principal's instructional leadership style in the Mungmyit Sinli IDPs High School, Kachin state, Myanmar.	58 full time teachers who are teaching in the Mungmyit Sinli IDPs High School, Kachin state, Myanmar.	Part I Principal's Instructional Leadership • Defining The School Mission, • Managing The Curriculum and Instruction • Supervising Teachers, • Monitoring Teachers and Students' Progress • Promoting the Instructional Climate	Mean and Standard Deviations
2.To assess the levels of teachers' competence in the Mungmyit Sinli IDPs High School, Kachin State, Myanmar		Part II Teachers' Competence • Pre- Instruction • Presentation • Learning Environment • Students Learning • Professionalism	Mean and Standard Deviations
3.To determine the relationship between teachers' perceptions towards principal instructional leadership style and their competence in the Mungmyit Sinli IDPs High School, Kachin State, Myanmar			Pearson Product Moments Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the survey questionnaire result, data analysis and interpretation resulting which the data collected from 58 teachers who are working as full time teachers at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.50 research questionnaires were used to analyze the research hypothesis and each research objective. The research findings are interpreted and presented by the statistical findings. The research objectives are

1. To identify the level of the teachers' perceptions toward the principal's instructional leadership style at the Mungmyit Sinli IDPs High School.
2. To assess the levels of the teachers' competence at the Mungmyit Sinli IDPs High School.
3. To identify a significant relationship of the teachers' perceptions towards the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School.

Findings

The main findings of this study were presented according to research objectives.

Research Objective 1

Research objective 1 is to identify the level of the teachers' perceptions toward the principal's instructional leadership style at the Mungmyit Sinli IDPs High School. The researcher used five functions of the principal's instructional leadership style including 25 questionnaire items to address this objective. The five functions included: (1) Defining School Missions, (2) Managing curriculum and instruction, (3) Supervising teachers, (4) Monitoring teachers and students' progress, and (5) Promoting instrumental Climate.

These items were rated on a 5- point Likert type scale ranging from 1(Almost Never) to 5 (Almost). The mean scores of this items were interpreted by a 5 point Likert Scale 1.00- 1.50 (Very Low), 1.51- 2.50 (Low), 2.51- 3.50 (Moderate), 3.51- 4.50 (High), and 4.51- 5.00 (very High).

For this objective, the researcher has analyzed the total mean score and standard deviation of five functions of principal's instructional leadership style to identify the level of the teachers' perceptions toward principal's instructional leadership style at the Mungmyit Sinli IDPs High School.

Table 8

Mean Scores, Standard Deviations and Interpretation of Teachers' Perceptions Toward Principal's Defining School Missions (n = 58)

Item No.	Defining School Mission	*M*	*SD*	Interpretation
1	Discusses school goals, purpose, and mission with staff	3.07	1.19	Moderate
2	Uses school goals for academic decision making	3.28	1.13	Moderate
3	Certifies school academic goals promote current level of academic	3.59	1.17	High
4.	Take an advantage of an opportunity to stress and communicate school goals to teachers, students, and parents.	3.12	1.17	Moderate
5.	Uses an assessment and evaluation on both teachers and students or other formal and informal methods to secure staff input on goal development.	3.10	1.13	Moderate
	Total	3.23	.70	Moderate

As reported in Table 8 illustrates the total mean scores, standard deviations and interpretation of teachers' perceptions toward principal's defining school missions were 3.23, in the range of 2.51- 3.50 were interpreted as moderate level according to data interpretation standards. The item 3, certifies school academic goals promote current level of academic got the highest mean score 3.59 and item1, discusses school goals, purposes, and mission with staff got the lowest mean score 3.07.

Table 9

Mean Scores, Standard Deviation and Interpretation of Teachers' Perception Toward Principal's Managing Curriculum and Instruction (n = 58)

Items No.	Managing Curriculum and Instruction	*M*	*SD*	Interpretation
6.	Coordinate curriculum across grade levels	3.00	1.12	Moderate
7.	Participates actively in the review and selection of curriculum	2.62	1.10	Moderate
8.	Provides specific support for curriculum development.	2.57	.99	Moderate
9.	Finds resources to help staff do a good job.	2.48	1.21	Low
10.	Ensure that the teachers are consistent with the stated goals of the school.	3.21	1.15	Moderate
	Total	2.77	.84	Moderate

Table 9 shows the total mean scores in the teachers' perceptions of principal managing curriculum and instruction results were 2.77, in the range of 2.51- 5.50 were interpreted as moderate level according to this research data interpretation standard. The item

10, ensure that the teachers are consistent with the stated goals of the school, got the highest score 3.21, and item 9, finds resources to help staff do a good job got the lowest mean score 2.48.

Table 10

Mean Scores, Standard Deviations and Interpretation of Teachers' Perceptions Toward Principal's Supervising Teachers (n = 58)

Items No.	Supervising Teachers	*M*	*SD*	Interpretation
11.	Encourages a teacher to try out a new idea.	2.59	1.22	Moderate
12.	Instructs a committee to be creative and innovative in its work.	3.79	1.10	High
13.	Makes sure that lesson plans fit with stated instructional objectives.	2.67	1.16	Moderate
14.	Makes regular contact with teachers to evaluate student progress.	2.90	1.19	Moderate
15.	Helps a teacher develop a specific strategy to increase student achievement.	2.81	1.16	Moderate
	Total	2.95	.85	Moderate

As stated in Table 10, the survey questionnaire items 11, 12, 13, 14, and 15 defined that principal's supervising teachers at the Mungmyit Sinli IDPs were moderate. It was found that the total mean score of the principal's supervising teachers was 2.95, in the range of 2.51- 5.50 were interpreted as moderate level according to this research data interpretation standard. The item 14, makes sure that lesson plans fit with stated instructional

objectives got the highest mean score 2.90 and item 11, encourages a teacher to try out a new idea and got the slowest mean score 2.59.

Table 11

Mean Scores, Standard Deviations and Interpretation of Teachers' Perceptions Toward Principal's Monitoring Teachers and Students' Progress (n = 58)

Items No.	Monitoring Teachers and Students' Progress	*M*	*SD*	Interpretation
16.	Encourages and supports a staff member seeking additional training.	3.86	1.06	High
17.	Works with teachers to discover new approaches for dealing with learning problems.	2.31	1.14	Low
18.	Joins an informal discussion among staff members.	3.78	1.07	High
19.	Praise staff members for their good work.	2.02	1.22	Low
20.	Tries to motivate staff members.	2.38	1.13	Low
	Total	2.86	.71	Moderate

Table 11 illustrates the total score of mean and standard deviation in the function of principal's monitoring teachers and students' progress were 2.86, the range of 2.51- 3.50 were interpreted as moderate level according to data interpretation standards. The item 16, encourages and supports a staff member seeking additional training got the highest mean score 3.86 and item 19, praise staff members for their good work got the lowest mean score 2.02.

Table 12

Mean Scores, Standard Deviation and Interpretation of Teachers' Perceptions Toward Principal's Promoting Instrumental Climate (n = 58)

Items No.	Promoting Instrumental Climate	*M*	*SD*	Interpretation
21.	Seeks advice from staff members in making a decision.	2.78	1.18	Moderate
22.	Checks to see that staff are working up to capacity.	2.62	1.18	Moderate
23.	Writes a memo to staff praising their efforts.	2.09	1.34	Low
24.	Demands more efforts from a staff member.	2.76	1.01	Moderate
25.	Provides special encouragement to newer staff members.	3.00	1.28	Moderate
	Total	2.64	.84	Moderate

Table 12 shows the total score of mean and standard deviation in the function of principal's promoting instrumental climate were 2.64, the range of 2.51- 3.50 were interpreted at moderate level according to data interpretation standards. The items 25, provide special encouragement to newer staff members got the highest mean score 3.00, and the lowest mean score 2.09 was gotten item 23, Writes a memo to staff praising their efforts.

Table 13

The Summary of Mean and Standard Deviation of the Level of Teachers' Perceptions Toward Principal's Instructional Leadership (N= 58)

Teachers' Perception Toward Principal's Instructional Leadership	*M*	*SD*	Interpretation
Defining school missions	3.23	.70	Moderate
Managing curriculum and instruction	2.77	.84	Moderate
Supervising teachers	2.95	.85	Moderate
Monitoring teachers and students' progress	2.86	.71	Moderate
Promoting instrumental climate	2.64	.84	Moderate
Total	2.89	.63	Moderate

Table 13 shows the summary of the total mean scores and standard deviation of the level of teachers' perceptions toward principal's instructional leadership was 2.89, the range of 2.51- 3.50. It was interpreted at moderate level according to data interpretation standards. Therefore, it was included the level of teachers' perception toward principal instruction leadership was moderate. The function of defining school missions obtained the highest mean score 3.23, and the function of promoting instrumental climate got the lowest mean score 2.64.

Research Objective 2

Research objective 2 was to assess the levels of teachers' competence at the Mungmyit Sinli IDPs High School. In order to measure teachers' competence, the researcher has developed research questionnaire part II that has included four components of evaluation with 25 items. The four components of teachers' competence are (1) Pre- instruction, (2) Presentation, (3) Learning environment, (4) Student learning, and (5) professionalism.

For this objective 2, the researcher has analyzed the total scores of mean and standard deviation of four components of teachers' competence by rating 5 points Likert Scales to assess the levels of teachers' perceptions toward teachers' competence at the school of Mungmyit Sinli IDPs High School.

Table 14

Mean Scores, Standard Deviation and Interpretation of Teachers' Perceptions Toward Their Competence in The Area of Pre- Instruction (n = 58)

Items No.	Pre- instruction	*M*	*SD*	Interpretation
26.	Selects appreciate learner objectives for the lesson.	3.52	1.06	High
27.	Supports knowledge in the subject matter.	3.17	.92	Moderate
28.	Collects data to identify students' skills level to determine students' learning needs.	2.64	1.22	Moderate
29.	Sets a high standard for continuous academic, social, emotional and physical improvement.	3.22	1.10	Moderate
30.	Establish approximately challenging expectation for students	3.26	1.10	Moderate
	Total	3.16	.79	Moderate

Table 14 shows the total mean scores in the teachers' perceptions toward their competence in the area of pre- instruction results were 3.16, in the range of 2.51- 3.50 were interpreted as moderate level according to this research data interpretation standard. The highest mean score 3.52 was obtained item 26, selects appreciate learner objectives for the

lesson, and item 28, collects data to identify students' skills level to determine students' learning needs got the lowest score got 2.64.

Table 15

Mean Scores, Standard Deviation and Interpretation of Teachers' Perceptions Toward Their Competence in The Area of Presentation (n = 58)

Items No.	Presentation	*M*	*SD*	Interpretation
31.	Instructs students to use available technology to enhance their learning.	2.16	1.08	Low
32.	Use technological tools to enhance teaching method.	2.02	.96	Low
33.	Use technological tools and other available materials tools to enhance teaching methods.	2.31	1.12	Low
34.	Works effectively implement a variety of methods suitable to the objectives, learners and the environment.	3.00	.89	Moderate
35.	Provide clear feedback to learners throughout the lesson.	3.26	1.00	Moderate
	Total	2.54	.81	Moderate

Table 15 shows the total mean scores in the teachers' perceptions toward their competence in the area of presentation results were 3.16, in the range of 2.51- 3.50 were interpreted as moderate according to this research data interpretation standard. The item 35, provide clear feedback to learners throughout the lesson got the highest mean score 3.26, but

the item 32, use technological too to enhance teaching method got the lowest mean score 2.02.

Table 16

Mean Scores, Standard Deviation and Interpretation of Teachers' Perceptions Toward Their Competence in The Area of Learning Environment (n = 58)

Items No.	Learning Environment	*M*	*SD*	Interpretation
36.	Provide a safe environment for students	2.98	1.38	Moderate
37.	Plan instruction at varying and appreciative levels of thinking.	2.83	.93	Moderate
38.	Promote friendly interpersonal relationships.	3.38	1.19	Moderate
39.	Help learners develop and maintain positive self-esteem.	3.24	.97	Moderate
40.	Provide an environment that is conducive to learning.	2.47	1.06	Low
	Total	2.97	.86	Moderate

Table 16 shows the total mean scores in the teachers' perceptions toward their competence in the area of learning environment results were 2.97, in the range of 2.51- 3.50 were interpreted as moderate according to this research data interpretation standard. The item 38, promote friendly interpersonal relationships got the highest mean score 3.38, and item 40, provide an environment that is conducive to learning got the lowest mean score 2.47.

Table 17

Mean Scores, Standard Deviation and Interpretation of Teachers' Perceptions Toward Their Competence in The Area of Students Learning (n =58)

Items No.	Student Learning	*M*	*SD*	Interpretation
41.	Use a variety of assessments to monitor students' learning.	3.40	1.22	Moderate
42.	Adjust methods and resources as a result of analyzing assessment data.	3.19	1.11	Moderate
43.	Use a variety of strategies to students' intrinsic motivation.	3.29	1.24	Moderate
44.	Deal fairly with learners.	4.28	.93	High
45.	Uses discussing and questioning strategies to stimulate student thinking.	3.64	1.07	High
	Total	3.55	.94	High

Table 17 shows the total mean scores in the teachers' perceptions toward their competence in the area of students' learning results were 3. 55, in the range of 3.51- 4.50 were interpreted as high level according to this research data interpretation standard. The item 3.64, uses discussing and questioning strategies to stimulate student thinking, got the highest mean score 3.64, and the item 42, adjust methods and resources as a result of analyzing assessment data got the lowest score 3.19.

Table 18

Mean Scores, Standard Deviation and Interpretation of Teachers' Perceptions Toward Their Competence in The Area of Professionalism (n = 58)

Items No.	Professionalism	*M*	*SD*	Interpretation
46.	Makes effective use of time.	4.17	.97	High
47.	Treats all people with respects and dignity.	4.12	.86	High
48.	Demonstrates professional growth and responsibility.	3.43	.92	Moderate
49.	Serves as a positive educational role models.	3.45	.95	Moderate
50.	Executes responsibilities in a professional growth and responsibilities.	3.74	.92	High
	Total	3.78	.72	High

Table 18 shows the total mean scores in the teachers' perceptions toward their competence in the area of professionalism results were 3.78, in the range of 3.51- 4.50 were interpreted as High according to this research data interpretation standard. The item 46, makes effective use of time got the highest mean score 4.17, and the item 48, demonstrates professional growth and responsibility got the lowest mean score 3.43.

Table 19

The Summary of Mean and Standard Deviation of Teachers' Competence (n= 58)

Teachers' competence	***M***	***SD***	**Interpretation**
Pre- instruction	3.16	.79	Moderate
Presentation	2.54	.81	Moderate
Learning environment	2.97	.86	Moderate
Students learning	3.55	.94	High
Professionalism	3.78	.72	High
Total	3.20	.63	Moderate

Table 19 indicates the summary of the total scores of mean and standard deviation of the level of teachers' perceptions toward teachers' competence was 3.20, the range of 2.51-3.50. It was interpreted at moderate level according to data interpretation standards. Therefore, it was included the level of teachers' perceptions toward teachers' competence was moderate. The component of professionalism obtained the highest mean score 3.78, and the component of presentation got the lowest mean score 2.64.

Research Objective 3

The research objective 3 was to identify a significant relationship of the teachers' perceptions towards the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

For this objective 3, the researcher has analyzed a statistical program to determine the data according to the two variables. The researcher used Pearson Product moment correlation coefficient to examine there was a significant relationship of the teachers' perceptions towards principal's instructional leadership style and their competence at the mungmyit Sinli IDPs High School, Kachin State, Myanmar.

Table 20 The Pearson Product Moment Correlation Coefficient Between the Levels of Teachers' Perceptions Towards Principal's Instructional Leadership Style and Their Competence (n= 58)

		Teachers' competence	Conclusion
Teachers' perception towards Principal Instructional Leadership Style	Pearson Correlation	.723**	There is a significant relationship
	Sig. (2 – tailed)	.000	

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

This research result in table 18 describes the relationship between teachers' perceptions towards Principal's Instructional Leadership Style and their competence in the school of Mungmyit Sinli IDPs High School. The finding of this research significant value result was .000 which is smaller than .05. There was a significantly, positively, and moderately strong correlation, for r (.723) at the significant level of .01.

According to the research study, the null hypothesis (H0) was rejected and the research hypothesis (H1) was accepted. Based on the result, this research confirmed that there was a positive relationship between teachers' perceptions towards principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

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CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In this chapter, the researcher presents a brief summarize of how this research was illustrated and what research instruments were used for the data collection. Furthermore, the researcher will present conclusions, discussions, and recommendations for teachers, principal, educational administration department of Mungmyit Sinli IDPs High School, and future researchers.

Conclusions

The following conclusions of this study are based on the analysis of data and its findings.

According to the finding of objective 1, the data showed that the teachers' perceptions toward principal's instructional leadership style on defining school missions, managing curriculum and instruction, supervising teachers, monitoring teachers and students progress, and promoting instrumental climate were as moderate in the mean score of 2.32. The outcome of this finding indicated the level of teachers' perceptions toward principal's instructional leadership had a moderate level of implementing each function for teachers' engagement, promoting instructional strategies, supervising and monitoring teachers toward their teaching at Mungmyit Sinli IDPs High School.

To arrange the five functions of principal's instructional leadership, mean score at difference level with descending, the teachers' assumed that principal's defining school missions in the Mungmyit Sinli IDPs High School had the highest level of principal's instructional leadership for an engagement teachers' competence gained the mean score 3.23. The findings revealed that there needs for teachers to be more participating and sharing in school decision making. The more teachers are involved in decision making, it increases

action and ownership in teachers' work for school improvement. In the content of principal's supervising teachers was 2.95. The result identifies the item principal instructs teachers to be creative and innovative in its works. Therefore, teachers felt that the principal helps a teacher develop a specific strategy to increase teachers' competence and professionalism.

In the content of principal's monitoring teachers and students progress was 2.86. The most interesting the items of principal's monitoring teachers and students' knowledge was that principal encourage and support a staff member seeking additional training. Therefore, teachers from Mungmyit Sinli IDPs High School perceived that whether teachers have more opportunities to attend in an important training program for development their competence. Likewise, the principal's managing the curriculum and instruction was 2.77. The item, principal ensures that the classroom objectives of teachers are consistent with the stated goals of the school. The finding identifies that the principal provides specific support curriculum development which encourages teachers' competence in the classroom. The lowest score was promoting instructional climate got 2.64. Regarding with the research, the researcher found that the item of seeking advice from staff members in making a decision was low.

Finding from research objective 2, the researcher based on the data analysis result of five components of teachers' competence, it was assumed that the teachers' perceptions toward their competence perceived as moderate in the mean score 3.20. The total mean score of teachers' competence toward pre- instruction were 3.16, the total mean score of presentation were 2.55, the total mean score of learning environment were 2.98, the total mean score of student learning were 3.56, and the total mean score of professionalism were 3.78. According to these five components of teachers' competence results, it was concluded the teachers had more confidence on professionalism and pre- instruction, however they felt less confident on presentation, learning environment, and students learning. In order to

improve teachers' competence, inspiring teachers to continue progressing, supporting, and extending their competence.

Finding from the research objective 3 based on the Pearson correlation (r) value .723**, there was a significant relationship at the coefficient level of 0.01. Therefore, these two variables were positive and strong relationship between teachers' perceptions toward principal instructional leadership style and their competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar. The findings support and provide the conception that the principal's instructional leadership behavior can be a powerful influence on teachers' competence but also schooling through the instructional leadership style they provide.

Discussion

Based on the findings in this study, the following discussions are presented. It is to identify the level of the teachers' perceptions toward the principal's instructional leadership style at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

According data analyzed results, principal instructional leadership behavior is limited performed for encouraging teachers' instructional climate improvement because principal has an insufficient time to provide specific support for curriculum development. This study indicates that for promoting instrumental climate was stimulated by principal scheduling instructional time, providing curriculum development, endorsing professional development, maintaining high visibility, providing teaching incentives, enforcing high academic standards, (Murphy and Hallinger, 1985).

According to objective one data analysis, as an instructional leader should establish the school missions clearly, constantly managing school instructional curriculum, making regular supervise and monitoring with teachers and student to progress their competence, and using an assessment and evaluation on both teachers and students' academic

performance by formal or informal method to promote instructional climate progress (Renard, 2018). The finding indicated that the principal should have a well- prepared planning, good observation and interaction every teacher and student to promote the current level of academic performance.

According to the teachers from Mungmyit Sinli IDPs High School perceived that the principal's role was to create a school environment as a collaborative, cooperation and respect each other, it is needed to be friendly and supportive when they are working for promoting curriculum and instruction. This mentioned that having a good communication brought many different benefits to make a school or an organization unity to implement the school objectives and mission efficiently, (Manila educator, 2014).

This study revealed that a strong communication and relationship made a sense of trusting, listening, respecting each colleagues, and sharing leadership and responsibilities because positive relationships promoted instructional reflection (Blasé and Blasé ,1999). The power of collaboration working force between teachers and principal get a union to solve the problems, make a decision together, and control the conflict by sharing opinions, ideas, modelling and taking responsibilities.

An instructional leader must stimulate teachers to involve school activities and teaching based on the school mission, therefore, the instructional leadership is a vital person to share responsibilities and supports teachers to try out accordingly school mission, (Whitaker, 2012). Consequently, the behavior of the principal's instructional leadership was affected by promoting teachers' instructional progress. As the principal shared the school decision- making, collaborative working with teachers, offering feedback, suggestion and praising awards for teachers working hard, and encouraging and supporting professional development opportunities to attend additional training to develop teachers' knowledge, skills and abilities.

According to research objective two, the total mean score of teachers' perceptions towards the level of teachers' competence at Mungmyit Sinli IDPs High School was 3.20 as moderate level. Concerning with teachers' competence, this study found that the level of teachers' pre- instruction and presentation showed moderate level of teachers' acquaintance experience in which they can evaluate their own teaching abilities which help to develop their competence. Each teacher made their knowledge, skills, and ability to progress was the effective and scientific way to explore in the activity of teaching and learning in the classroom, (Servi, 2010). However, the finding of this study showed that teachers' need to promote their own professional skill, knowledge, and attitude particularly in the instructional practice.

The current study also revealed that teachers from Mungmyit Sinli IDPs High School have limited knowledge to use technological tools to enhance teaching methods when they are presentation in the classroom. In the content of teachers from Mungmyit Sinli IDPs High School, it is compulsory to learn computer and technology in every in – service training, professional development. Hence, providing teachers with opportunities to attend workshops or computer training programs such as ICT programs (Information Computer and Technology) to improve their own professional development and helpful for instructional practice (Caena, 2011). The researcher believed that the equal opportunities and support knowledge for teacher to use computers, the internet, and such other technology and information in the classroom could be one reason to promote teachers' competence.

According to research objective three data analysis, the researcher conducted 50 items questionnaires to determine a significant relationship of the teachers' perceptions towards the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School. The finding of correlational value a significant relationship of the teachers' perception towards principal's instructional leadership style and

teachers' competence at the Mungmyit Sinli IDPs High School. Debevoice, 1984, Murphy & Hallinger, 1983, Maehr & Ames, 1988, Krug, 1990,1991, 1992 & Lumburg 2010 studied that principal is a school leader, organizer, motivator, who help teachers to improve their professional development by taking actions includes strategic planning, curriculum coordinators, scheduling, coaching and monitoring teachers in the instructional practice.

Based on the survey questionnaire data analysis, the instructional leader did not have sufficient time to supervise and monitor curriculum development and instruction. The finding also identified that the instructional leader had limited observing teaching and provided constructive classroom feedback to teachers. Laska (2016) defined that principal observed the classroom was the effective way to monitor and evaluate teachers' performance in the teaching and learning. The teachers felt that the instructional leader had limited time for checking teachers' teaching lesson plan, making regular contact with teachers to evaluate student progress and helping teachers develop a specific curriculum instruction to increase student achievement.

For increasing teachers' competence, the principal should work closely with teachers to make sure the quality of teaching and learning. In addition, the principal needs to regularly encourage teachers to try out new strategies to increase teaching and learning. The instructional leader should often seek advice from teachers in making a decision and analyze the data with teachers to help them modify teaching. Krung (1990), a principal needed to be good at communication between co- workers to select different opinion and ideas for school development.

The finding of principal's monitoring teachers and students' progress, teachers' professional developments opportunities were insufficient to encourage and support teachers seeking additional training. Therefore, the principal needs to be provided every teacher has a chance to interact and share professional expertise and attend professional development

programs to promote their profession. Accordance with Jalaludin (2014) studied that as a principal supervised teachers was the most significant process of facilitating their competence development.

Recommendations

Since the finding of this study was a significant relationship of teachers' perceptions toward principal instructional leadership style, it was an essential important to develop both principal and teachers' competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar.

Recommendation for Teachers

In this study, the research finding found that there was a moderate level of teachers' competence for teaching in the classroom were varied according to their preparation teaching lesson, teaching, creating learning environment for students learning and professionalism. According to this research finding, the level of teachers' pre- instruction and presentation described to only some extent high level of their competence for the classroom instruction practice interrelated to support knowledge in the subject matters and work effectively implement a variety of methods suitable to the objectives, learner and the environment. Therefore, it is recommended that all teachers should have participation in the education seminal or training associated to enhance the pedagogical knowledge, skill, and abilities. In addition, the teachers should often be attending more professional development programs which emphasized on pedagogical practice and their individual's classroom instruction practice in order to improve their competence.

Recommendation for Principal

According to the findings on this study, the teachers' perception toward the principal's instructional leadership style were moderate. The researcher recommended as a principal should encourage teachers to take action confidently. Hence, the principal should provide the school activities to be distributed for teachers' collaboration working, sharing and learning with regarding instructional leadership management and teaching skills improvement. In order to work as a supply to encounter the requirements of teachers, the principal should put more emphasis on joining an informal discussion with teachers in their teaching with teaching skills, knowledge such as pedagogies and educational theories.

Moreover, it is essential important to appreciate the teachers for their good work and make every teacher have felt that they are progressing in their works. The principal should support more an extra effort the teachers' demands to promote the relationship between the teachers and principal for the students' achievement. Besides, the principal should prepare the model for the proper strategic planning, supervising teachers, coordinate curriculum and monitoring teachers with 21st century of education. The Principal was suggested to work with teachers more closely to discover new approaches for dealing with learning problems and keep regularly checking to help teachers continuously improve their competence.

Recommendation for Educational Department

Based on the result of this study, the researcher recommended the administration and leadership of education for principal's competency development. The educational department should review items discussing the policy implication for growth knowledge, skill and abilities of both teachers and principal's competence. Consequently, it is essential to establish in school continuing professional development such as training program, workshop

program, and other Computer technology programs to assist their competence development. Programs and information outlets which are crucial demand to help in the recruiting, preparation, and placement of the education of Mungmyit Sinli IDPs High School.

The research discussed the results and recommended the educational administrators should provide the workshop, more activities for the teachers to participate, encourage the teachers to frequently share ideas, opinions; and encourage more discussion, collaboration among the teachers. Administrators were also recommended to monitor and coach teachers to use ICT (Information Computer and Technology) in the classroom.

Recommendation for Future Researcher

This study determined that there was a significant relationship between teachers' perceptions towards principal's instructional leadership and teachers' competence at Mungmyit Sinli IDPs High School, Kachin State, Myanmar. The researcher recommended this study was not only teachers' perceptions were correlated to be development principal's instructional leadership style for principal but also teachers could be encouraged to take action self-confidently.

Since the principal's instructional leadership style is influenced by the quality of site- based management at Mungmyit Sinli IDPs High School, therefore, future researchers are more necessary to explain to have site- biased management terms. Furthermore, future researchers are needed to study differences in students' achievement by focusing on different perception toward principal leadership apart from leadership competency. Moreover, future researchers should be studied in a similar or different way to identify how principal's instructional leadership style is influenced on schooling and school achievements.

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APPENDICES

APPENDIX A

Research Questionnaires

Teachers' Perceptions of Principal Instructional Leadership Style and Teachers' Competence

Questionnaires (English Version)

School: _____

Part I: The Teachers' Perceptions of Principal's Instructional Leadership Style Questionnaires

The following statements are instructional leadership behaviors. Please, decide and tick how often your principal provided instructional leadership by using the following scale to select an answer for each question.

(1) Almost Never (2) Sometime (3) Frequently

(4) Almost Always (5) Always

My principal is						
Items no.	Statements	Scales				
		1	2	3	4	5
	Defining School Missions					
1.	Discusses school goals, purposes, and mission with staff					
2.	Uses school goals for academic decision making					
3.	Certifies school academic goals promote current level of academic performance and high expectation for all students					
4.	Take an advantage of an opportunity to stress and communicate school goals to teachers, students, and parents.					
5.	Uses an assessment and evaluation on both teachers and students or other formal and informal methods to secure staff input on goal development.					
	Managing Curriculum and Instruction					
6.	Coordinates curriculum across grade levels.					
7.	Participates actively in the review and selection of curriculum materials.					
8.	Provides specific support for curriculum development.					
9.	Finds resources to help staff do a good job.					

10.	Ensure that the classroom objectives of teachers are consistent with the stated goals of the school.					
	Supervising Teachers					
11.	Encourages a teacher to try out a new idea.					
12.	Instructs a committee to be creative and innovative in its work.					
13.	Makes sure that lesson plans fit with stated instructional objectives.					
14.	Makes regular contact with teachers to evaluate student progress.					
15.	Helps a teacher develop a specific strategy to increase student achievement.					
	Promoting students and teachers' progress					
16.	Encourages and supports a staff member seeking additional training.					
17.	Works with teachers to discover new approaches for dealing with learning problems.					
18.	Joins an informal discussion among staff members.					
19.	Praises staff members for their good work.					
20.	Tries to motivate a staff member.					
	Promoting The Instructional Climate					
21.	Seeks advice from staff members in making a decision.					
22.	Checks to see that staff are working up to capacity.					
23.	Writes a memo to staff praising their efforts.					
24.	Demands more effort from a staff member.					
25.	Provides special encouragement to newer staff members.					

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Part II. Teachers' Perceptions On Teachers' Competence Questionnaires

Teachers' Competence						
Items No.	Statements	Scales				
		1	2	3	4	5
	Pre- instruction					
26	Selects appreciate learner objectives for the lesson					
27	Supports knowledge in the subject matter					
28	Collects data to identify students' skills level to determine students' learning needs					
29	Sets a high standard for continuous academic, social, emotional and physical improvement.					
30	Establish approximately challenging expectations for students.					
	Presentation					
31	Instructs students to use available technology to enhance their learning					
32	Use technological tools to enhance teaching method					
33	Use technological tools and other available materials tools to enhance teaching methods					
34	Works effectively implement a variety of methods suitable to the objectives, learners and the environment.					
35	Provide clear feedback to learners throughout the lesson.					
	Learning environment					
36	Provide a safe environment for students.					
37	Plan instruction at varying and appreciate level of thinking					
38	Promote friendly interpersonal relationships					
39	Help learners develop and maintain positive self-esteem					

40	Provide an environment that is conducive to learning					
	Student learning					
41	Use a varieties of assessment to monitor students learning					
42	Adjust methods and resources as a result of analyzing assessment data					
43	Uses a varieties of strategies to students' intrinsic motivation					
44	Deal fairly with learners					
45	Uses discussing and questioning strategies to stimulate student thinking					
	Professionalism					
46	Makes effective use of time					
47	Treats all people with respect and dignity					
48	Demonstrates professional growth and responsibility					
49	Serves as a positive educational role model					
50	Executes responsibilities in a professional growth and responsibility					

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APPENDIX B

Research Questionnaires

Teachers' Perceptions of Principal's Instructional Leadership Style and Teachers' Competence Questionnaires (Kachin Version)

Jawng _____

Daw I. Jawng Up A Sharin Matsun Lam Hkrang Shapraw Ai Hte Seng Nna Sara Ni A Ningmu Hpe San Ai Ga San

Chyeju hte lawu na ga san ni hpe atsawm sha hti nna, tinang a ningmu hte htuk manu dik ai, Jawng Up a galaw ai shadang hte Sara ni galaw lu ai atsam shadang hpe lawk kata kaw mahkret (√) di u. Matut nna, chyeju hte mabyin langai kaw sha mahkret u.

Matsing: Ndai gasan ni hte seng nna jaw ai shut ai mahtai n nga ai.

1= Galoi N Galaw 2= Kalang Numrang 3= Kalang Lang 4= Jahkring Hkring 5= Galoi Mung

Ngai Na Jawng Up Gaw						
M/Y	**Lawng Lam**	**Galaw Ai Shadang**				
		1	**2**	**3**	**4**	**5**
	Jawng A Yaw Shada Lam Hkrang Shapraw Ai Lam					
1	Jawng a yaw shada lam, myit mada da ai lam ni, pandung ni hpe hkrang shapraw sa wa ai hta sara, jawngma ni hpe tsun jahpra san lang dan ai hte bawngban ai lam galaw ai.					
2.	Jawng a yaw shada da ai lawng lam ni hpe jai lang let hpaji hte seng ai dawdan ai lam ni hta hparan hpareng ai lam galaw ai.					
3.	Jawng a yaw shada da ai lam, myit mada ai lawng lam ni hte maren jawng hte jawngma ni yawng rawt jat galu kaba wa hkra woi awn ai.					
4.	Jawng a myit da da ai lam, yaw shada da ai lawng lam ni hpe akyu jashawn let jawngma, sara ni hte jawngma kanu kawa ni yawng lu la mai ai akyu, ahkaw ahkang lu la hkra woi awn galaw sa ai.					
5.	Jawng a yaw shada lawng lam ni grau nna ngang grin wa lu na matu jawng kata sara ni hte jawng ma ni hpe galoi mung jep joi maram masam ai lam galaw ai					
	Sharin Matsun Ni Hte Sharin Sara Ni Hpe Hparan Hparang Ai Lam					

6.	Tsang hte tsang a sharin lakchyoi ni hpe mahkri hkri shawn hkra galaw da ya ai, sara ni hte ta gindun ai lam galaw ai.					
7.	Sharin matsun hte seng ai arung arai ni hpe lata jai lang ai hta myit rawt ai hte shang lawm ai. Sara ni hpe lam masam jaw ai.					
8	Tang du ai, hkrak ai, sharin matsun lu na matu sara ni hpe sharin matsun hte seng nna azin ayang madi shadaw ya ai lam galaw ai.					
9	Sharin matsun, hpaji ginlen ai lam hta jai lang ra ai sharin madi shadaw arung arai ni hpe sara ni a matu tam garum madi shadaw ya ai.					
10	Sharin sara ni ta tut jawng gawk kata sharin ai lam hpe, jawng a yaw shada lam de du wa lu hkra woi awn galaw ai.					
	Sara Ni Hpe Yu Reng, Hpaji Jaw Ai Lam					
11.	Sara ni myit nyan ningnan shapraw wa chye lu hkra n gun jaw ai					
12.	Sara ni hpe bungli masa hte seng nna bungli matsun ai, bawng ban ai lam galaw ai.					
13.	Sara ni a sharin mahkyen ni hpe yu reng ra ai . Hpaji jaw la ai.					
14.	Jawngma ni machye machyang rawt jat wa lu na matu galoi mung sara ni hte matut mahkai, bawng ban ai lam galaw ai.					
15.	Jawngma ni hpaji lam hta machye machyang rawt jat wa lu na matu sara ni a atsam marai rawt jat wa hkra garum madi shadaw ya ai.					
	Sara Hte Jawngma Ni A Tsam Marai Rawt Jat Wa Hkra Woi Awn Ai Lam					
16.	Sara ni a machye machyang jat wa na matu sara ni hpe wunkat jaw ai, wunkat sa shangun ai lam galaw ai.					
17.	Jawngma ni a hkaja lam mahkrum hta byin hkrum hkra nga ai mayak ni hpe sara ni hte woi bawng ban let hkaja lam mahkrum ningnan tam ya ai lam galaw ai					
18	Sara ni hte ra ai hta hkan nna zuphpawng galaw ai, ra ai lam ni hpe bawng ban jahkrup ai lam galaw ai.					
19.	Sara ni a bungli galaw awngdang ai lam ni hpe masat masa shagrau sha- a ai lam galaw ai					
20.	Sara ni hpe myit sharawt ai lam galaw ai					

	Sharin Sara Ni A Laika Sharin Ai Lam Rawt Jat Wa Hkra Woi Awn Galaw Ai Lam					
21	Daw dan ai lam galaw na matu magam gun sara ni a ningmu, sara ni hpe hpaji hpyi san ai , sara ni a myit sawm ai lam, sawk sagawn la lu ai lawng lam ni hpe daw dan ai lam hta myit shalawm ya ai.					
22.	Sara ni jawng gawk kata laika sharin ai hta galaw lu ai atsam hpe jep joi ai lam galaw ai.					
23.	Sara ni hpe shagrau sha- a ai shaloi ka matsing ningting da ai lam galaw da ai					
24	Sara ni hta laika sharin ai hte seng nna ra ai lam hta ninggun dat madi shadaw ya ai, hpyi shawn ai lawng lam hpe jahpring shatsup galaw ya ai.					
25.	Sara ningnan ni hpe laksan bungli hte seng nna laksan lam madun la ai lam galaw ai.					

Daw II. Sara Ni A Ningmu Hku Nna Mu Mada Ai Sara Ni Galaw Lu Ai Atsam Gasan Ni

Sara Ni Atsam						
M/Y	Lawnglam	Galaw lu ai shadang				
		1	2	3	4	5
	Sharin Mahkyen Hkyen Lajang Ai Lam					
26	Sharin mahkyen hkyen lajang ai lam hta sharin mat wa na a yaw shada lam hpe atsawm sha ka jahkrat lu ai					
27	Jawngma ni sharin ginhpan hte seng ai machye machyang rawt jat wa hkra madi shadaw ya ai.					
28	Jawngma ni a atsam hte ra ai hta hkan nna sharin mahkyen hkyen lajang lu na matu shiga gahkyin ai lam galaw ai.					
29	Sharin mahkyen hkyen ai lam hta jawng ma ni hpaji lam, hkumhkrang myit masin lam, kanawn mazum lam rawt jat wa lu na matu yaw shada lam tsaw tsaw tawn let hkyen lajang ai					

30	Jawngma ni matut dingyang hkaja sharin la mayu wa hkra hkyen lajang ai. Jawngma ni a matu htuk manu ai sharin hpun da masat da ya ai.					
	Sharin Mahkyen Hpe Jawng Gawk Kata Tang Madun Ai Lam					
31	Jawng gawk kata hpung tang arung arai (technological materials) ni hpe jai lang let sharin ai					
32	Hpung tang hte seng ai arung arai ni hpe sharin lai ladat grau hkrak na matu lu jai lang ai.					
33	Technological hte seng nna arung arai ni hte kaga sharin madi shadaw lang nna sharin ladat hpe shatsaw lu ai					
34	Jawngma ni a makau hta nga ai sharin madi shadaw arung arai ni hte sharin ladat amyu myu jai lang let atsawm sha lu sharin ai					
35	Sharin achyin ai lam hta jawngma ni hpe, hpaji jaw ai lam atsawm sha lu galaw ai.					
	Makau Grupyin Hkaja Lam					
36	Jawng hte jawng gawk gaw Jawngma ni a matu shimlum lam jaw lu hkra lu galaw ai					
37	Jawngma ni myit sawm sumru madang hta hkan nna sharin mahkyen amyu myu jai lang let myit sawm sumru rawtjat wa hkra lu galaw ya ai.					
38	Jawngma ni shada da hku hkau ganawn mazum lam rawt jat wa hkra galaw ya ai.					
39	Jawngma ni hpe tinang a myit makam rawt jat lu hkra madi shadaw ya ai.					
40	Makau grup yin shingwang kata kaw nna mai hkaja la lu hkra gin shalat galaw da ya ai.					
	Jawngma Ni Hkaja Ai Lam					
41	Jawngma ni hkaja ai lam hpe san jep, jep joi ai lam hpe ladat amyu myu jai lang let lu galaw ai					
42	Jawngma ni kaw nna san jep la lu ai mahtai hta mahta nna sharin ladat amyu myu hpe galai ginchyai let sharin ai lam galaw ai.					
43	Jawngma ni hkaja ai lam hta myitrawt wa na matu ladat amyu					

	myu shaw let jai lang ai					
44	Jawngma ni yawng hpe rapra ai hku ganawn mazum ai					
45	Jawngma ni a myit mang ai lam, myit sawmru lam rawtjat wa hkra bawng ban ai ladat, ga san san ai ladat ni jai lang ai.					
	Sara A Kungkyang Ai Lam					
46	Sharin aten hpe hkrak tup lu jai lang ai					
47	Masha yawng hpe hkungga lara lam hte tinang hkum tinang manu shadan let ganawn mazum ai.					
48	Sara magam bungli hte lit ni hpe lu galaw gunhpai ai lam atsawm sha htawng madun lu ai.					
49	Hpaji lam hta katsi yu la hpa sara langai zawn galaw lu ai					
50	Magam bungli lit ni hpe gunhpai let tinang mung atsam marai rawt jat wa hkra lu galaw ai					

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Appendix C

Translation Approval (Kachin Version)

Survey Translation Approval Form

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

   The translation is clear and get easy to understand.

2. Is there any phrase or grammar mistake in Kachin translation version which might make the reader confused?

   There is no finding any grammar mistake in Kachin translation version which might make teacher confuse.

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

   There is no part of number to edit to make question clear.

Name : Ja Hkam
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Academic Rank: Bachelor of science
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Field of Degree: Science
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Yangon, Myanmar.

Signature .....
Date 10th sept, 2020

Survey Translation Approval Form

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

   The translation version was reliable. It was clear and understanding.

2. Is there any phrase or grammar mistake in Kachin translation version which might make the reader confused?

   It was free mistaken translation. It made meaniful and clear.

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

   There was no question numbers that need correction and modification

Name : Miss DUM NANG JA

Email: dumnangja@gmail.com

Academic Rank: Master

Highest Degree: M.A(Linguistics)

Field of Degree: Ga chyum Htai (Kachin Dictionary Organization)

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Signature .....

Date 21. 9. 2020

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Survey Translation Approval Form

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

The translation is accurate and easy to understand.

2. Is there any phrase or grammar mistake in Kachin translation version which might make the reader confused?

No. The translation is grammatically accurate and easy to understand.

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

There was no need to make any further correction.

Name : Brang San

Email: brangsan.leo@gmail.com

Academic Rank: -

Highest Degree: M.Ed. (Curriculum & Instruction)

Field of Degree: Education

Work position: Curriculum Coordinator

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Signature .....

Date 21/10/2020

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BIOGRAPHY

Name	HPAUYU JA SAN MAI
Gender	Famale
Date of Birth	17th. June. 1990
Nationality	Kachin, Myanmar
Religion	Christian

Education

2017	Certificate in Diploma of TESOl, Mai Ja Yang Institute of Education
2013	certificate in Diploma of Teacher Training College, Mai Ja Yang, Kachin State, Myanmar.
2011	Bachelor of Art (History), Distance Education in Mandalay University, Myanmar.

Professional Experience

2017- 2019	Senior Assistance Teacher, Mungmyit Sinli IDPs High School, Kachin State, Myanmar.
2013- 2015	Junior Assistance Teacher ,Mai Ja Yang High School, Kachin State, Myanmar.
2009- 2011	Primary Assisitance Teacher in Shawa Ningja High School, Shan State, Myanmar.
2009- 2011	Sunday School Teacher, Nau Ra Pa, Shan State, Myanmar.
2008	Mathematics teacher in Chinese School (Bang Pai Zhong Wen Xue Xiao), Shan State, Myanmar.