A STUDY OF THE RELATIONSHIP BETWEEN LECTURERS' PERCEPTIONS OF

THEIR LEADERSHIP CAPACITY AND ORGANIZATIONAL CULTURE AT

STRATEGY FIRST UNIVERSITY, YANGON, MYANMAR

THEINGI AUNG

I.D. No. 6219569

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF EDUCATION

in

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Graduate School of Human Sciences

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By: THEINGI AUNG

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: ASST. PROF. DR. YAN YE

**Accepted by the Graduate School of Human Sciences, Assumption University in
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ABSTRACT

I.D. No.: 6219569

Key Words: Lecturers' perceptions, Leadership Capacity, Organizational Culture

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_____

This study's primary purpose was to explore lecturers' perceptions towards their

leadership capacity and organizational culture at Strategy First University in Yangon,

Myanmar. This study was conducted with all lecturers from six campuses of Strategy First

University in Yangon, Myanmar during the academic year of 2020. In this research, the

research instruments used were Leadership Capacity School Survey developed from Lambert

(2003) and School Culture Survey developed from Kujur(2016) who adapted from Gruenert

and Valentine's School Survey (1998) based on Denison's Organizational Culture Survey.

The collected data was analyzed by Descriptive statistics, Frequency and Percentage, Mean

and Standard Deviation, and Pearson Product Moment Correction Coefficient. According to

the study results, the level of lecturers' perceptions of leadership capacity was *High* (3.54)

and organizational culture was also *High (3.99)*. It was recognized that the relationship

between two variables was significant, but the relationship between the two had been

interpreted as *Moderate, r* (68) =.47, p=.000 according to APA standards. The

recommendations based on the results showed (1) lecturers should have spent more time in

participation, collaborative work, and reflection in both personal and peer for their

professional development and improved healthy organizational culture,(2) The administrators should practice shared leadership as well as create organizational learning for lecturers ,and (3)the University should arrange learning networks and support innovative technology for lecturers for assessing their practices in teaching and learning, information sharing and make required changes in line with the changing educational environment. Further research should be extended with great insights in both public and private higher institutions to measure and evaluate lecturers' concepts of their leadership capacity and organization culture.

Field of Study: Educational Administration Student's Signature……………….

Graduate School of Human Sciences Advisor's Signature……………….

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I would like to express my gratitude to those who made the greatest effort in checking the accuracy of research questionnaires and analysis of data.
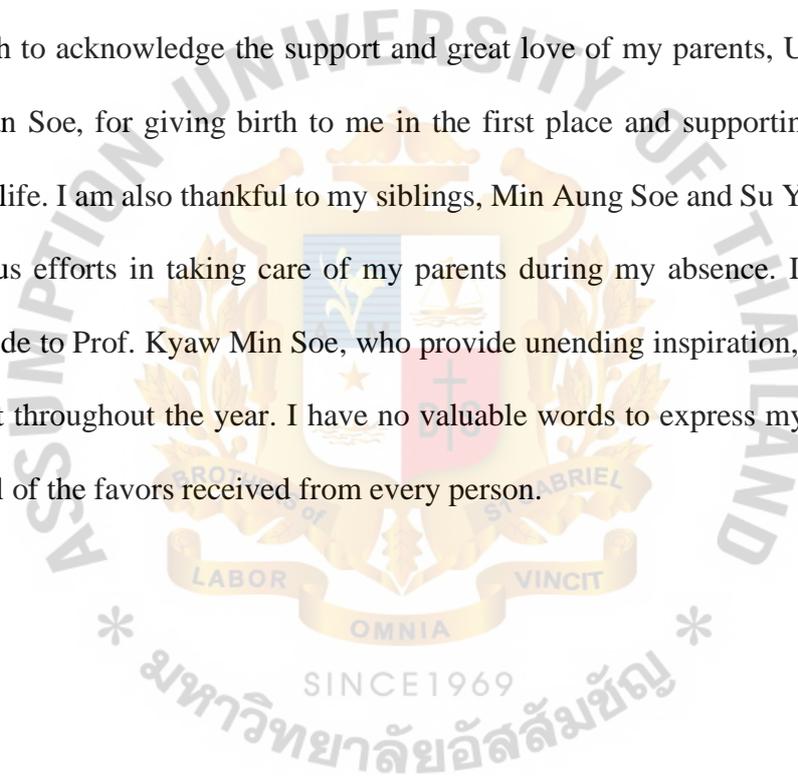
This research could not succeed without the support of individuals from Strategy First University.My thanks and appreciation also goes to Sayar Aung Chit Khin for allowing to cooperate with lecturers. I am also sincerely grateful to Saw Hay Thar and Thein Han Soe who have supported me along the way of my research. I very much appreciate each lecturer for their time and participation.

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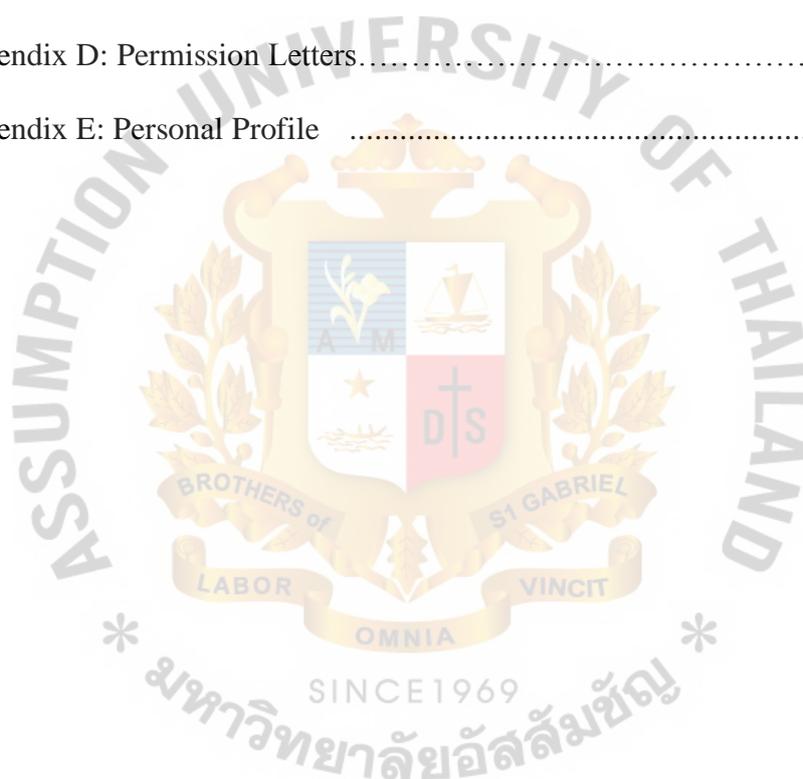
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LIST OF ABBREVIATIONS

ABE   Association of Business Executives

B.A(Hons)   Bachelor of Arts with Honors

B.Eng.(Hons)   Bachelor of Engineering with Honors

B.Sc.   Bachelor of Science

BTEC   Business and Technology Education Council

CIM   Chartered Institute of Marketing

ICM   Institute of Commercial Management

L4/L5(BM)   Level 4 &5 Diploma in Business Management

L4/L5(BIT)   Level 4 &5 Diploma in Business Information Technology

M.Sc.   Master of Science

NCC   National Computing Centre

PMI   Project Management Institute

PMP   Project Management Profession

SQA   Scottish Qualifications Authority

CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, Statement of the Problem, Research Questions, Research Objectives, Research Hypothesis, Theoretical framework, Conceptual Framework, Scope of the Study, Definitions of Terms and Significance of the Study.

Background of the Study

Education for students and instructors was no longer focused on the back and forth in this new 21st-century era. Education 4.0 is a preferred learning strategy and is associated with the new fourth industrial revolution. Universities must match their teaching and procedures with technical developments to train future students for the job. Simon Marginson , Higher Education Professor, states that "As long as they retain fixed curricula, flexibility makes other institutions look of lower quality." (James, 2019).

Leaders are fostered having a large number of responsibilities both inside and outside their respective institutions whether they are running public or private profit organizations (Martin & Samels, 2004). According to McGee (2015), "organizations of all types approach decision making through the lens of a worldview and processes that guide their thinking, shape and reflect their values, and define their sense of self".

Great organizational transformation needs the engagement of leaders and members in the organization instead of only relying on one leader to establish concrete organizational culture (Louis & Wahlstorm, 2011). Thus, creating leadership capacity among instructors to participate in institutional decision-making and leadership contributes to improving the institution's performance and raises the number of leaders who can affect the organization's culture (Turan & Bektas, 2013).

Based on the four basic educational vision "learning to know, learning to do, learning to live together, learning to be" in the 21st century for lifelong learning, development of prospective humans' culture dedicated with discussion and intellectualization is essential to be considered for every educational organization (Rao,2004).

Teachers are the foundations of the classrooms who help students develop and become productive people, who are the potential leaders who drive a country moving forward. From an instructional perspective, teachers are considered as designers, initiators and leaders for changing education. Building leadership opportunities for lecturers Spillane, Halverson, and Diamond (2001) including engagement of authority and resource allocation in their teaching and learning process plays an essential role in the beginning. Constructing instructors' management capability is the foundation for collective leadership obligation especially for the duration of instances of organizational trade or reform according to Fullan (2011).

Leadership capacity can be understood as an associations' ability for it continues the endeavors of the entire organization together with administrators, instructors, parents and community contributors and the understudies according to Lambert (2003). Leadership is the most distinctive indicator in campus culture development (Kelley, Thornton, & Daugherty, 2005; Leithwood, Louis, Anderson, & Wahlstrom, 2004; MacNeil, Prater, & Busch, 2009; Sahin, 2011). All aspects of schools and colleges are formed and affected by cultural styles (Bolman & Deal,2008). As a result of this, culture should be assumed as a critical factor in the organization as well as the outgrowth of leadership (Schein,2010). To create collaborative decision-making cultures and build teachers' leadership capacity, campus administrators must be focused and intentional with decisions for specific action plans (Harris,2011).

Organizational culture is viewed methods, principles and expectations related to the staffs' job that instruct subordinates in learning what they should do. Those principles and actions will direct members to become ever more sequence with them. If the behavior is good

and coherent, a solid corporate culture will evolve with developed convictions and assessment. Administrators should appreciate the organization's strong collective behavior, values and convictions established as a strong corporate culture to maintain a healthy organization (Tsai,2011).

Makowski (2001) characterized individuals of the school (both students and staffs) to share school culture as a set of fundamental suspicions, including norms, values, and social artifacts that impact them whereas they are at school. Fink and Resnick (2001) proved that the principals, instructors and school community were mindful for keeping up and setting up the culture of instructing and learning inside their schools.

Students' achievement is one of school culture components (Fullan & Hargraves, 1996; Heskett & Kotter, 1992; Purinton, 2012). Leaders of schools often begin to have a culture that creates success for the students and is in the center of change for their community's ethos. They have potential to make it positive and negative outlook. Besides administrators, instructors are also leaders who advance their classes by creating cultures and shaping school culture.

Its leadership capacity shapes a healthy organization culture. The environment for professional development is created with efficient leadership in which leaders shape the inspired, motivated and positive culture (Alvesson, 2011).

Looking upon the country of Myanmar, it is presented one of the worlds' most unfortunate nations in more than 50 years of military guideline, and its educational framework is in an exceptionally debilitated state. The educational foundation is poor and training techniques have not advanced much those rehearsed during the 1940s and 1950s; and educators regardless of whether in schools, universities or colleges, have scarcely any chances and minimal motivating force for proficient advancement (Hayden & Martin, 2013).

After finishing their matriculation, most students go to state universities or colleges for continuing study. While inflation has been through in this country year after year and the

quality of the public education system is declined, wealthy parents have done their hardest to allow their children to obtain qualifications that have been internationally recognized. Parents in the middle class also make very big sacrifices to invest in the future of their children. The major market for international certificates and training for these courses primarily occurs in Yangon.

Despite reforms and reconstruction implemented by the public education system, private education centers have appeared to provide quality education requirements. It has played an increasingly important role in the education market, in line with the adoption of market mechanisms in the economy of the country. The private schools are regulated by the Private School Registration Act 2011. Currently, most private firms are profit-making, including schools that collaborated with international colleges offering shared diplomas in several fields.

According to K.M. Tun (personal communication, April 24,2020), there is a complete lack of information about private higher educational institutions, and nobody knows. The problem gets compounded because of the lack of proper definition of higher education, especially in the private sector. The reason was that there are many schools are mushrooming day and night without requiring any law. There are many business and management courses recognized by the Association of Business Executives (ABE-UK endorsed courses), some professional development courses, and so many of these schools around Yangon.

Therefore, when private higher educational institutions in Myanmar linked to international institutions from the other countries in joint venture, instructors are needed to train to be skillful in their technological skills, instruction methods approach and their professional development that assists them in line with international practice. School leaders should provide the resources necessary to achieve tasks under the new situation.

The teaching contents and instructional approach cannot be consistent because of the variation from one institution to another. Most of them offer students to take part in the

exams supervised by international institutions. Although there are some organizations in foreign countries that maintain the quality of private institutions to match their standards, policy in Myanmar for private higher education is still in progress. According to Bolman & Deal's study, cultural trends form every part of a school and influence it (2008). A positive culture based on leadership development. Therefore, school leaders in private institutions should understand the importance of their relationship (Shein,2010), and leadership practices should develop in real to overcome the challenges faced by the organization.

Statement of the Problem

As most of the private universities in Myanmar are operated jointly with institutions abroad in different educational fields and internationally accredited. To adapt the international practice in line with institutions overseas, lecturers at Strategy First University face challenges especially in their professional knowledge and skills in their day-to-day teaching practice. Without properly utilizing materials resources and employing technological innovation which can impact knowledge, most lectures usually teach with theoretical approach rather than case studies. When teachers are not being able to be role model as leader and do not have international practice in their teaching process, they encounter conditionally students' different educational background and language barriers. Besides, new lecturers who come to the University are weak in English language skills in their teaching practice; consequently, it is difficult for the administrators to find lecturers for teaching the related subjects at University. Therefore, the researcher observed the requirements for improving lecturers' quality especially their leadership capacity based on interviews with administrators from this University. Moreover, the researcher wanted to study the effect of organizational culture on the improvement of the leadership capacity of lecturers. Also, promoting effective lecturers' leadership capacity and healthy organizational culture is essential to be considered as foundations of every educational organization. Moreover, they are important factors for

everyone who is involved or related to any educational organizations is advantaged to foster the overall achievement of education.

On top of that, making continuous improvement in professional practice and getting achievement of students' outcomes are affected by effective instructors' leadership and positive organizational cultures. This study was related to how the institution builds lecturers' leadership capacity and how administrators or leaders shape the cultural aspects to develop capacity-building efforts. As a result of this, administrators and lecturers became to know their leadership capacity and organizational culture better at Strategy First University.

In addition, this had never conducted in private higher educational institutions in Myanmar and, this study gave insightful remarks in improving the leadership capacities of lecturers and create a healthy organizational culture. Thus, the researcher was keen on concentrating on this issue to put forth an attempt to look at the components fostering leadership capacity and promoting a positive culture of the organization. The insights resulted from this study would also be useful as a reference in both future researchers and trends in educational design.

Research Questions

1. What is the level of lecturers' perceptions of their leadership capacity at Strategy First University, Yangon, Myanmar?

2. What is the level of lecturers' perceptions towards organizational culture at Strategy First University, Yangon, Myanmar?

3. Is there a significant relationship between lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar?

Research Objectives

1. To identify the level of lecturers' perceptions of their leadership capacity at the Strategy First University, Yangon, Myanmar.

2. To identify the level of lecturers' perceptions towards organizational culture at the Strategy First University, Yangon, Myanmar.

3. To determine the relationship between lecturers' perceptions of their leadership capacity and organizational culture at the Strategy First University, Yangon, Myanmar.

Research Hypothesis

There is a significant relationship between lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar.

Theoretical Framework

Two theories (1) High Leadership Capacity based on Lambert (2003) and (2) Organizational culture theory by Denison (1990) were conducted in this study.

(1) High Leadership Capacity Theory by Lambert (2003)

Lambert (2003) stated that leadership Capacity develops instructors, administrators, and school community members thoughtful, collaborative, reflective, and skillful by creating an environment of autonomy, responsibility, cooperation, and professionalism that will ultimately improve the lifelong learning of students and support sustainable institutional improvement. In building school leadership capacity, broad involvement, and participation of all stakeholders in leadership work also enhance the organization's long-term development.

Lambert (2003) suggested six critical elements that can measure building leadership capacity. They are (1) Broad-based, Skillful Participation in the Work of Leadership (2) Shared Vision Resulting in Program Coherence (3) Inquiry-based Use of Information to Inform Decisions and Practice (4) Broad Involvement, Collaboration and Collective Responsibility Reflected in Roles and Actions (5) Reflective Practice that Leads Consistently to Innovation (6) High or Steadily Improving Student Achievement.

The researcher believed that these six elements could be used as a predictor to assess the knowledge and skills needed for building the leadership capacity of lecturers and related sustainable organizational development.

- **Participation**-It is the collaborative work of groups of governance including administrators, parents, teachers, and students through active participation. Shared purpose with effective communication plays a major role in the work of collaboration and in building high leadership capacity.

- **Shared Vision**- It is the basic beliefs of members and responsibility bringing together power that provide members working cooperatively to have coherence in teaching and learning processes to support all students effectively and equally.

- **Inquiry-based Use of Information**-It is the collection of information through inquiry, making a decision, and suitable approach to solve the problems in addition to an inspection of discipline codes.

- **Roles and Responsibilities-** It mentions the more cooperation of members of the school community and considers themselves as allies. The more they collaborate, the wider their area of accountability for improvement of school practices will get.

- **Reflective Practice -** It is the understanding of school community members for making sense of the surrounding environment through metacognition. Reflection empowers participants to rethink how they get things done and lead to new and better

procedures to deal with their work. This practice can be seen through meetings, interviewing students, and peer coaching.

- **Student Achievement**- This is the assessment of systematic definition of academic success rather than students' test scores. Measuring students' academic progress is simply the core of leadership capacity, including self-knowledge, social development, and flexibility.

(2) Organizational culture theory by Denison (1990)

Organizational culture refers to the beliefs, values, and principles related to management practices and organization strategy that influence the organization's members. These principles and practices represent survival strategies that performed well in the previous times and that the members hope these will function again in the future. Denison developed an organizational culture survey, which is a powerful tool that helps the organizations and individuals within the organization understand their culture on organizational improvement. The researcher used this survey from the viewpoint of education.

- **Involvement:** Successful organizations inspire their employees, create effective structures around teams, and improve human capital at all levels. People at all levels believe like they have at least some insight into decisions that will influence their job and that their job is closely related to the organization's goals.

- **Consistency:** Organizations often appear to be successful when they have strongly cohesive, well organized, and well developed "solid" cultures. Behavior is grounded in a collection of fundamental beliefs, and even though there are opposing opinions, leaders and supporters can find consensus.

- **Adaptability**: Institutions with adaptability are motivated by their clients, take chances, learn from their mistakes, and have the potential to generate change. They are

continuously improving the structure to enhance the overall capacity of the companies to deliver value for their customers.

- **Mission:** Efficient organizations have a strong sense of purpose and strategies that characterize corporate priorities and clear objectives and expressing a view of how the organization should see in the future. Moreover, if an organization's basic purpose varies, changes will also happen in certain aspects of the organization's culture.

Conceptual Framework

This research was the correlational study intended to measure the relationship between lecturers' perception of their leadership capacity and organizational culture. Figure 1 shows the conceptual framework in which is the left side of the box describes lecturers' perception of leadership capacity and its variables such as participation, shared vision, inquiry-based use of information, collaborative involvement, reflective practice and student achievement based on leadership capacity theory by Lambert (2003). The four dimensions of organizational culture such as involvement, consistency, adaptability and mission using school culture survey which was adapted to the organizational culture theory of Denison (1990) are shown on the right side.

Figure 1

The *Conceptual Framework of this Study*
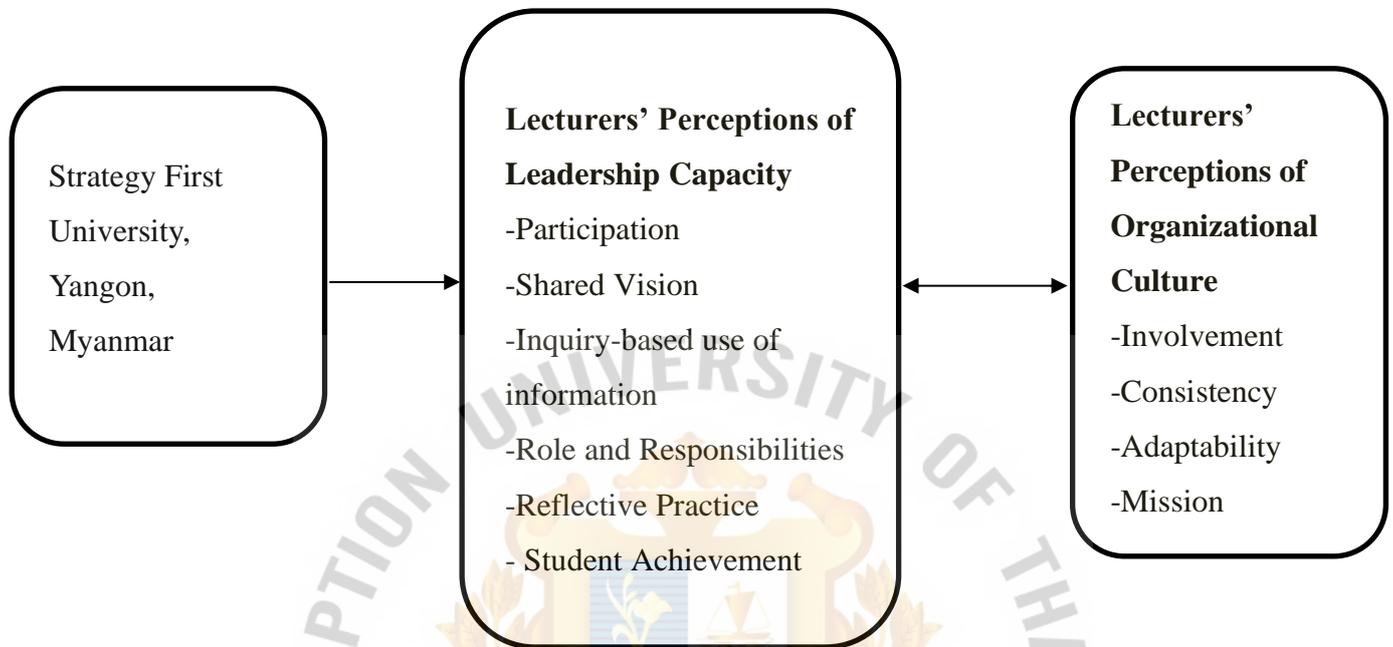
Scope of the Study

The researcher conducted this study at the private higher educational institution, Strategy First University in Yangon, Myanmar. The number of respondents were 70 lecturers in total: Undergraduate programs lecturers (30) and Professional development programs lecturers (40) in which administrators and other staff were not included. These lecturers were currently working and teaching Undergraduate and Professional development degrees in Business Management, Information Technology and Engineering Programs in the 2020 academic year at Strategy First University.

Definition of Terms

The following definitions are used to make assure understanding or interpretations about the variables involved in this study.

Lecturers refers to the educators who are currently teaching at Strategy First University, Yangon, Myanmar

Lecturers' Perceptions refers to the opinions of the working lecturers at Strategy First University, Yangon, Myanmar

Lecturers' Leadership Capacity refers to lecturers' understanding of their expertise, energy, skills and capacity to improve teaching and learning practices in order to maximize performance and achievement and growth of students

- **Participation** refers to the degree of participation of administrators, lecturers, office staff, and students to build strong leadership capacity to achieve the university's goals of Strategy First University. It was evaluated by questionnaire items 1-7 in part II.

- **Shared vision** refers to the degree of administrators and instructors' collaborative approach to achieve vision, mission, plans, and goals of Strategy First University. It was evaluated by questionnaire items 8-11 in part II.

- **Inquiry-based use of information** refers to how lecturers exchange knowledge, make good decisions and problem solving through communication at Strategy First University. It was evaluated by questionnaire items 12-16 in part II.

- **Roles and Responsibilities** refers to the administrators and lecturers in Strategy First University engage positively and collaboratively in the school activities. It was evaluated by questionnaire items 17-20 in part II.

- **Reflective Practice** refers to lecturers of Strategy First University engaging in strategic reflection, assessing tools, and adopting a new leadership approach. It was evaluated by questionnaire items 21-25 in part II.

- **Student Achievement** refers to the performance of lecturers to implement evaluation for mentoring and achievement of students at Strategy First University. It was evaluated by questionnaire items 26-28 in part II.

Organizational Culture refers to the expectations, values and beliefs that guide the members of Strategy First University for reaching goals.

- **Mission-** refers to the degree of involvement of lecturers in the purpose and direction of the Strategy First University to reach goals. It was assessed by questionnaire items 1-5 in part III.

- **Adaptability-** refers to the willingness of the lecturers to adjust the situation as planned by the administrators and the time needed to enhance the learning atmosphere and the performance of the University. It was assessed by questionnaire items 6-10 in part III.

- **Involvement-**refers participation of administrators and lecturers in line with the Strategy First University's objectives and goals. It was assessed by questionnaire items 11-21 in part III.

- **Consistency-** refers to the participation of lecturers according to University standards, structures and procedures to build resources for students and develop University. It was assessed by questionnaire items 22-26 in part III.

Strategy First University refers to the private Higher Educational University, located in Yangon, Myanmar.

Significance of the Study

As practical benefits, this research had a significance for contributing to the tasks of developing the leadership ability of lecturers and their organizational culture at Strategy First University, Yangon, Myanmar.

The research had never been conducted in private universities in Myanmar before. Therefore, the administrators, lecturers, and people linked to the higher educational institutions got beneficial information to understand the culture of the organization and how leadership capacity and professional behaviors are important in building positive organizational culture.

This finding was also beneficial to lecturers getting awareness of the strengths and weaknesses of their leadership styles and practices, and their leadership capacity would be developed effectively. Principals or school leaders would be noticed to practice varieties of leadership skills and suitable strategic planning for all members of the school to be effective in fostering healthy organizational culture.

School organizations and educational institutions would be assessable the existing situation regarding the leadership capacity of teachers to build a healthier work climate in the school environment with the assistance of these research findings.

This analysis acted as a useful description for prospective scholars and future researchers to evaluate a source and undertake related research studies locally and abroad at various schools or in some other educational organizations as theoretical benefits.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the study of literature review which provides the following different sub-headings on the topic of lecturers' perceptions of leadership capacity and organizational culture;

– Concept of Leadership Capacity

– Leadership Capacity Theory

– Other Leadership Theories

– Concept of Organizational Culture

– Organizational Culture Theory

– Other Organizational Culture Theories

– General Information about Private Higher Education System in Myanmar

– Background of Strategy First University, Yangon, Myanmar

– Summary of the Literature Review

Concept of Leadership Capacity

Leadership is learning together for a common goal through the values, opinions, and beliefs building of awareness of learners through reflection and discussion to create a congruent and deserving environment (Lambert 2003). The word leadership itself, seen from a more contemporary perspective, means planning, enhancing, and moving an organization ahead with attentive efforts (Davis, 2003). Although different scholars variously define leadership, a common trend found across the literature of leadership is that exceptional achievement of leadership qualities such as finding new ways for innovation with risk-taking, modeling the way, encouraging a shared vision, empowering others are recognized strongly

in all organizations (Kouzes & Posner, 2008). Successful leadership growth is key to achievement in higher education areas (Bensimon & Neumann, 1992; Collins, 2001).

Administrators and teachers need to work together to accomplish this goal (Maxwell, 2002; Tichy, 2002). Teacher leaders can cross-contact between teachers and administrators and even enter social networks of instructors that can be a way to enhance teamwork (Cross & Parker, 2004). Teacher leaders motivate colleagues by interacting with them and exhibiting a range of leadership skills and abilities. An instructor's most significant thing in their leadership role is companionship (Donaldson, 2001). Also, teacher leaders use supportive learning activities seeking to promote the shared tradition of exchanging information, abilities, and expertise while encouraging the mutual learning processes to school group members.

With a sincere commitment to the work of colleagues and the school, a successful teacher-leader is approachable, dependable, and self-effacing. These leaders have a "reflective personality" (Giovannelli, 2003) which looks like an inherent characteristic. A reflective attitude with realistic and situational knowledge of teaching is important to encourage work among teachers to improve their knowledge of the practice. According to the review of the relationships of investigation, expertise, and professionalism in civic areas, Cochran-Smith and Lytle (1999) suggested that instructors should not theorize their everyday attempt to the classroom and social interaction, teachers' thoughts should be correlated more with certainty, instructors should address challenges and understand the inquiry-based learning. Crowther, Kaagan, Ferguson and Hann (2002) stated that technological skills are required for teacher leaders to develop communication and curriculum to network with students and colleagues

Gray and Bishop (2009) defined instructor leadership capacity as an opportunity for teachers to solve problems through observation and active participation. Instructor Leaders can be reawakened to their sense of mission by serving in a changing classroom or even

outside the school environment. Principals are both educators and mentors, who are willing to model learning for others. The willingness of the Principals to inspire teaching and learning and delegate leadership to teachers fosters the environment for collective learning and improved success for students (Lambert 2003).

The principles of parallel leadership are established based on the findings of previous educational leadership study experiences, Crowther et al. (2002), and introduced seven challenges in order to advance instructors' leadership are:

(1) engaging communicating strategy to foster instructor leadership (2) integration of others' desire and opinions (3) ask questions needed to be thought carefully (4) creating space for each person's innovation5) understanding to know temporarily stop involvement in an activity or situation (6) generate chances from potential difficulties (7) develop a climate of progress established on attainment (Crowther et al., 2002).

Instructors play a variety of roles to provide the achievement of schools and students such as school leaders, mentors, instructional and curriculum specialists, change agents, and learners for life-long according to Harrison & Killion (2007). Lambert (1998) stated that four mechanisms such as "(1) Surface, clarify and define community values, beliefs, assumptions, perceptions, and experiences, (2) Inquire into practice, (3) Construct meaning and knowledge and (4) Frame action and develop implementation plans" allow the school population to create capacity for collaborative thinking through purposeful actions.

The principles of culture and leadership are deeply interconnected. When the culture broke, leaders should have the desire to change the culture that provides a strong management plan. (Schein, 2010, p. 13). A solid institutional culture gives the best safeguard against future outside danger and stresses (Cummings & Worley, 2014).

Leadership Capacity Theory

Lambert (2003) claimed that six important features for establishing the improvement of high leadership capacity of schools and organizations. The sections described are following:

(1) Participation

The past philosophy of leadership believed that individuals were followers without real motivation, willingness, and ability to transform and develop (Senge, 2006). New leadership positions are more inclusive. The core of leadership capacity is broad-based, skillful participation in leadership work (Lambert, 1998, 2003). In order to reach a high degree of involvement, the school needs to have (a) involvement mechanisms and procedures, and (b) creation of opportunities for participants to become experts. Participation mechanisms, procedures, and resources for skillful learners are important to organizational benefits (Lambert,2003). "Good leaders foster leadership at other levels. Leadership at other levels produces a steady stream of future leaders for the system as a whole" (Fullan, 2001, p. 10).

Stowell and Mead (2007) asserted, "Organizations simply can't function well without the cooperation of their people" . A school needs all stakeholders to be involved so they can all be represented in the school decisions and practices. A school also needs partners to be competent in leadership practice, so that their collective activities can be centered, constructive, and organizationally efficient. Collaborative efforts aim at enhancing the schools and the curriculum of all stakeholders (Lambert,2003).

Collaborative Leadership plays a fundamental role in achieving school improvement (Heck& Hallinger,2010). Educator leadership refers to instructor strengthening according to Blasé and Blasé (2001). They keep up that instructors have the mastery to take part in nice considerations and expert power to take an interest genuinely in choices about their

institutions. Barth (1990) expressed that everybody will win as educators are enrolled and urged to become school pioneers.

It is essential for schools to make use of the internal potential that is where everyone constantly contributes to the learning of each other in order to enhance the performance of the students. Conzemius (2001) stated three factors for the development of responsibilities in shared leadership: (a) focus— establish a common purpose and strong vision, (b) reflection— learning about what has been achieved in the past and looking for new ways to meet their aims, and (c) collaboration—consolidation of common knowledge and thoughts.

Gruenert (2000b) showed that collaborative culture has been a critical influence for schools in their change attempts, collaborative leadership is well observed as a core foundation for many researchers' advancement in organizations.

(2) Shared Vision

Work on education leadership is very specific on the value of having a common mission to support organizations a cohesive sense of meaning and intent (Bolman & Deal, 2003; Collins, 2001; Covey, 2004; DuFour & Eaker, 1998; Fullan, 2005; Hargreaves & Fink, 2006; Kotter, 1996; Lambert, 1998, 2003; Marzano et al., 2005; Maxwell, 2002; Schein, 2004; Senge, 2006). In 1999, Deal and Peterson emphasize a vision is a straightforward definition of a potential result that stimulates, energizes, and allows people to build a visual image of their target.

Leadership for interaction and administrators' capacity to manage culture creating a common vision of student success in a collaborative leadership environment (Blasé &Blasé,2001). Lambert (2003) stated "a shared vision based upon the core values of participants and their hopes for the school ensures commitment to its realization" (p. 6). According to Senge (2006), a common vision is required to "bind people together around a common identity and sense of destiny".

Communicating a clear vision results in program coherence (Fullan, 2001). The focus must be on outcomes and results and creating action plans to work to achieve a shared vision of the school. Conzemius and O'Neill (2001) stated that a shared vision is having a clear focus that enables the school to set priorities and reach consensus while becoming a school community responsible for student learning.

Sergiovanni(1992) reported a clear sense of shared vision as "leadership through purposing" . The art of leading by intent includes-

1. Define the core values of a school and clearly articulate them.

2. Model the core values in all decision-making situations.

3. Organize and support the established core values through incentives, rewards, and providing resources.

4. Enforce and commend practices that exemplify core values through celebrations and comments on personnel evaluations.

5.Express outrage when the core values are violated (Sergiovanni, 1992).

The administrators will need to learn to foster followership (Sergiovanni,1992) and get others into line with the school's vision. Fullan (2001) stated that when followership and leadership are united, the school's traditional hierarchy will be diminished.

Making enrollment of individuals into the vision by their choice is better than selling. "Enrolling is not about forcing, cajoling, tricking, bargaining, pressuring, or guilt-tripping someone into doing something your way. Enrollment is the art and practice of generating a spark of possibility for others to share" (Zander and Zander ,2000, p. 125).

 "A group of people committed to a common vision is an awesome force" (Senge, 2006, p. 205). A unifying shared vision encourages members to achieve programs and learning cohesive practices (Lambert, 2003).

(3) Inquiry-based Use of Information

Basic reflection about expert practice permits associations to investigate their existence, question suspicions, articulate the issue, gain from past encounters, and improve their exhibition (Anderson, Herr, & Nihlen, 1994; Reid, 2004; Senge, 2006). The process of inquiry includes conversation, discussion, and developing awareness (Preskill & Torres, 1999). Informing decision-making for practice is one of the most important applications on school campuses (Reid, 2004).

"Inquiry helps organization members reduce uncertainty, clarify direction, build community, and ensure that learning is part of everyone's job" (Preskill & Torres, 1999, p. 2). Based on the data analysis, each individual who practices their capacity with high leadership collects knowledge information and make strategic decisions. "To continue to succeed, organizations need more inquiry. They need less command and control by a few and more exploration of possibilities among many" (Whitney & Trosten-Bloom, 2003, p. 3). Coordinating data analysis results into what we definitely think about campuses for proficient practice helps institutions to understand, make better decisions, and develop(Reid,2004).

A school helps a generative way to deal with finding data, questions are presented, the proof is gathered and collective inquiry-based decisions are taken around gathered discovering (Lambert 2003). Comenius (2001) noted that data usage would accelerate technological, cultural, and social change during this century. The examination needs time to build arrangements and methods for supporting the active participation of all school leaders by policy, boards, and political parties (Lambert,1998).

(4) Roles and Responsibilities

A high level of leadership capacity brings a change in people's self-perception, roles, and actions. In schools with high leadership capacity teachers no longer see themselves as being responsible only for their job but for the school as a whole (Lambert, 1998). As

Bolman and Deal (2003) state, "Clear, well-understood roles and relationships and adequate coordination are key to how well an organization performs" (p. 44).

Collaboration and the expansion of roles lead to a sense of collective responsibility for all the students in the school, the broader school community, and the education profession as a whole (Lambert 2003). Real teamwork has a benefit on two hands. With schools with high leadership initiatives, instructors and executives begin to see each other in an alternate manner and perceive aptitudes and assets among them that they never took note of.

Collaboration is predicated on collegiality or the manner in which teachers interact with one another. Collegiality is like-minded people bonded in a common commitment of shared work goals and a common work identity who feel obligated to work together for the common good (Barth, 1990). Fullan (1991a) asserted that collegiality increased self-esteem, eagerness, teachers' efficacy, and raised receptivity to change initiatives.

Munroe (2005) explained that teamwork is the opportunity to collaborate on a shared goal together. Collaboration drives individual success against corporate goals, and collaboration is the catalyst that allows average individuals to achieve extraordinary outcomes. Collaborative cultures provide energy and support sustainability (Fullan, 2005). As Maxwell (2001) stated, "Nothing of significance was ever achieved by an individual acting alone. Look below the surface and you will find that all seemingly solo acts are really team efforts" (p. 3). "Individuals play the game, but teams win championships" (Maxwell, 2003, p. 6).

(5) Reflective Practice

With the goal of consistent school improvement, reflective practice draws instructors in discussion about their training rehearses and other school issues (Severson-Drago, 2004). This practice permits individuals to audit their thoughts and encounters and increase a superior and more profound comprehension of what they do to turn out to be increasingly powerful (Preskill and Torres, 1999; Schon, 1995).

Schon (1995) asserted it includes mindfully thinking about your encounters in applying knowledge to rehearse. Reflection techniques include writing about experience through publications, peer counseling, debriefing, reviewing peer-related posts and focusing on student interview outcomes (Lambert 2003).

Reflecting by speculation, composing, explaining, and addressing permits individuals to work through issues, gain lessons from mistakes and recognize better methods of managing an issue (Preskill and Torres, 1999). Besides, reflection empowers associations to consider and reexamine how they get things done, which prompts new and better ways to deal with accomplish their work (Lambert, 2003).

(6) Student Achievement

Strong pupil success is the schools' primary target (Lambert, 1998, 2003). Student performance in the field of interpersonal qualities is considerably higher than test scores. If instructors are engaged actively in their professional growth, they influence more in the achievement of students, supported by Barth (1990), Reeves (2004), and Lambert (2003) to the results of research studies of Newman and Whelage (1995).

Each school in the modern era is increasingly known as the important unit for assessing and the vital target for student's success and development. The priority for instructors is an instructional curriculum that involves the methods of teaching and learning (Barth, 1990; Tucker & Codding, 2002).

"In a world where change is a constant, all schools are faced with the need to continuously monitor and improve their performance" (Conzemius, 2001, p. 41). Collective responsibility is promoted for learning the students in high leadership campuses (Lambert 1998, 2003). Students' learning level is greater with collective responsibility when all parties execute to develop the campus and make sure all learners succeed (DuFour & Eaker, 1998). With collaborative responsibility, it helps both institutions and students by using all partners' skills, tools, and strengths(Lambert,2003).

Teacher cooperation is a radical emphasis on the student's desire for improved learning and technical learning culture. In addition, the development of student success is more focused on classroom management, and school assessment (Lambert and Harris 1998, 2003). As reported by Marshall (2013), Harvard Professor Tonald Ferguson and his colleagues have developed seven Cs which are: care for students, monitor behavior, explain lessons, criticize student successes, captivate specific lessons, impart ideas on students and accumulate information. The school community's overall purpose is to optimize student success through the ability of administrators, teachers, students, and parents to lead(Connton,2003).

Related Leadership Theories

This research studied lecturers' leadership capacity of a private university to engage international practices in line with institutions in overseas. The more dynamic of the world, strategic knowledge for the problems that leaders face is not sufficient. Lewin (1994) "There is nothing as practical as a good theory". When applied leadership to advanced education, according to Davis (2003), conventional techniques are supplanted with other modern leadership styles. Leadership development is important for achievement in all areas like higher education (Bensimon & Neumann, 1992; Collins, 2001).

This section mentioned transformational leadership in which leaders' practices can be raised and applied to University development through vision and shared purpose (Bass & Avolio, 1993). High emotional intelligence is necessary for higher education leaders to get collaborative, resilience, and efficient decision outcomes for changing educational environments (Goleman et al., 2013). Shared governance is effective in university leadership that provides individuals and organizations with analytical decision making adapting to both internal and external change (Kezar & Holcombe, 2017). Bolman and Deal frame is the advanced administrative works that help leaders and members to understand and address in growth and transition of the organization. Situational leadership is the development of

leaders' qualities to make decisions when approaching decision making and organizational operations. The following Leadership theories are described to discuss:

Transformational Leadership

Transformational leadership encourages subordinates into a common vision (Bass & Riggio, 2006) in which leaders and subordinates move to a greater degree of ambition and achievement together (Burns, 1978). Four elements of extended transformational leadership are the idealized power, positive encouragement, intellectual stimulation, and consideration of individual needs (Bass & Avolio, 1995). Transformational leaders push the institution and encourage employees towards a goal rather than preserving the organization (Avolio, Waldman, & Yammarino, 1991).

Transformational leaders concern followers' individualized needs and encourage their followers through inspiration, mentorship, and getting purpose achievement (Bass & Riggio, 2006; Bodla & Nawaz, 2010). They are always proactive and their philosophy is related to the needs of Maslow's hierarchy (Maslow, 1948).

Transformational leaders' qualities that can be applied to higher educational institutions are dedication, empathy, teamwork, and shared purpose. Transformational leaders raise the University's development and success by creating a vision and finding suitable ways to reach this vision by promoting faculty members' intellectual innovation (Bass & Avolio, 1993).

Transformational leadership viewed by Bass with cooperation of social change perspective are •growth of needs of subordinates' personal profiles• change the self-interest of subordinates • increase followers' confidence• raise expectations of followers • enhance the desired outcomes intended for subordinates• promote changing behavior• motivate getting self-actualization.

Seven characteristics of transformational leaders to encourage their subordinates identified by Hopper and Potter (1997) (1) Setting direction (2) Setting an example (3)

Communication (4) Coordination (5) Getting the best to people (6) As a change agent (7)

Providing decision in a situation of emergency and uncertain.

Emotional Intelligence (EI)

Emotional Intelligence is the total capacity for an individual to understand, evaluate, and effectively use emotions (leader and follower), to evaluate organizational climate, to facilitate reasoning, enhance decision making, and produce desirable organizational outcomes (Salovey & Mayer, 1990; George, 2000). Emotional Intelligence can also help existing, "credible" leaders to unite followers in the implementation of organizational vision (Maulding Green & Leonard, 2016, p.89).

Future research expanded this model, redefining the initial four frames and including a fifth. This upgraded model encompassed self-awareness, self-regulation, social skills, motivation and empathy (George J., 2000; Goleman, Boyatzis, & McKee, 2013; Salovey, Mayer, Caruso, & Yoo, 2008). Empathy, or the ability to comprehend, and experience another person's moods or feelings (Empathy, n.d.), facilitates a leader's ability to sustain interpersonal relationships (George, 2000). These relationships can be significant contributors to the perception of effective leadership (Chemers, 1997; Yukl, 2013).

Leaders who exhibit high levels of EI are also linked to perceptions of effective leadership in education (Bryman, 2007; Goleman et al., 2013; Roy, 2015). The changing identity of higher education requires leaders to be more self-aware and focused, as well as more empathetic, collaborative, and resilient (Goleman et al., 2013).

Shared Governance

Shared governance is a distinct form of decision making distributed among trustees, faculty, staff, and students, which is unique to higher education institutions (Birnbaum, 1991). In their review of recruiting, selecting, orienting, and retaining a leadership team at the community college level, Campbell and Associates (2002) contended that shared governance can be viewed as an obstacle in developing the next generation of leadership talent due to the

bureaucratic nature of collegial shared governance. The number of members involved in this traditional administration model often makes it difficult to replicate the successful succession planning strategies commonly found in corporate organizations. Additionally, "some important intangible campus resources are tied into networks that are virtually impossible to change (Birnbaum, 1991, p. 17)", which can make a shift to focusing on leadership capacity building challenging.

The benefits of shared leadership include the flexible and adaptive response to change (Northouse, 2016; Pearce & Conger, 2002). Research also showed that teams with shared leadership have "less conflict, more consensus, more trust, and more cohesion than teams that do not have shared leadership" (Northouse, 2016, p. 365). The influence of shared leadership, which is horizontal, lateral, and peer-influenced, can drive both individual and organizational goals and manage change (Conger & Pearce, 2003).

Effective university leadership requires an overall understanding of the organization, structure, and the competencies necessary to drive practice at all levels (Ruben & De Lisi, 2017). Collaboration and the development of a shared or distributed leadership model can create an institutional bridge between programs and academics, divisions and colleges, and will increase accountability through improved buy-in. Already at work in the cabinet and committee models of most institutions, a shared leadership model provides more analytical and cognitive decision-making and can better equip the institution to adapt to both internal and external change (Kezar & Holcombe, 2017).

Bolman and Deal Four Frame

The four-frame model developed by Bolman and Deal (2013) helps to comprehend administrative advancement were elaborated on the effectiveness of leaders to judge people's environment. When the circumstance is under crisis, these structural frameworks help members to understand and address in growth and transition of the organization.

- Structural. The structural frame is a manufacturing plant or machine in which leaders must work on objectives, productivity, data and analysis within this frame balance on goals and efficiency, they value analysis and take responsibilities according to the rules and laws. This does not fit for several various systems and institutions.

- Human resource. It is a symbol of a family. Team members will get empowerment and finally, they can lead if their physiological needs are met. In other words, fulfilling the needs of each employee can also complete organizational needs and development. Leaders have to adapt their responsibilities to match each individual needs.

- Political. It is similar to a forest and leaders have assumed tournaments who run the organization. There are varieties of areas for challenging leaders to have the power of control, stable tension, and terrifying which leads to a clash that inhibits creativity and innovation.

- Symbolic. This is an analogy of entertainment at a festival. Leaders in this see their organization as a "theater", they see members as communities in a social division and respect traditional culture leading devotion in subordinates. When a person acts poorly or one part is incorrect, the sense of context is lost (Bolman & Deal, 2013). Depending on the circumstance or meaning is structured, a decision is come out which frame will be used.

Situational Leadership

There are some theories reviewed regarding situational leadership which can be applied to higher education.

(1) Fielder's Contingency Theory: In an older study by Fielder (1970), it was reported that three factors from his survey on Least Preferred Coworker Scale (LPC)that make a situation favorable are (1) leader-member relations (2) task structure (3) position

power. When a favorable situation is present, task-oriented leaders are able to control the operations with efficiency while relationship-oriented leaders have similar control with uncertainty. Fiedler suggested that changing leadership styles and the motivation of individuals are more related to their traits instead of behavior.

(2) Tannenbaum and Schmidt's Continuum Theory: The three forces of leaders, subordinates, and situation are essential factors of leaders when approaching decision making and organizational operations (Ott, Parkes&simpson,2008). According to Tannenbaum and Schmidt, getting higher improvement in the process of decision making by focusing on subordinates' behavior is related to the perspectives of a long-term strategy in higher education (1958).

(3) House's Path-Goal Theory: The effectiveness of leaders depends on the members and their surrounding environment. A leader should adapt their leadership styles to match the needs of subordinates' motivation. In the study of Vroom & Jago, the approval of the leader and aspirations are strong when there are best meets between actions and circumstances (2007).

"Individuals in positions of authority…will be effective to the extent that they complement the environment in which their subordinates work by providing the necessary cognitive clarifications to ensure that subordinates expect that they can attain work goals and that they will experience intrinsic satisfaction and receive valiant rewards as a result of work goal attainment" (House, 1996, p. 326).

(4) Hersey and Blanchard's Situational Leadership Approach: The efficiency of leadership happens when the best balance of task structure and partnership for a given situation is achieved (Gortner, Nichols&Ball,2007). The four types of leadership styles that can meet each individual need are selling, telling, participating, and delegating (Ott, et al., 2008). The supervisor starts to use a delegate form if team members reach maturity by reducing encouragement and support actions.

(5) Vroom-Yetton-Jago Decision-Making Model: This model involves strongly autocratic to participative decision-making to use depending on changing circumstances. The assessment of efficient leadership includes a suitable degree of participation of subordinates in each decision. Subordinates' involvement relies on their engagement and participation in decision making. Each individual behavior varies according to the specific situation (Vroom & Jago, 2007).

Leadership in Higher Education

"Every enterprise requires a commitment to common goals and shared values. Without such commitment there is no enterprise; there is only a mob" (p. 221). Organizational progress can only be accomplished where the structure promotes these ideals, and this is especially important in institutional organizations. Higher education leaders must collaborate actively to advance the institution 's purpose: student learning, study, community building, and partnership nurturing. (Black, 2015).

Institutions are needed to change and increase faculty and staff leadership capacities. Today's education leaders are necessary to sustain an educational practice. From a success and productivity perspective, researchers' opinions suggest that the president should no longer be the supreme representative of the university. Such ideas promote a less defined and more open partnership between leaders and followers, giving approval for cooperation (Ruben & De Lisi, 2017). To ensure the progress of the learning community, leaders must be able to make adaptations in society, organization, financial, and developmental arrangements.

Concept of Organizational Culture

Culture is the backbone of every organization and the most prominent component of a school (Cardarelli, 2014). Culture may be measurable as well as intangible and influenced by a person's norms, expectations and behaviors by communicating each other or laws that regulate association (Kroeber & Kluckhohn,1952; Shahzad, Luqman, Khan, & Shabbir, 2012). School culture strongly affects the expectation of teachers (Craig,2001).

Organizational culture is the collection of values, principles, expectations, and behaviors that forecast a college's or school's results (Kuh and Whitt,2000). Deal and Kennedy expressed that institutions' culture is "taken for granted but is part of every organization" (as cited in Moore,2019). An organization's culture takes on many aspects and the power of members within the organization can create a supportive and creative culture. An organization's vision and direction are achieved with positive attitudes while the detrimental impact on individuals and dissociation of groups leading to negative results are due to negative behaviors (Gilbert, Carr-Ruffino, Ivancevich, & Konopaske, 2011).

Within an organization, culture itself contributes many important elements: constant structure, cultural depth, multiple layers of an institution, linking attitudes and norms into a whole(Schein,2010). An organization's cultural evaluation is important to have a successful culture which is dependent on leadership and employee's interactions and expectations. Bolman and Deal (2008) acknowledged that the interrelationship of culture and leadership. Sergiovanni and Corbally (1986) noted that "Leadership and its organizational context are inseparable and thus it is difficult to understand one without the other" (p. 115).

To understand leadership effectiveness, it is needed to know what is influencing people and organizations(Peterson,2008). A leader's success in setting goals and vision depends on how leaders understand the culture. Leadership in University means seeing an institution and its constituents from different perspectives (Birnbaum, 1988; Bolman & Deal, 2013). Therefore, understanding organizational culture and leadership knowledge is required

for leaders in order to better understand their institutions and move organizations
forward(Tierney,2008).

Higher education organizational culture is characterized as university group practices,
ethics, and values of all members within a University (Fralinger & Olson, 2007). Integrating
each element to encourage strong culture and individual one is the role of leadership
according to Bartell (2003).   The culture within higher education is, according to Kuh and
Whitt (2000), a collective, mutually forming a pattern of norms, principles, activities, and
beliefs that directs individual behaviors as well as group behaviors, offering a reference
structure for campus acts (p. 13). The environment of college and university will be decided
by its culture through mission, teamwork, tactics, socialization, and leadership (Tierney,
1988).

Administrative leadership should have willing to consider the value of culture first,
and then determine their organization's culture and accept with a positive framework
recognizing and addressing the vulnerabilities inside. The ability of leaders in organizations
handling of important attributes essential for an organization's goals and priorities determines
an organizations' success (Olughor, 2014). The organization's practices are closely linked to
the organizations' strategy and policy that impact the labor force significantly (Heathfield,
2016).

Knowing the university's structure and model helps to manage campus culture better.
The more complicated the organizational structure, the more understanding that can help to
make decisions and set goals (Tierney, 2008). Evolving demographics of organizational
members with increasing stresses in the education sector should understand the leadership
styles they employ and growth of existing leaders in their own organization.

Organizational Culture Theory

Four cultural characteristics of productive organizations are listed below with comparisons to the literature on organizational research. Denison and Mishra (1995) offer a theory of more thorough analysis of these characteristics: (1) Involvement (2) Consistency (3) Adaptability, and (4) Mission.

(1) Involvement: With an efficient organizational environment, inspiring employees, creating communities around their organizations, and improving human capital at all levels can occur (Becker, 1964; Lawler, 1996; Likert, 1961). Leaders and staffs are committed to their jobs and believe that they are part of the organization (Katzenberg, 1993; Spreitzer, 1995).

Involvement concerns the personal engagement of individuals within the organization and reflects a focus on the internal dynamics of the organization and flexibility. Its characteristics are-

- Empowerment—Individuals have the authority, initiative, and ability to manage their own work. This creates a sense of ownership and responsibility towards the organization.

- Team orientation— It puts emphasis on working cooperatively for shared interests for which all employees feel responsible each other. To get the job done, the organization is dependent on collective commitment.

- Capability development—The institutions continually invests in improving the capabilities of its employees' skills to stay competitive and meet ongoing business needs (Dension & Neale, 1996).

(2) Consistency: Organizations often appear to be successful when they have strongly cohesive, well structured, and well developed "solid" cultures (Davenport, 1993; Saffold, 1988) is grounded in a collection of fundamental beliefs, and even though there are different

points of view, subordinates and leaders are able to find consensus (Block, 1991). This continuity is a strong source of cohesion and social alignment arising from intellectuality and uplifted adaptations (Senge, 1990). Consistency is mentioned common principles as well as productive structures and processes which represents a consistent, internal emphasis.

- Core values - Group leaders share a collection of principles that establish a sense of belonging and a consistent set of priorities.

- Agreement - Organization leaders should come to an agreement on important matters. This includes both the underlying level of agreement and the ability to reconcile differences when they occur.

- Coordination and integration—Different functions and units of the organization are able to work together well to achieve common goals. Organizational boundaries do not interfere with getting work done (Dension & Neale, 1996).

(3) Adaptability: Ironically, well-integrated organizations, are the hardest to reform (Kanter, 1983). External alignment and external adaptation are frequently at odds with this. Adaptable organizations are guided by their customers, take chances and benefit from their mistakes, and have the capacity and expertise to facilitate progress (Nadler, 1998; Senge, 1990). The overall capacity of the organizations' structures is improved to deliver value to their customers (Stalk, 1988). Adaptation is described as the willingness of the staff to understand what the client needs, learn new knowledge and adapt in response to requests. Adaptability depends on the exterior and versatility.

- Creating change— The organization, in order to satisfy evolving demands, should create innovative forms. It is capable of reading the market climate, adapting rapidly to new developments, and forecasting future change.

- Customer focus— The company knows clients' potential needs and responds to them in terms of predicting. That represents the degree to which a problem pushes the company to please its clients.

- Organizational learning— The organization gathers, integrates, and interprets environmental feedback into incentives for promoting creativity, information acquisition, and capacity building (Dension & Neale, 1996).

(4) Mission: Productive organizations have a strong sense of mission and strategy that identifies operational objectives and strategic priorities and communicates a view of how the organization should look into the future (Mintzberg, 1987; 1994; Ohmae, 1982; Hamel & Prahalad, 1994). When the basic purpose of an institution varies, a transformation may exist in certain areas of the culture of the organization.

Mission refers to the aim and direction of an organization and its external perspective symbolize the organization and on steadiness.

- Strategic direction and intent—Strong strategic goals express the mission of the organization and make strong how everybody will contribute to the organization.

- Goals and objectives—A clear set of goals and objectives can be linked to the mission, vision, and strategy, and provide everyone with a clear direction in their work.

- Vision—The organization has a shared view of a desired future state. It embodies core values and captures the hearts and minds of the organization's people while providing guidance and direction (Dension & Neale, 1996).

Related Organizational Culture Theories

The operation of the University and its development depend on the University's culture. The researcher described six of Hofstede's cultural dimensions which represent the important elements of an organization that affects the private institution to be successful including its vision, mission, and strategic objectives. Schein's iceberg model supports educational administrators on how to solve distinctive problems in colleges and universities by diagnosing culture.

Six intellectual elements proposed by Hofstede (1997)

Geert Hofstede characterized "the collective programming of the mind which distinguishes the members of one group or category of people from another" (1991, p.5). Individuals with similar beliefs make their own philosophy of the institution.

• Dimension 1: Process-oriented Vs. Results- oriented. It reflects a choice for outcomes or processes. When the culture is process-oriented, it concentrates mainly on technological and procedural rituals. Focusing on producing the desired goals and outputs that achieve the company's targets is the mindset of outcomes. Therefore, individuals in a culture of processes avoid taking on new challenges and always do the same work every day while people-oriented to performance are relaxed in difficult situations and accept risks (Hofstede, 1997).

• Dimension 2: Employee oriented Vs. Job oriented.It represents a choice for the culture of staffs or work. Staffs are in societies for employees believe that the institution considers their personal issues and state of being comfortable. Employees in the communities of work culture concentrate to finish tasks and feel the enterprise is for doing the only job. (Hofstede, 1997).

• Dimension 3: Parochial Vs. Professional. It reflects the perception of organizational participants whether they are in formal culture associated with occupations or in the rules of the organization that hidden their behavior both at home or work. (Hofstede, 1997).

•Dimension 4: Open system Vs. Closed system. Organizational members always welcome both people outside and inside in open culture. On the one hand, members communicate with each other within the organization in a culture of close (Hofstede, 1997).

• Dimension 5: Loose control Vs. Tight control. This is the basic internal structure of an organization where team members do their work independently without having the influencing others. Employees working under the control of managers and supervisors who control all the division's operations represent their working space is locked (Hofstede, 1997).

• Dimension 6: Normative Vs. Pragmatic. This is related to communicate with clients and climate. The importance of processes instead of performance is usually found in employees with conventional cultures while people with realistic cultures pursue outcomes and satisfy consumer needs (Hofstede, 1997). Salonda defined a university's culture as a corporate culture of staffs who find values, opinions, and principles together (2008). A university's culture is created by students who behave as a community in compliance with the ideals of the university to attain its goal. Three primary sources are derived from institutional culture and new ideas and expectations are introduced when new staffs come into the organization.

Schein's Iceberg model on culture

Organizational preparation, growth and expected transition cannot be interpreted without understanding culture as the main resistant source of transition (Schein1992). According to Shein, organizational culture is divided into three parts: Artifacts, Values and Assumed values.

- **Artifacts**: Artifacts are obvious, but that doesn't mean they can be readily interpreted by anyone. That is the institutions' physical aspect that can be clearly observed through dress code, workplace conduct, organization vision, purpose, and amenities that support corporate culture decision taking. It is also part of tangible objects in both science and art displayed by participants of an organization.

- **Values**: Values reflect the second aspect of corporate culture from which expectations and beliefs are specifically affected by individual behaviors and modes of behavior. Values defined by each person, including employee personality, thought and mentality, play a major role, and affect the institution's culture.

- **Assumed values:** Assumed values is the third part of the organization which makes distinctive to the institutional culture although it cannot be measured. Members of the workplace are related to the culture which is unobvious. The organizational culture has been certainly affected by hidden beliefs and facts. Workplace participants are unobvious linked to the culture. Of all the hidden beliefs and realities have influenced the corporate culture.

Previous Studies on Leadership Capacity and Organizational Culture

Harris (2016) made a study on the relationship between building leadership capacity between teacher leadership capacity and campus culture in a Suburban East school district with the research study of sequential mixed methods. Results from this combined analysis of approaches yielded a statistically relevant association between the capacity of instructor leadership and campus culture.

The development and encouragement of teacher leaders promoted a climate of mutual emphasis on the process of school change. Regardless of the extent of expertise, the participants had similar views of the relationship between the instructor's leadership ability and the culture of the institution. School leaders and teachers should practice different kinds of leadership skills, which are an important part of establishing leadership. The creation of teacher leaders and the fostering of a productive atmosphere in the school campus should be specified in the regional mission (Harris,2016).

Kujur (2016), in his study on leadership capacity and organizational culture, suggested that teachers had never acknowledged their actions that affected the success of pupils, community engagement and school development from the viewpoint of leadership. Teachers' common vision, broad-based engagement, and community involvement in school progress should be improved according to the perceptive of leadership.

It was seen as strong in terms of the teachers' understanding of school culture. In addition, Kujur (2016) proposed that teachers should build more emphasis on the professional network for sharing tools and knowledge among themselves; observation activities should be taught to develop their teaching skills based on input from each other and to promote the coordination of teachers in their work to access reviewing of projects.

Zaw (2019) who conducted a study on the relationship of teachers' perception towards leadership capacity and organizational culture, teachers did not put any focus on making a decision, peer review, self-evaluation and teamwork, and social accountability from a leadership viewpoint. Teachers should continue to work diligently to achieve well-rounded leadership potential in these fields.

In the Mansour study (2011), teacher-leadership should be fostered by a high degree of collaboration that strengthens leadership growth and allows a community of teamwork, creativity, confidence, and mutual respect. For each individual school, cooperation, wide engagement in school events, building trust among school participants play a major role in sustained development.

The relationship between Organizational Culture and Leadership capacity

An organization's culture is derived by its leadership which helps to create a successful working atmosphere, and when leaders grasp this thought, they can shape the way of life to one that cultivates, propels, energizes, and moves (Alvesson, 2011).

As indicated by Trice and Beyer (1992), the culture of an association is an

significant factor in the general character of an association, hence sustaining culture is a significant initiative action. The scientists found that the qualities and standards of culture are genuinely determined, and better administration of these feelings will bring about an increasingly firm hierarchical culture that adds to a constructive definitive character.

Culture is driven by the individual convictions and qualities shared among individuals, and pioneers who show a degree of emotional intelligence are the essential figures in an association (Ilyas and Abdullah, 2016). Leaders who can organize with the people in their association will be better prepared to form and characterize the culture of the association and impact the mission that the individual sees.

Leadership concept includes social communication and behavioral understanding connected to the organizational culture, but their relationship is mind-boggling. While leadership may not be exclusively liable for the production of the institutional culture, it is a social articulation (Alvesson, 2011).

Wong (2006) mentioned that human resources are the most significant resources in the educational sectors. The most ideal approach to assemble a positive culture is to keep up collaboration in which individual aptitudes are esteemed and development is consistent.

General Information about Private Higher Education System in Myanmar

Myanmar higher education sector is needed to develop students with critical thoughts and creative skills according to the report of the International Educational Organization (Thaung,2015). In the sector of higher education, it is required to notify both local industry and external competition, business and intellectual culture because the economy can be applied to economic growth in sustainability, new creative goods, and collaboration of cross nations.

Following these phases and quick transition in order to keep up building relevant and competitive human capital for sustainable market and community, it is easier to do with fully autonomous enterprises. Ministry of Education and the Private Sector cooperation is expected to provide qualified technicians to meet the needs of the industrial and economic development sectors(Thaung,2015).

Private and state education was approved in basic and higher education during the post-independence period from 1948 until 1962. Nevertheless, private institutions were abolished and the State governed during the communist period between 1962 and 1988 according to the website of the Government of Myanmar.

Although the private sector has not yet officially been given the status of creating universities with rights to award degrees, in line with the introduction of business structures in the country's economy, it has gradually played a significant role in the education industry.

Private schools, which have grown as enterprises since the 1990s, are not strictly governed by the Ministry of Education. Indeed, the Ministry of Education requires all Myanmar students to enroll in public schools. Private service is only approved outside state education, except for international schools. Less impacted are the larger schools that act as licensed enterprises than the smaller community-based organizations, which do not have the same status of business recognition.

Today, tuition-based schools have arisen at pre-basic, primary, secondary and advanced education levels to take into account the well-known requests of the market in English language, figuring, bookkeeping and business-related preparing. Some of them offer a more extensive educational program, some attention on just a couple of subjects. The high quality of instruction and curriculum material ranges from different organizations and there are different private training facilities apart from supplementary schools.

They are pre-university and advanced education programs that help their understudies leave Myanmar to concentrate abroad. The flood in the global training market began in Yangon in 1997, as white-collar class guardians needed open doors for their kids for further studying abroad. Nearby business people faced challenges by making contracts with abroad colleges and universities and by setting up tuition-based schools equipped towards youngsters who needed to concentrate abroad.

According to Winston Set Aung, a meeting instructor in the Management Business Administration program at the Institute of Economics, cited in a Myanmar Times article, said there was qualified schools' subsidiary with popular abroad colleges and schools and some unqualified schools that had connected up with obscure remote colleges:

Few people who capitalize from the private schooling division build up joint endeavors with the Ministry of Education and just these endeavors are allowed to advance their business under the umbrella of the training service. The issue is especially significant in the advanced education segment, which used to be a reference point of greatness in Asia.

Throughout the years, an expanding number of nearby expert instructional establishments has come into the business, offering preliminary courses for UK/US tests and expert capabilities to a great many understudies.

Background of Strategy First University

Strategy First is a private professional and higher academic Institution that has been presenting an efficient opportunity for higher schooling since 2010 by Mr. Aung Chit Khin whose real desire is to make a contribution to Myanmar's advancement especially for Myanmar youths to experience international education for getting confident enough when communicating with cross nations as well as creating possibilities for all stakeholders having benefits.

Strategy First University is one of the top private business schools in Myanmar, founded in February 15, 2010, and started open as an education center at room in 1002, PanChan Tower located at the corner of Dhammazedi road and Bargayar road in Yangon. At present, it is extended into six campuses located in Yangon, it was publicly declared in March 2019 as 'Strategy First University. It provides Myanmar citizens with a unique learning experience for studying.

Certificate in Marketing courses offered by the school is taught by the founder himself as soon as the center was started opening. In September 2011, the center delivered Advanced diploma courses such as Marketing, Strategic, Human Resources, and Courses in business studies collaborated with Commercial Management Institute based in the United Kingdom. With teaching methods and services different from other educational centers that always fulfilling the student's needs, students became increasing up to two hundred as well as five teachers including Mr. Aung Chit Khin. Single- subject diploma courses which are matched with Myanmar student's requirement were extended to offer in 2013.

Besides, the University opened Undergraduate programs for youths who passed the matriculation exam, connected to the National Computing Centre (NCC), the United Kingdom- based educational organization. Students Pathway First Year Programs(HNC) had been offered: Pearson BTEC Level 4 (Higher National Certificate in Business), and Level 5(Higher National Diploma in Business) in 2015. For students who were joining these undergraduate programs, the University also introduced Oxford Brookes University(UK) level 6 business management program to get graduates with international degrees in Myanmar without attending the University in the UK.

In January 2015, the University cooperated with the Chartered Institute of Marketing based in the United Kingdom to deliver the diploma degree in Professional Marketing and Marketing Communication for people with doing professional marketing in a company or other organizations. International Business cooperation recognized Master of Business

Administration program are opened in 2016, which was interested by most postgraduate students in Myanmar, with coordination of Heriot- Watt University, Edinburgh Business School based in the UK and Stamford International University, which is part of American Educational Association called Laureate. Starting from 2018, bachelor and an advanced diploma in civil engineering connected to the Scottish Qualifications Authority(SQA), other higher national diploma courses connected the UK- based Pearson educational organization, and M.Sc. in construction project management based on Project Management Institute in the United States had been taught.

Strategy First is grounded in a deep view of the urban community and the educational disparities and economic prospects that exist. Thus, its framework is adapted to the needs of Myanmar citizens and its enterprises. Besides these above courses mentioned, the University supports services for organizations of government and corporate business partners regarding corporate training, workshop and offers diplomas for different levels of employees, banking or financial management courses for those who are in the field of finance.

More courses offered by campus and an increasing number of student's year after year, it is extended into another five different campuses in Yangon: the first one in April 2016, the second campus in July 2017, the next one in March 2018, the fourth and the last ones in 2019.May and September respectively. At present, over 400 students are joining in single subject diploma, MBA, and undergraduate programs. New programs such as M.Sc. in Project Management and Civil Engineering programs.

By encouraging as well as illustrating the triple- bottom-line philosophy of individuals, earth, and benefit, it promotes sustainable business practices as part of Corporate Social Responsibility. They educate students to be responsible in their community and knowledge that businesses can grow according to culture and the climate. Therefore, a free program like "Essential Skills for Business Careers" for learners who are starting to do various careers after graduation was provided to be helpful in their career path. Cambridge

Assessment business English Certificate and general English four skills are also taught to people to have assistance in their career of the working environment. Employees are considered to promote their skills with an allowance of joining single subject diploma, taking an MBA course according to the years of working, health care benefits for both staffs and their family members. Moreover, employees are allowed to go to external training programs according to their respective careers.

With the supervision of the University cooperating with a local non-profit organizations and other religious organizations, students can participate in donation activities, educational forums, and workshops. Career choice and educational guide workshops are celebrated often with the collaboration of public schools and Universities to support those who's passed the matriculation exam. Blood donation activities and monthly recitation to Buddha at Shwedagon pagoda are part of their CSR activities. Besides, general knowledge for Buddhism for youths is usually described and shared in the weekly Pu Tet journal that can be read both online and offline. E-Learning Program video, library, career handbooks, and weekly journals are freely supported to students. Inbound and outbound excursion trips connected to other business enterprises are done regularly.

Last but not least, Strategy First specializes in establishing strategic political alliances and designing services that support individuals in less developing states. Therefore, it cooperates with the Government of Chin to operate a Business University in Chin State. Similarly, Strategy First runs programs in Rakhine State in partnership with the Government of Rakhine to provide efficient business services for the citizens of the province. In addition, MBA lucky draw programs are arranged to offer scholarships for students who already joined previously. Such initiatives are reminders of how Strategy First places people first over benefits.

Table 1

Faculties and Programs Offered by Strategy First University

Faculty	Programs	Starting Year
Faculty of Business and Management	NCC L4/L5(BM)	2015
	MBA	2016
	Pearson(HNC/HND)	2018
	BA(Hons)	2018
Faculty of Information Technology	NCCL4/L5(BIT)	2017
	BSc(Hons)	2020
Faculty of Engineering	BEng(Hons)	2018
	SQA Advanced Diploma	2018
	MSc (Construction Project Management)	2018
Department of Professional &Continuing Education	ICM	2010
	CIM	2015
	ABE	2016
	PMI, PMP	2018
	Cambridge English	2019

Note. Strategy First University. (2020). *Programs in Strategy First University*. Yangon, Myanmar.

Strategy First University also provides training services that are based on the company and organization for working employees and managers. They offer ICM diplomas and workshops for the business clients.

Table 2

Corporate Training Services

Management Level	Available Training Services
Top Level Management	• Competitive Advantage and Corporate Strategy • Competing through Logistics and Supply Chain • Improving People's Performance • Understanding Financial Statements: Measuring and Analyzing • Corporate Performance • Strategic Change Management • Corporate Culture and Transforming the Culture through Corporate Values.
For Executives and Supervisors, in Operation	• Customer Service Principle • Customer Focus Professional Selling Skills • Effective Communication and Teamwork • Effective Supervisory Skills
For Managers, in Sales and Customer Service	• Managing for Customer Service Excellence • Professional Selling and Sales Management

Note. Strategy First University: Shaping You for a Sustainable Edge(n.d.).Retrieved from

https://strategyfirst.edu.mm/

Summary of Literature Review

Effective school leaders build the leadership capacity within their schools to improve.

They create the conditions and establish the environment for the initiation and sustainment of

change. If instructors are part of a professional that engages in decision-making, have a sense

of common interest, engage in collaborative responsibility, they feel motivated, have a

mutual engagement and collective obligation for sustainability and student success. Not only

administrators but also instructors need to share their role of leadership in their respective fields and their interaction with shared confidence is essential to organizational improvement.

The four dimensions of the model are also used to analyze individual organization as part of an evaluation method to demonstrate the strengths and limitations of their environments and to recommend ways in which the culture of the organization can affect its effectiveness. This offers suggestions to leaders who strive to contribute to organizational efficiency. Culture makes parents and students feel comfortable, lets instructors and staffs take pride in the campus, and makes the institution step on with leadership. Leaders who inspire the people with the shared purpose and mission that each individual is able to adapt and be consistent in their association will be better prepared to form and characterize the culture of the association. Therefore, organizational culture and building leadership capacity is essential for building, controlling, and enhancing organizational performance.

CHAPTER III

RESEARCH METHODOLOGY

This chapter represents the Research Design, Study Population, Research Instrument, Data collection, Data Analysis, and Summary of the Research Process.

Research Design

The researcher of this study employed a quantitative and correlational design to determine the three research objectives. The research instrument was divided into three parts. The first part was about the demographic profile composed of gender, age, academic qualification, and working experience. The second part comprised Epps's (2013) leadership capacity school questionnaires established by Lambert (2003). The last part of the questionnaire included an organizational culture survey developed by Grunert &Valentine (1988). This study employed descriptive statistics and a correlational approach to analyze, discuss, and draw conclusions about the results.

Population

According to the Human Resource department of this university, the population that participated in this study were 70 lecturers who are teaching different majors of bachelor and professional development at Strategic First University, Yangon, Myanmar in the academic year 2020. This population was readily assessable for the purpose of this study.

Research Instrument

The research instrument included three parts with 56 questions to conduct the research objectives. In Part (I) questionnaire, demographic factors of lecturers' gender, age, academic qualification, and work experience are included. Demographic factors of lecturers are described as follows:

Table 3

Breakdown of Survey Questions of Demographic Factors of Teachers

Lecturers' Demographic factors	Survey Questions	Scale
Gender	1	(1) Male (2) Female
Age	2	(1) 20-25, (2) 26-30, (3) 31-35, (4) 36 and above
Academic Qualification	3	(1) Bachelor Degree, (2) Master Degree (3) Doctoral Degree
Work Experience	4	(1) 1-5, (2) 6-10, (3) 11-15, (4) 16 and above

The Part (II) questionnaire was adopted from the High Leadership Capacity School Survey by Lambert (2003). The breakdown of items for High Leadership Capacity School Survey questions is shown in the following table.

(1) Participation (2) Shared Vision (3) Inquiry-based Use of Information (4) Role and Responsibilities (5) Reflective Practice, and (6) Student Achievement.

Table 4

Breakdown of Leadership Capacity Survey Questions

No	Lecturers' Perception of Leadership Capacity	Items
1	Participation	1-7
2	Shared Vision	8-11
3	Inquiry-based use of Information	12-16
4	Roles and Responsibilities	17-20
5	Reflective Practice	21-25
6	Student Achievement	26-30

The Part (III) research questionnaire was the Organizational Culture Survey adopted from Kujur (2016) who adapted the School Culture Survey of Gruenert and Valentine (1998) developed by Denison's Organizational Culture Survey. The breakdown of items for Organizational Culture Survey questions is shown in the following table.

(1) Mission, (2) Adaptability, (3) Involvement, and (4) Consistency.

Table 5

Breakdown of Organizational Culture Survey Questions

No	Lecturers' perception towards Organizational Culture	Items
1	Mission	1-5
2	Adaptability	6-10
3	Involvement	11-21
4	Consistency	22-26

Lecturers from Strategy First University were requested to fill online survey form regarding Leadership Capacity School Survey using 5- point Likert Scale. Their response choices ranked 5) Always,4) Usually3) Often2) Sometimes and 1) Never to measure the level of their perception in each question. The interpretation of data for lecturers' perceptions towards leadership capacity had been described in the following table.

Table 6

Score and Interpretation of Perceptions of Lecturers' towards Leadership Capacity

Lecturer's Perception of Leadership Capacity	Score	Scale	Interpretation
Always	5	4.51-5.00	Very High
Usually	4	3.51-4.50	High
Often	3	2.51-3.50	Moderate
Sometimes	2	1.51-2.50	Low
Never	1	1.00-1.50	Very Low

Note. Norman G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in health sciences education: theory and practice*, *15*(5), 625–632.

Lecturers from Strategy First University were requested to fill the google survey question form regarding Organizational Culture Survey using 5- point Likert Scale. Their response choices ranked 5) Strongly agree,4) Agree3) Neutral2) Disagree, and 1) Strongly Disagree to measure their level of perception in each question. The interpretation of data for lecturers' perceptions towards organizational culture had been described in the following table.

Table 7

Score and Interpretation of Perceptions of Lecturers towards Organizational Culture

Lecturer's Perception of Organizational Culture	Score	Scale	Interpretation
Strongly Agree	5	4.51-5.00	Very High
Agree	4	3.51-4.50	High
Neutral	3	2.51-3.50	Moderate
Disagree	2	1.51-2.50	Low
Strongly Disagree	1	1.00-1.50	Very Low

Note. Norman G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in health sciences education: theory and practice*, *15*(5), 625–632.

Validity and Reliability

In this study, Leadership Capacity School Survey developed by Lambert (2003) was used as the main instrument of this research. This study was recognized as highly reliable because it has been applied by most investigations and other analysts to utilize the self-assessment of school leadership.

Epps (2013), also used the questionnaire of Lambert (2003), who conducted a Leadership Capacity School Survey reported an Alpha value of 0. 84 Cronbach complete. Reliability and validity showed that the internal accuracy of Cronbach's Alpha value was adequate and reasonable.

According to Kujur (2016) who adapted the School Culture Survey Questionnaires of Gruenert and Valentine (1998) based on the organizational culture survey of Denison (1990). The provided Cronbach's Alpha value for that type of questionnaire was 0.84 in which the

validity for this questionnaire had been confirmed and the internal consistency of Cronbach's
Alpha value was acceptable.

Table 8

Cronbach Alpha Reliability for Leadership Capacity School Survey (LCSS)

Six Elements of Leadership Capacity	Epps's(2013) Cronbach's Alpha	Current Study Cronbach's Alpha
1.Broad-Based Participation	.92	.81
2.Shared Vision	.89	.81
3.Inquiry-based use of information	.94	.50
4.Broad Involvement	.91	.76
5.Reflective Practice	.89	.74
6.Student Achievement	.60	.70
Overall Average	.84	.72

Table 9

Cronbach Alpha Reliability for Organizational Culture Survey (OCS)

Four Elements of Organizational Culture	Kujar's Cronbach's Alpha	Current Study Cronbach's Alpha
1.Mission	.91	.83
2.Adaptability	.87	.86
3.Involvement	.87	.89
4.Consistency	.90	.75
Overall Average	.84	.83

The total Cronbach's Alpha value computed for each survey based on six leadership capacity elements was .72 and four elements of organizational culture were .83. Therefore, this study's reliability had been interpreted as good for leadership capacity and highly acceptable for organizational culture under Deville's (1991) guidelines.

Translation of Instrument

The questionnaire was translated from the English language into the Myanmar language because this research was conducted in Yangon, Myanmar. The researcher requested three experts to review the translated questionnaires for accuracy: Sayar Zaw Tun Latt and Sayar Saw Win Minn and Dr. Saw Harry Nu. The approval of the questionnaire translation letters by three experts were presented in Appendix C.

Collection of Data

Firstly, the researcher approached the president of Strategy First University in Yangon for getting permission and cooperation with this University. After getting approval, the researcher proceeded with further processes under the guidance and collaboration of administrators at the University. Since the thesis proposal had been finished on the 1st of September, the researcher continued the questionnaires translation process in September and online- based data collection using google forms was done in the following month, October.70 sets of questionnaires were distributed through the assistance of managers and collected after respondents finished filling.

Table 10

Data Collection Process

Timeline	Process of Data Collection
Sep, 2020	Proposal of Thesis
Sep, 2020	Reviewing the accuracy of translated questionnaire
Oct, 2020	Distributing questionnaires to the participants, Collecting the completed questionnaires from the participants
Nov, 2020	Data Analyzing Process
Dec,2020	Final Defense

Data Analysis

In this research analysis, the researcher applied statistical tools to evaluate and interpret the participants' data.

Research Objective 1: To identify the level of lecturers' perceptions of their leadership capacity at Strategy First University in Yangon, Myanmar. For this purpose, the researcher used Mean and Standard Deviation to assess the conclusion for the level of lecturers' perceptions regarding their leadership capacity.

Research Objective 2: To identify the level of lecturers' perceptions towards Organizational Culture at Strategy First University in Yangon, Myanmar. For this purpose, the researcher used Mean and Standard Deviation to assess the lecturers' perceptions towards Organizational Culture.

Research Objective 3: To determine if there is a relationship between lecturers' perception of leadership capacity and organizational culture at the Strategy First University in Yangon, Myanmar. For this reason, the researcher used the coefficient of Pearson product moment to assess whether there was a significant relationship between the perceptions of lecturers towards leadership capacity and organizational culture.

Summary of the Research Process

Table 11

Summary of the Research Process

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis
1. To identify the level of teachers' perceptions of their leadership capacity at Strategy First University, Yangon, Myanmar.	70 lecturers from Strategy First University, Yangon, Myanmar.	Part I Demographic Factors -Age - Grade Level -Educational Qualification -Years of Teaching Experience	Mean and Standard Deviation
2. To identify the level of teachers' perceptions towards organizational culture at Strategy First University, Yangon, Myanmar.		Part II Leadership Capacity School Survey (LCSS) -Broad-Based Leadership -Shared Vision -Inquiry-based use of information -Broad Involvement -Reflective Practice -Student Achievement	Means and Standard Deviation
3. To determine the relationship between teachers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar.		Part III Organizational Culture Survey -Mission -Involvement -Consistency -Adaptability	Pearson Product Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

This chapter represents the findings of the data analysis and the following objectives interpreted the results:

1. To identify the level of lecturers' perceptions of their leadership capacity at the Strategy First University, Yangon, Myanmar.

2. To identify the level of lecturers' perceptions towards organizational culture at the Strategy First University, Yangon, Myanmar.

3. To determine the relationship between lecturers' perceptions of their leadership capacity and organizational culture at the Strategy First University, Yangon, Myanmar.

General Demographic Profile of the Respondents

The researcher surveyed by distributing a set of questionnaires via mail to the 70 lecturers from Strategy First University. Four questions related to demographic factors such as gender, age, educational background, and working experience were included in the questionnaire, which provides the respondents' general information for better understanding the participation of each respondent's background.

Table 12

The Number and Percentage of Participants' Gender

Gender	Number	Percentage
Male	22	31.4
Female	48	68.6
Total	70	100.0

Table 12 shows the gender of the respondents. More females were 68.8%(48) than males, 31.4%(22) in that University.

Table 13

The Number and Percentage about the Participants' Age

Age	Number	Percentage
20-30	23	32.9
31-40	14	20.0
41-50	25	35.7
51-above	8	11.4
Total	70	100.0

Table 12 shows that 20-30 years old age was 23 or 32.9% of all respondents. A total of 14 or 20% were 31-40 years' age range. There were 25 respondents or 35.7%were in the age range of 41-50 which was the highest percentage of the total respondents. There were 8 respondents or 11.4 %in the 51and above range and this age range stood the lowest percentage of the total population.

Table 14

The Number and Percentage about the Participants' Educational Back ground

Educational Background	Number	Percentage
Bachelor Degree	3	4.3
Master Degree	54	77.1
Doctoral Degree	13	18.6
Total	70	100.0

Table 14 illustrates the educational background of 70 lecturers in this study. Lecturers with bachelor's degrees with the lowest percentage of the total population rated as

3(4.3%) persons whereas 54(77.1) respondents holding master's degrees were the highest

number of this study. Some respondents who hold doctoral degrees were 13(18.6%) of the

total population.

Table 15

The Number and Percentage about the Participants' Work Experience

Work Experience	Number	Percentage
1-5years	41	58.6
6-10years	12	17.1
11-15years	7	10.0
16-above	10	14.3
Total	70	100.0

Table 15 demonstrates that the finding of lecturers' working experience. Out of 70

respondents,41 (58.6%)lecturers had 1-5 years of working experience,12(17.1%)lecturers had

6-10years of working experience while lecturers with 11-15 years of working experience

were 7(10.0%)and finally, lecturers with 16 years and above years of teaching experience

were 10(14. 3%). Among different working experience groups, lecturers with 1-5 years of

the working experience were the highest number whereas lecturers with 11-15 years of

working experience were the least number of the total participants.

Research Objective One

The research objective one was to identify the level of lecturers' perceptions of

their leadership capacity at Strategy First University, Yangon, Myanmar.

To identify the first objective, the researcher conducted the part II research

questionnaires that consist of six components with 30 questions developed by Lambert

(2003). A five-point Likert Scale was used to interpret the lecturers' perception of leadership

capacity by analyzing each question item's means and standard deviation: (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).

Table 16

Lecturers' Perceptions of their Leadership Capacity in the Area of Participation (*n=70*)

No.	Construct 1: Participation	Mean	SD	Interpretation
1.	Participate in representative governance groups.	2.79	1.006	Moderate
2.	Perform collaborative work in large and small teams.	3.26	1.017	Moderate
3.	Model leadership skills	3.61	0.822	High
4.	Organize for maximum interaction among adults and children.	3.51	1.032	High
5.	Share authority and resources.	3.41	.940	Moderate
6.	Express my leadership by attending to the learning of the entire school community.	3.43	.972	Moderate
7.	Engage each other in opportunities to lead.	3.64	.901	High
	Total	3.38	.956	Moderate

Table 16 illustrates the lecturers' perceptions towards their leadership capacity with

the mean score of each question in the area of *Participation*. The total mean score of this area

was (3.38), which was in the range of 3.51-4.50, interpreted as *Moderate* according to the

data interpretation standards. The mean score of question number 7 got highest (3.64) while

the mean of question number 1 got the lowest (2.79), though the level of perception was still considered as *Moderate*. It is worth mentioning that lecturers' perception in this area ranked with *Moderate* and *High.*

Table 17

Lecturers' Perceptions of their Leadership Capacity in the Area of Shared Vision (*n=70*)

No.	Construct 2: Shared Vision	Mean	SD	Interpretation
8.	Develop school vision jointly.	4.19	.728	High
9.	Ask each other questions that keep us on track with our vision.	3.63	.802	High
10.	Think together about how to align our standards, instruction, assessment, and programs with our vision.	3.60	.891	High
11.	Keep our vision alive by reviewing it regularly.	3.83	.834	High
	Total	3.81	.814	High

Tale 17 represents the level of lecturers' perceptions with the mean score in each question in the area of *Shared Vision* designed as construct 2. The total mean score was (3.81), which interpreted this area's perceptions as *High* according to interpretation standards of this study. Interestingly, all questions' mean scores were high in the range of 3.51-4.50 which meant lecturers' perceptions were *High* as well. Question number 8, *Develop school vision jointly,* got the highest mean score (4.19), and question number 10, *Think together about how to align our standards, instruction, assessment, and programs with our vision,* got the lowest (3.60).

Table 18

Lecturers' Perceptions of their Leadership Capacity in the Area of Inquiry-based Use of

Information (n=70)

No.	Construct 3: Inquiry-based Use of Information	Mean	SD	Interpretation
12.	Use a learning circle that involve reflection, dialogue, inquiry and action	3.31	.790	Moderate
13.	Make time available for this learning to occur (e.g. faculty meeting, as hoc groups, teams)	2.97	.884	Moderate
14.	Focus on student learning	4.47	.756	High
15.	Use data evidence to inform our decision and teaching practice	3.87	.815	High
16.	Have designed a comprehensive information system that keep everyone informed and involved	3.64	1.064	High
	Total	3.65	.862	High

Table 18 presents the level of lecturers' perception of their leadership capacity in

the area of Inquiry-*based Use of Information* for each question. According to the

interpretation standards of this study, the total mean of this area was (3.65), interpreted as

High since it was in the range of 3.51-4.50. There was one question with the highest mean

(4.47), *Focus on student learning,* interpreted as *High,* followed by question numbers 15 and

16 which scored (3.87) and (3.64) respectively, and the rest questions 12 with the mean

(3.31) and 13 with the mean (2.97), interpreted as *Moderate* within the range of mean score

2.51-3.50.

Table 19

Lecturers' Perceptions of their Leadership Capacity in the Area of Role and Responsibilities (n=70)

No.	Construct 4:Role and Responsibilities	Mean	SD	Interpretation
17.	Have designed my roles to include attention to our classrooms, school community, and profession.	3.83	.916	High
18.	Seek to perform outside of traditional roles.	3.33	.829	Moderate
19.	Have developed new ways to work together.	3.51	.913	High
20.	Have developed a plan for sharing responsibilities in the implementation of our decisions and agreements	3.47	.896	Moderate
	Total	3.53	.889	High

Table 19 shows the level of lecturers' perceptions in the area of construct 4, *Role and Responsibilities.* The total mean of this construct was interpreted as *High* due to the result of 3.53 since it was within the range of 3.51-4.50. It was noted that two questions No 18 (3.33) and 20 (3.47) ,the mean score fell within the range of 2.51-3.50 and interpreted as *Moderate* whereas the other two questions, No 17 with the mean (3.83) and No.20 with the mean (3.47), scored within the range of 3.51-4.50, which had been interpreted as *High*.

Table 20

Lecturers' Perceptions of their Leadership Capacity in the area of Reflective Practice

(n=70)

No.	Construct 5:Reflective Practice	Mean	SD	Interpretation
21.	Make time for ongoing reflection (e.g. journaling, peer coaching, collaborative planning).	3.36	.964	Moderate
22.	Encourage individual and group initiative by providing access to resources, personnel, and time.	3.39	1.040	Moderate
23.	Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.	3.31	.986	Moderate
24.	Practice and support new ways of doing things.	3.47	1.032	Moderate
25.	Develop my own criteria for accountability regarding individual and shared work.	3.24	1.055	Moderate
	Total	3.35	1.015	Moderate

Table 20 describes the mean score of each question for the level of lecturers'

perceptions in the area of *Reflective Practice* designated as construct 5. Indicating the total

mean (3.35), this construct was interpreted as *Moderate*. Interestingly, all four questions had

been interpreted as *Moderate* because their mean scores were within the range of 2.5-3.50

according to the interpretation standards of this study.

Table 21

Lecturers' Perceptions of their Leadership Capacity in the Area of Student Achievement

(n=70)

No.	Construct 6:Student Achievement	Mean	SD	Interpretation
26.	Work with members of the school community to establish and implement expectations and standards.	2.93	1.054	Moderate
27.	Teach and assess so that all students learn	4.00	.993	Moderate
28.	Provide feedback to students about their progress.	4.07	.857	Moderate
29.	Talk with students about their performance and school programs.	3.43	.861	Moderate
30.	Have redesigned roles and structures to develop resiliency in students (e.g., teacher as coach/ advisor/ mentor, school-wide guidance programs, community service).	3.33	1.032	Moderate
	Total	3.55	.959	High

Table 21 presents the level of lecturers' perceptions in the area of student

achievement which was designed as construct 6. The resulted total mean score of this

construct was (3.55) and it had been interpreted as high. Within this construct, the mean

scores of all questions have the same interpretation as moderate within the range of 2.51-

3.50. To discuss in detail, the question numbers 28 and 27 having the mean scores of (4.07)

and (4.00), followed by question number 29 with the mean score of (3.43) and question

number 30 with the mean (3.33) respectively and indicated as *Moderate*. For question

number 26, *Work with members of the school community to establish and implement*

expectations and standards, got the lowest mean score (2.93) among the five questions,

however, it was still considered as *Moderate* according to the data interpretation standards.

Table 22

The Summary of Means and Standard Deviations of Lecturers' Perception of their

Leadership Capacity (n=70)

No.	Leadership Capacity	Mean	SD	Interpretation
1.	Participation	3.38	.956	Moderate
2.	Shared Vision	3.81	.814	High
3.	Inquiry-based Use of Information	3.65	.862	High
4.	Role and Responsibility	3.53	.889	High
5.	Reflective Practice	3.35	1.015	Moderate
6.	Student Achievement	3.55	.959	High
	Total	3.54	.916	High

Table 22 demonstrates the summary of the total means and standard deviation

designated with 30 questions based on these constructs to assess lecturers' perceptions of

leadership capacity at Strategy First University, Yangon, Myanmar. The finding of the total

mean score result was 3.54, interpreted as High indicating the level of lecturers' perceptions

towards their leadership capacity was high. Looking into details, construct 2   with a mean

score (3.81), *Shared Vision,* was the highest level in the table, followed by construct 3 with

the mean (3.65), *Inquiry-based Use of Information,* stood the second. The mean of construct

4 and 6 also scored above (3.50) in the range of 3.51-4.50. Therefore, all constructs

mentioned above were interpreted as *High*. The mean of construct 5, *Reflective Practice,* got

(3.35) which was the lowest mean score among the six constructs. The remaining constructs,1 and 5 scored above (3.30) respectively and they had been interpreted as *Moderate* in the range of 2.51-3.50 according to the data interpretation standard standards.

Research Objective Two

The research objective two was to determine the level of lecturers' perceptions towards organizational culture at Strategy First University, Yangon, Myanmar.

The researchers developed four components with a total of 26 questions of the Organizational Culture Survey in part III based on the school culture survey developed by Denison (1990). The researcher analyzed the means and standard deviations of each question for clarifying the interpretation process with the utilization of a five-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).

Table 23

Lecturers' Perceptions towards Organizational Culture in the area of Mission(n=70)

No.	Construct 1 : Mission	Mean	SD	Interpretation
1.	Lecturers support the mission of the university	4.09	0.654	High
2.	The university mission provides a clear sense of direction for lecturers	3.97	0.481	High
3.	Lecturers understand the mission of the university	4.13	0.536	High
4.	The university mission statement reflects the values of the community	4.14	0.621	High
5.	Teaching performance reflects the mission of the university	4.29	0.568	High
	Total	4.12	.572	High

Table 23 shows the level of lecturers' perceptions towards organizational culture in the area of *Mission* described as construct one with five questions. The total mean score in this area was (4.12), interpreted as *High* according to data interpretation standard. The mean scores for all question items were within the range of 3.51-4.50 and considered as *High*. Remarkably, question number 5, *Teaching performance reflects the mission of the university*, got the highest mean score resulting (4.29) while question number 2, The university mission provides a clear sense of direction for lecturers, scored the lowest mean at (3.97).

Table 24

Lecturers' Perceptions towards Organizational Culture in the Area of Adaptability(n=70)

No.	Construct 2: Adaptability	Mean	SD	Interpretation
6.	Lecturers utilize professional networks to obtain information and resources for classroom instruction.	4.14	0.597	High
7.	Lecturers regularly seek ideas from seminars, colleagues, and conferences.	4.06	0.587	High
8.	Professional development is valued by the faculty.	4.17	0.659	High
9.	Lecturers maintain a current knowledge base about the learning process.	4.11	0.553	High
10.	The faculty values university improvement	4.24	0.624	High
	Total	4.14	.676	High

Table 24 demonstrates that lecturers' perceptions of organizational culture in Adaptability are designed as construct 2 with five questions. The total mean score of this

construct was (4.14) which had been interpreted as *High* according to the data interpretation standard of this study. It is worth noting that all question items scored within the range of 3.51-4.50 and were interpreted as *High*. Among five questions, question number 10, *The faculty values university improvement*, which was the highest score among the five questions in this factor (4.24).

Table 25

Lecturers' Perceptions towards Organizational Culture in the Area of Involvement(n=70)

No.	Construct 3: Involvement	Mean	SD	Interpretation
11.	Leaders value lecturers' ideas.	3.99	0.577	High
12.	Leaders in this university trust the professional judgments of lecturers.	4.01	0.602	High
13.	Leaders take time to praise lecturers that perform well.	3.80	0.672	High
14.	Lecturers are involvement in the decision-making process.	3.57	0.627	High
15.	Leaders in our university facilitate instructors working together.	3.93	0.461	High
16.	Lecturers are kept informed on current issues in the university.	4.01	0.496	High
17.	My involvement in policy or decision making is taken seriously.	3.76	0.576	High
18.	Lecturers are rewarded for experimenting with new ideas and techniques.	3.77	0.685	High
19.	Lecturers support risk-taking and innovation in teaching.	3.93	0.547	High
20.	Administrators protect instruction and planning time.	3.74	0.652	High
21.	Lecturers are encouraged to share ideas.	3.94	0.611	High
	Total	3.86	.591	High

Table 25 illustrates that the level of lecturers' perceptions in the area of Involvement designed as 11 questions in construct 3. The total mean score in this area was 3.86 and considered as a *High* perception towards this construct 3. It was noted that question number 12 and 16 ranked the same means (4.01), which were the highest score among all questions in this construct. The rest of the questions resulted in the range of 3.51-4.50 and they had been interpreted as *High*.

Table 26

Lecturers' Perceptions towards Organizational Culture in the area of Consistency(n=70)

No.	Construct 4:Consistency	Mean	SD	Interpretation
22	Lecturers have opportunities for dialogue and planning across grades and subjects.	3.94	0.508	High
23	Lecturers spend consideration time planning together.	3.94	0.587	High
24	Lecturers take time to observe each other teaching.	3.69	0.671	High
25	Lecturers work together to develop and evaluate programs and projects.	3.81	0.597	High
26	Teaching practice disagreements are voiced openly and discussed.	3.86	0.666	High
	Total	3.85	.606	High

Table 26 highlights lecturers' perceptions in the area of consistency designed as construct 4 with five questions. The total mean of this construct was (3.85) and interpreted as *High* according to the data interpretation standard of this study. All items scored within the range of 3.51-4.50 which were interpreted as *High*. Interestingly, in question 22, *Lecturers have opportunities for dialogue and planning across grades and subjects,* and in question 23,

Lecturers spend consideration time planning together, were the same score at (3.94) which

was the highest mean score in this construct 4. The rest questions computed were within

3.51-4.50 and had been interpreted and *High*.

Table 27

The Summary of Means and Standard Deviations of Lecturers' Perceptions towards

Organizational Culture (n=70)

No.	Organizational Culture	Mean	SD	Interpretation
1.	Mission	4.12	.572	High
2.	Adaptability	4.14	.676	High
3.	Involvement	3.86	.591	High
4.	Consistency	3.85	.606	High
	Total	3.99	.611	High

Table 27 presents the summary of lecturers' perceptions of *Organizational Culture*

designed with four constructs including 26 questions. The resulted total mean had been

interpreted as High because the total mean was (3.99) which fell in the range of 3.51-4.50. In

addition, two constructs which scored over 4.0 were Adaptability with a mean (4.14) and

Mission with (4.12) followed by Involvement received (3.86) and Consistency scored at

(3.85). To sum up, the four constructs: Mission, Adaptability, Involvement, Consistency were

interpreted as High.

Research Objective Three

Research objective three was to determine the relationship between lecturers'

perceptions of their leadership capacity and organizational culture at Strategy First

University, Yangon, Myanmar.

The researcher has utilized the Pearson Product Moment Correlation Coefficient for this objective to analyze the relationship between lecturers' perceptions of their leadership capacity and organizational culture was significant.

Table 28

Pearson Correlation between the levels of Lecturers'' Perceptions of their Leadership Capacity and Organizational Culture (n=70)

		Leadership Capacity	Conclusion
Lecturers' Perceptions of their Leadership Capacity and Organizational Culture	Pearson Correlation	.468*	There is a significant relationship between the two variables
	Sig. (2-tailed)	.000	

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

Table 28 represents the result finding the levels of Lecturers' perceptions towards their leadership capacity and organizational culture showed with Pearson Correlation. The significant value of the result finding was 0.01 which was smaller than .05. Therefore, the researcher concluded that there was a significant relationship between lecturers' perception of their leadership capacity and organization culture at Strategy First University, Yangon, Myanmar. The researcher accepted the research hypothesis and rejected the null hypothesis in this study. There was a moderate relationship between two selected variables because the correlation(r)value was .468, p=.000 which was < .01 according to APA standard.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a summary of the Study, Conclusions, Discussion, and Recommendations for selected University and future studies.

Summary of the Study

This study aimed to survey the relationship between the lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar. The three research objectives and the research hypothesis of this study were

1. To identify the level of lecturers' perceptions of their leadership capacity at Strategy First University, Yangon, Myanmar.

2. To identify the level of lecturers' perceptions towards organizational culture at Strategy First University, Yangon, Myanmar.

3. To determine the relationship between lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar.

The research hypothesis of this study was "There is a significant relationship between lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar."

Based on the validated and returned responses, the researcher concluded the following significant findings:

1.Lecturers' Perceptions of Their Leadership Capacity at Strategy First University, Yangon, Myanmar

A set of questionnaire was distributed using a google form to each lecturer to identify their level of perceptions based on the main six constructs of leadership capacity:

1.1. The total mean score of the first construct, Participation, was (3.38), and considered as *Moderate*. Lecturers received the highest score (3.64) to *Engage each other in opportunities*

to lead while lecturers perceived *Participate in representative governance groups*, got the lowest mean score (2.79).

1.2. The total mean in this area, *Shared Vision*, was (3.65). In this area, the lecturers viewed, *develop school vision jointly, as* the most important with the highest mean score (4.19), however, *think together about how to align our standards, instruction, assessment, and programs with our vision,* resulting in the lowest rating at (3.60).

1.3. The total mean score of *Inquiry-based Use of Information* scored (3.65) and was considered to be *High*. In this area, lecturers perceived, *Focus on student learning,* as the most important factor with a mean score (4.47) followed by *Use data evidence to inform our decision and teaching practice,* which scored (3.87). However, the lecturers' perceptions on *Make time available for this learning to occur (e.g. faculty meeting, as hoc groups, teams)* , was less significant with the lowest mean score (2.97).

1.4. According to the *Role and Responsibilities* in the work of lecturers' perception of leadership capacity, the total mean score was (3.53), *High*. Lecturers' view on, *have designed my role to include attention to our classrooms, school community, and profession,* received a highest mean score at (3.83) in this area while *Seek to perform outside of traditional roles* resulted in less importance with lowest mean (3.33) as perceived by lecturers.

1.5. The total mean for *Reflective Practice* was (3.35), *Moderate*. In this construct, lecturers viewed, *Practice and support new ways of doing things*, was rated the highest mean (3.47) as they perceived it as an important factor among five factors and the remaining factors scored between (2.51-3.50), they felt less important towards them.

1.6. The total mean score for *Student Achievement* was considered to be *High* at the mean score (3.55). In contrast, *Work with members of the school community to establish and implement expectations and standards*, scored with the lowest mean (2.93), followed by *Have redesigned my role and structure to develop resiliency in children (e.g., teacher as coach/*

advisor/ mentor, school-wide guidance programs, community service), stood as the second-lowest (3.33).

1.7. In summary, the final mean score of lecturers' perceptions towards leadership capacity was (3.54), which had been interpreted as *High* within the range of (3.51-4.50) according to the data interpretation standard of the study. Ranking the mean score of six constructs from highest to lowest, *shared vision* (3.81), *Inquiry-based Use of Information-* (3.65), *Student Achievement* (3.55), *Role and Responsibilities* (3.53)*, Participation* (3.38), *and* the fifth construct*, Reflective Practice* (3.35) were regarded respectively.

2. Lecturers' perceptions towards organizational culture Strategy First University, Yangon, Myanmar

A set of questionnaire was distributed using google form to each individual lecturer to identify their level of perceptions based on the four main cultural constructs:

2.1. The total mean of the first area, *Mission*, was (4.12) which was interpreted as *High*. All factors in this area fell due to the range between (3.51-4.50) which meant *High.* Among five factors, *the university mission provides a clear sense of direction for lecturers, resulting (3.97), which was viewed as less important whereas Lecturers support the university's mission, teaching performance reflects the university's mission,* scored the highest (4.29).

2.2. The total mean for the area of Adaptability was computed (4.14) and interpreted as *High*. Lecturers' perceptions towards, *the faculty values university improvement*, rated the highest score (4.24). Lecturers also perceived high towards *Professional development is valued by the faculty* (4.17) which was the second- highest factor, followed by *Lecturers utilize professional networks to obtain information and resources for classroom instruction* (4.14), *Lecturers maintain a current knowledge base about the learning process* (4.11) and *Lecturers regularly seek ideas from seminars, colleagues, and conferences* (4.07) respectively.

2.3. The total mean in the area of Involvement was resulted (3.86) which had been interpreted as *High*. Similarly, Lecturers also viewed that leaders in this university trust the professional judgments of lecturers, and Lecturers are kept informed on current university issues and got mean scores (4.01). The rest nine questions also got the mean score between the range of (3.51-4.50) which was interpreted as *High*.

2.4. The total mean of a fourth of construct was (3.85) which meant *High* according to the data interpretation standard. Out of five questions, *Lecturers have opportunities for dialogue and planning across grades and subjects and lecturers spend consideration time planning together* which were resulted similarly at (3.94), the highest, followed by *Teaching practice disagreements are voiced openly and discussed* (3.86)*, Lecturers work together to develop and evaluate programs and projects* (3.81) and *Lecturers take time to observe each other teaching* (3.69) respectively.

2.5. In summary, the total means received for lecturers' perceptions towards organizational culture are interpreted as *High* (3.99). Ranking four constructs from highest to lowest mean score were - Adaptability (4.14), Mission (4.12), Involvement (3.86), and Consistency (3.85).

3. The relationship between lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar.

To determine the relationship between lecturers' perceptions of their leadership capacity and organizational culture, Pearson Product Moment Correlation Coefficient was applied for the analysis of two variables, and the result was mentioned 0.01 which is smaller than 0.05 and significant. Therefore, it was concluded that the research findings as there was a significant relationship between the two variables because the significant value was less than 0.05. Therefore, the researcher accepted the research hypothesis (H1) and rejected the

null hypothesis (Ho). However, there was a moderate relationship between the two variables because of the correlation (r) value .468**.

Conclusion

The three research objectives drawn for conclusions from the findings of the data analysis of the study were:

According to the data interpretation standard of the study, Lecturers' perceptions of their leadership capacity at Strategy First University, Yangon, Myanmar were regarded as *High*. Among all of the constructs, the total mean of four constructs were perceived as *High: Student Achievement* (3.55)*, Role and Responsibilities* (3.53)*, Inquiry-based Use of Information* (3.65), and *Shared Vision* (3.81). The total mean scores of construct 1 and construct 5 were perceived as *Moderate*: *Participation* (3.38) and *Reflective Practice* (3.35).

Ranking these six constructs from highest to lowest level, the second construct, *Shared Vision* (3.81), the third construct, *Inquired-based Use of Information* (3.65), the sixth construct, *Student Achievement (3.55)*, the fourth construct*, Role and Responsibilities (3.53),* the first construct*, Participation (3.38),* and the fifth construct*, Reflective Practice (3.35).*

Lecturers' perceptions towards organizational culture were considered *High* according to the data interpretation standard of this study. All dimensions were resulted *High* and arranged from the highest to lowest mean scores: the second construct, *Adaptability* (4.14), the first construct, *Mission* (4.12), the third construct, *Involvement* (3.86), and the fourth construct, *Consistency* (3.85). *Adaptability* got the highest mean score while *Consistency* was the lowest among the four dimensions to access the organizational culture.

The researcher concluded the study as there was a significant relationship between the two variables from the research findings of the analysis at 0.01 level, which was less than 0.05. Therefore, the researcher accepted the research hypothesis (H1) and rejected the null hypothesis (Ho). However, the correlation (r) value was resulted in .468** for this study at

Strategy First University, Yangon, Myanmar, so it is noted that there was a moderate

relationship between the two variables.

Discussion

Lecturers' perceptions of their leadership capacity at Strategy First University, Yangon,

Myanmar.

The total mean of lecturers' perceptions of their leadership capacity at Strategy First

University, Yangon, Myanmar was *High* which was considered relatively good according to

the findings of this study.

To discuss in detail, at first, lecturers prefer to share common values and

commitments to achieve the purpose of the University and focus on students' achievement.

But it is still needed to emphasize two areas under construct 3, *Inquiry-based use of*

information: Use a learning circle that involves reflection, dialogue, inquiry, and action,

make time available for this learning to occur (e.g. faculty meeting, ad hoc groups, teams).

This was informed that their engagement in meetings and making reflections to share their

knowledge with staffs to promote instructional practices and students' achievement was not

encouraged. Mansour (2011) suggested from his findings that building a learning cycle and

inquiry culture supports teachers with essential knowledge and skills were required to

develop their sharing decisions and practices.

Regarding roles and responsibilities, lecturers should develop their performance broad

over their traditional roles and plan for sharing responsibility to make proper decisions and

agreements. Kujur (2016), who conducted the same survey in the Marianists Schools, India,

stated that it was still needed to pay attention to collaborative roles and responsibilities. The

researcher also assumed teachers paid to focus on students' achievement rather than the

thought of leadership view.

Concerning students' achievement, lecturers needed to explore how to work and communicate with staff members of the organization to strengthen their leadership capacity while their instructional programs were good. Relating to the students' achievement, Penlington et al. (2008) claimed that two aspects essential in lecturers' leadership capacity and teaching development are improvement in sustainable students' outcomes and assisting in developing members' careers, efficacy, and commitment, leadership skills. If the teachers are open-minded, they will act as professional behaviors like interacting with other teachers solving problems, planning and working together to improve the quality of education (Harris et al.,2013).

Lastly, lecturers' perceptions towards *Participation* and *Reflective Practice* had resulted in *Moderate*. Lecturers still less spent on participation, shared works, and joining network areas to attain leadership capacity development. It showed that the lecturers and stakeholders needed to work collaboratively taking different roles and responsibilities according to their age, educational levels, and make proper decisions together. Blase and Blase (2001) stated instructors could also engage in the organization and classroom decisions with their professional and thoughtful deliberations regarding participation. Lambert (2002) claimed that team productivity is increased by collaboration and participation.

Therefore, the president and administrators should support the lecturer's roles in participatory leadership and decision making processes with the engagement of their knowledge and skills according to the findings of this area. Zaw (2019), the previous researcher who conducted the same study on teachers' perceptions of their leadership capacity and organization culture at B.E.H.S (1&2) in Thanbyuzayat Township, Mon State, Myanmar. The researcher discussed six constructs, however, *Participation* was needed to focus more. Zaw (2019) viewed it could be differences in age gaps, educational levels,

working experience, and cultural influences that make differences in participation of teachers in certain programs and current changes in grades.

Lecturers' perceptions towards organizational culture at Strategy First University, Yangon, Myanmar.

According to the finding of the research study, it had been considered relatively *High* with a total mean score of (3.99). This showed lecturers' perceptions of organizational culture were relatively good. However, lecturers need to give appreciation and adaptation in other areas such as seeking ideas from the outside of the University, involvement in the decision-making process, time to observe each other teaching.

To discuss in-depth, Lecturers felt low opinions in observing each other in teaching and working together to evaluate programs and projects in terms of *Consistency.* Communication and Coordination are fundamental in strengthening organizational culture(Denison,1990). According to Yakoumis and Theofilides (2012), if the school influences collaborative culture, teachers share each other for the improvement of their skills, continuous learning happens and organizational efficiency occurs.

Regarding *Adaptability,* it was needed to emphasize lecturers' exploring ideas in the external situation such as conducting seminars, workshops. Kotter and Heskett (1992) mentioned that adaptive culture is caring for all people and management processes in the hierarchy for making suitable and useful changes. Crosson, Lane, White, & Klus (1996) described that adaptation to unexpected and changing environments makes organizations distinct from the others. Zaw (2019) conducted the same survey on *teachers' perceptions towards their leadership capacity and organizational culture at B.E.H.S (1&2) in Thanbyuzayat Township, Mon State, Myanmar.* The researcher discussed organization culture should be adaptable according to leadership advancement, circumstances, and educational

trends. Teachers' satisfaction level would be high if they increase participation in teamwork and decision making.

Remarkably, *Mission, the university mission provides a clear sense of direction for lecturers* should be emphasized. In this study, it was critical to have a strong and clear mission that helps lecturers clarify organizational goals to adapt to changing situational conditions and improve lecturers' performance to implement successful organization. Denison and Mishera (1995) stated that organizations are successful if they have a strong sense of mission and strategy that identifies corporate strategies and priorities that communicates a vision of how the enterprise will appear in the future. Simms (2016) studied *an Examination of the Relationship between Principals' Emotional Intelligence and Teachers' Attitudes Toward Personal and Professional Development and School Culture*. The study claimed that school leaders should be reflective practice and strong communication with teachers for teachers' professional and personal growth in the working environment. In addition, building a sustainable relationship between school leaders and teachers also affects high teacher performance and a successful learning environment.

Regarding, *Involvement*, it could be viewed that lecturers are encouraged to share ideas and kept informed on current issues in the university. However, their participation in the decision-making process should be harvested. If higher levels of coordination and participation of all members in each level in the organization, implementation of decisions are committed higher level that leads to higher organizational performance(Denison,1990). Penn (2019) studied *Early Childhood Educators' Perceptions of Empowering School Cultures: An Exploratory Case Study* in the southeastern United States. The findings of this research was significant in which the researcher discussed the creation of empowering organizational cultures where collaborative effort is used for solving problems, involving decision making in material resources, making frequent communications, celebration for

special events, and recognition for achieving goals along with creating opportunities for teachers to collaborate in identifying problems, seeking solutions for organizational, professional, and personal development. Teachers' empowerment in working and making decisions for their instructional methods could be encouraged by positive aspects of organizational culture.

In conclusion, school culture indicates all stakeholders' achievement (Fullan, 2014). In order to establish a healthy and sustainable organizational culture, an organization needs to have adaptation and changing structure and strategies according to the demands of the changing educational environment. Cultural change in higher education is challenging and it should be paid attention to all stakeholders' values and behavior in both individual or groups what they apply their efforts to promote change (Kelly, 2010).

The relationship between lecturers' perceptions of their leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar.

The finding of this study was concluded that there was a significant relationship between two variables because of the significant value which was smaller than 0.05. However, the researcher stated that there was a moderate relationship between the two variables because the correlation (r) value was .468**.

Lecturers' perceptions of leadership capacity on participation and reflections were still needed to improve properly while their perceptions towards organization culture were good. The researcher considered there might be a misunderstanding of the respondents on some question items. If the researcher took time more for both explanations of questionnaires to participants in detail for their well understanding and response time, the results might be stronger than this.

The previous researches have shown encouraging leadership capacity to engage strong and healthy organizational culture. D' Ambrosio (2005) studied the *Leadership Capacity*: *Principal and Teacher Perceptions of Lambert's Essential Elements*. The result showed that both principals and staffs should visit other schools, engage practices in others' collective responsibility and leadership, and assess their strengths and weaknesses. Schools are needed to enhance participation broadly in some activities and staff development, which can be used as an action plan for both principals and teachers for their leadership advancement and collegial responsibility that matches their needs and levels. Being open-minded, good listening, able to accept others' ideas to make teachers improve their leadership capacity, and lessen their stress also.

On the other hand, Harris (2016) surveyed on *The relationship between building teacher leadership capacity and campus culture in a suburban East Texas School District*. It mentioned that school administrators should try to hear teachers' voices in terms of formal and informal conversation and remind themselves to recognize teachers' different leadership desires according to the teaching experience years. Schools can modify the campus culture by developing leadership capacity building for teachers. Administrators are also the main influencers for developing teacher leadership or positive organizational culture. Jones (2012) conducted a study on the relationship between leadership practices on organizational culture and school performance. It reported that the level of teachers' perceptions of high-performing schools is higher than those from low-performing schools.

According to the previous research conducted by Cansoy, Ramazan & Parlar, Hanifi (2017), *Examining the Relationship between School Culture and Teacher Leadership*. It discussed teacher leadership should be developed based on balancing strong and weak different school cultures. Teachers' collaboration was beneficial in developing different types of school cultures.

To conclude, leadership capacity and organizational culture are interrelated and the role of lecturers' leadership capacity is essential to improve the sustainable and healthy organizational culture. Therefore, according to the current study, if the lecturer's leadership capacity has been improved, the relationship between leadership capacity and organization culture would be strong. Encouraging effective lecturers' leadership capacity could be engaged with a strong, sustainable, and healthy culture. Thus, leadership capacity and organization culture are believed inseparable to achieve the organization's competitive sustenance.

Recommendations

This section represents the researcher's recommendation for teachers, administrators, school organizations and future researchers to improve their leadership capacity and have strong organizational culture at Strategy First University, Yangon, Myanmar.

1.Recommendation for Lecturers

Based on the statistical results of the study, the total mean score of the six constructs for leadership capacity was high and lecturers' perceptions of their leadership capacity were high. Even though the overall mean score was high but lecturers needed to improve their leadership capacity in some areas, so the researcher suggested some areas follow:

The lecturers should get awareness to enhance their professional knowledge and leadership skills as well as to improve students' resiliency. They should engage in their representative groups taking formal roles as chair, program coordinator, and informal leadership roles such as mentors, coach, or advisors. Lecturers should take time planning for learning with groups were using new skills such as data analysis assessment, then sharing and communicating their knowledge with other staffs to make proper decisions and agreements.

Moreover, they should practice collaborative work and reflective practices in both individual and groups beyond their traditional routines where they could focus on each other about their instructional practices, fulfill each other needs, evaluation and make appropriate changes in order to adapt to the challenges they face in their teaching and learning practices.

Besides, lecturers should cooperate more with stakeholders and the members of the University to implement achievement in programs of the university and students' learning. For sustainability in lifelong learning and students' achievement, lecturers should create strategies and take various roles for students' guidance.

2.Recommendation for the Administrators

The role of the principal is supporting leadership roles to teachers and establishing a strong organizational culture. Administrators should practice sharing leadership and make strategic support to lecturers in which good listening, formal and informal communication to enhance lecturers' leadership practices. Moreover, the principal should create a collaborative and cooperative environment for lecturers encouraging team spirits, sharing resources and ideas, and making more involvement in the decision- making process.

The existing research indicated that administrators in the University should develop a clear mission for lecturers and organizational members to achieve goals, identify their strengths, make their involvement, and delegate tasks into various roles inside and outside of the University. As organizational culture is healthy and strong due to the collective growth and responsibility, it is required that the leaders in the university arrange organizational learning for lecturers where lecturers take time to observe sharing and learning instructional practices each other and develop plans for the future.

3.Recommendation for the University Organizations

Based on the results, the University needed to provide lecturers' decision-making involvement and collaborative responsibility with communication practices such as conducting meetings, formal and informal conversation, using well-designed comprehensive

information system such as data assessment, learning management system, an administrative management system that could be assessable to all. The university should also support technical innovation support and training to lecturers for enhancing their instructional practices and students' learning achievement. Besides, the University should arrange a learning network for lecturers such as conferences, seminars, and workshops for their teaching and peer learning assessment, information exchange for adapting or changing their practices in line with the changing educational environment.

4.Recommendation for the Future Researchers

Future researchers should extend their studies to both public and private higher education institutions to measure and evaluate the lecturers' leadership capacity and organization culture. Besides, it is also needed to consider the administrators or campus presidents' perceptions of their leadership capacity and organizational culture.

In order to have depth understanding and more accurate, descriptive explanatory exploratory research, qualitative, and both qualitative and quantitative research approaches should be considered.
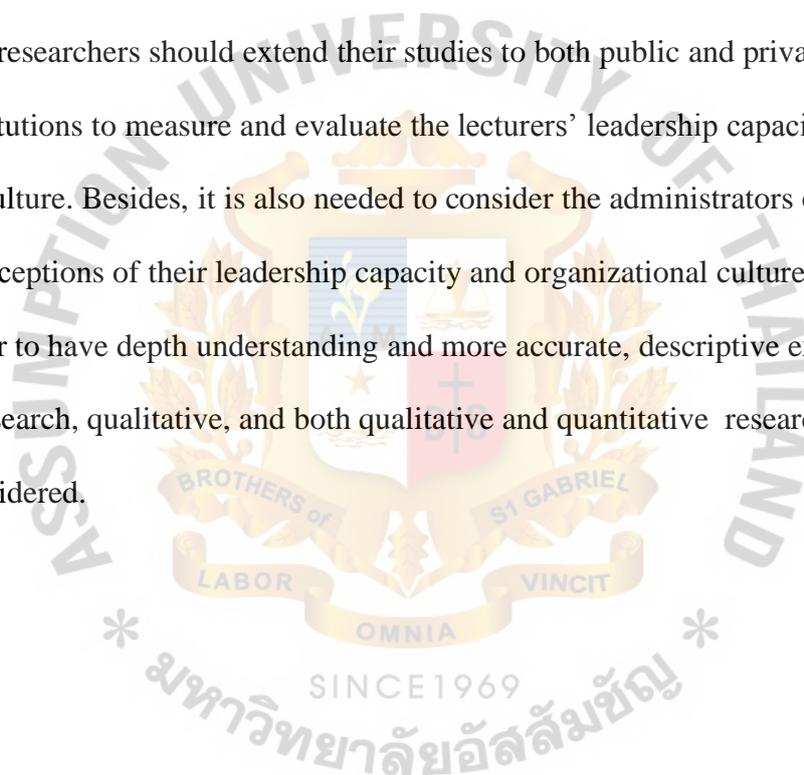
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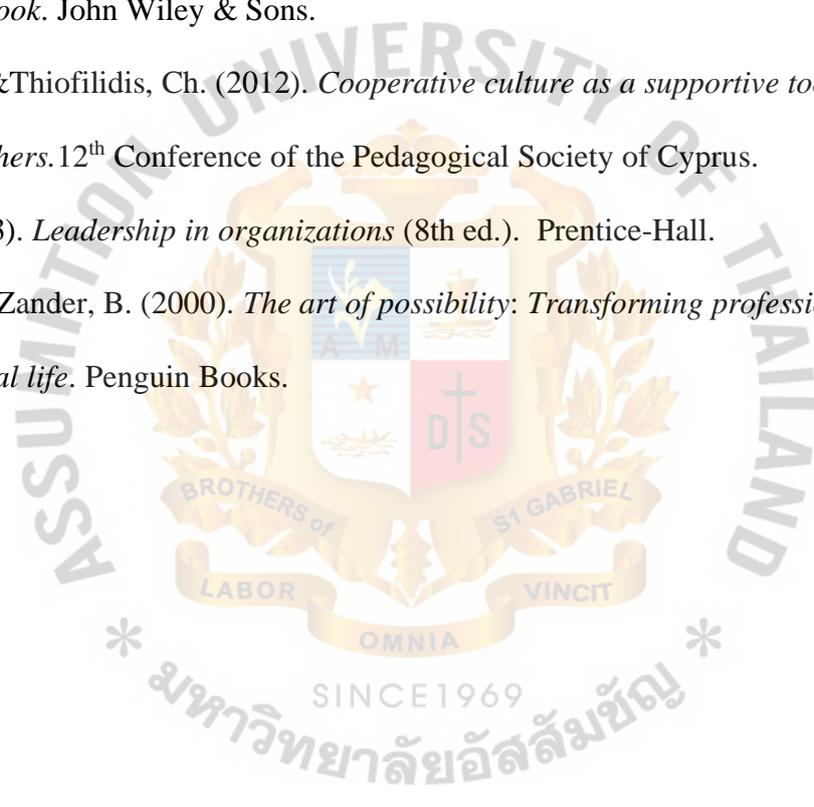
APPENDICES

APPENDIX A

Research Instrument

Survey Questionnaires

(English version)

Survey Questionnaires

This survey is intended to access the relationship of lecturers' perception towards leadership capacity and organizational culture at Strategy First University, Yangon, Myanmar. Your legitimate response would assist this research to come to significant end result in regards to the relationship between lecturers' leadership capacity and organizational culture at this University.

Direction

1. The content of survey questionnaires includes three parts:

   Part I on Demographic Profiles

   Part II on Leadership Capacity School Survey (LCSS)

   Part III on Organizational Culture Survey (OCS)

2. Please tick (√) the rating for each question as you find it to be the most appropriate.

3. All of your responses will be handled confidentially and for this reason of research Only.

   Thank you for your valuable time and co-operation.

Part I: Demographic Surveys

Please read the description below and then tick $\boxed{√}$ **in the box if you find it more appropriate for each question.**

1.Please specify your gender

☐ Male   ☐ Female

2.To what age group do you belong?

☐ 20-30   ☐ 31-40   ☐ 41-50   ☐ 51 and above

3.What is your educational background?

☐ Diploma   ☐ Bachelor's Degree   ☐ Master Degree   ☐ Doctoral Degree

4.How long have you been working in the current profession?

☐ 0-5   ☐ 6-10   ☐ 11-15   ☐ 16 and above

Part II: Leadership Capacity School Survey(LCSS)

This survey uses a Likert scale of five points for the respondents to address

accompanying questions.

Place a tick $\boxed{\sqrt{}}$ **rating each question reflecting your opinion**

1 = Never   2= Sometimes   3= Often   4=Usually   5= Always

	Construct 1: Broad-based, Skillful Participation in the Work of Leadership. In our university, I….	1	2	3	4	5
1	Participate in representative governance groups.					
2	Perform collaborative work in large and small teams.					
3	Model leadership skills.					
4	Organize for maximum interaction among adults and children.					
5	Share authority and resources.					
6	Express my leadership by attending to the learning of the entire school community.					
7	Engage each other in opportunities to lead.					

1 = Never   2= Sometimes   3= Often   4=Usually   5= Always

Item No.	Construct 2: Shared vision results in program coherence. In our university, I…..	1	2	3	4	5
8	Develop school vision jointly.					
9	Ask each other questions that keep me on track with our vision.					
10	Think together about how to align our standards, instruction, assessment, and programs with our vision.					
11	Keep our vision alive by reviewing it regularly.					

1 = Never   2= Sometimes   3= Often   4=Usually   5= Always

Item No.	Construct 3: Inquiry-based use of information. In our university, I….	1	2	3	4	5
12	Use a learning circle that involve reflection, dialogue, inquiry and action					
13	Make time available for this learning to occur (e.g faculty meeting, as hoc groups, teams)					
14	Focus on student learning					
15	Use data evidence to inform our decision and teaching practice					
16	Have designed a comprehensive information system that keep everyone informed and involved					

1 = Never   2= Sometimes   3= Often   4=Usually   5= Always

Item No.	Construct 4: Roles and actions reflect broad involvement, collaboration, and collective responsibility In our university, I….	1	2	3	4	5
17	Have designed my role to include attention to our classrooms, school community, and profession.					
18	Seek to perform outside of traditional roles.					
19	Have developed new ways to work together.					
20	Have developed a plan for sharing responsibilities in the implementation of our decisions and agreements					

1 = Never   2= Sometimes   3= Often   4=Usually   5= Always

Item No.	Construct 5: Reflective Practice that Leads Consistently to Innovation. In our university, I…..	1	2	3	4	5
21	Make time for ongoing reflection (e.g. journaling, peer coaching, collaborative planning).					
22	Encourage individual and group initiative by providing access to resources, personnel, and time.					
23	Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.					
24	Practice and support new ways of doing things.					
25	Develop my own criteria for accountability regarding individual and shared work.					

1 = Never   2= Sometimes   3= Often   4=Usually   5= Always

Item No.	Construct 6: High or Steadily Improving Student Achievement. In our university, I…..	1	2	3	4	5
26	Work with members of the school community to establish and implement expectations and standards.					
27	Teach and assess so that all students learn					
28	Have redesigned my role and structure to develop resiliency in children (e.g., teacher as coach/ advisor/ mentor, school-wide guidance programs, community service).					

Part III: Organizational Culture Survey

This survey uses a Likert scale of five points for the respondents to address

accompanying questions.

Place a tick $\boxed{\sqrt{}}$ **rating each question reflecting your opinion**
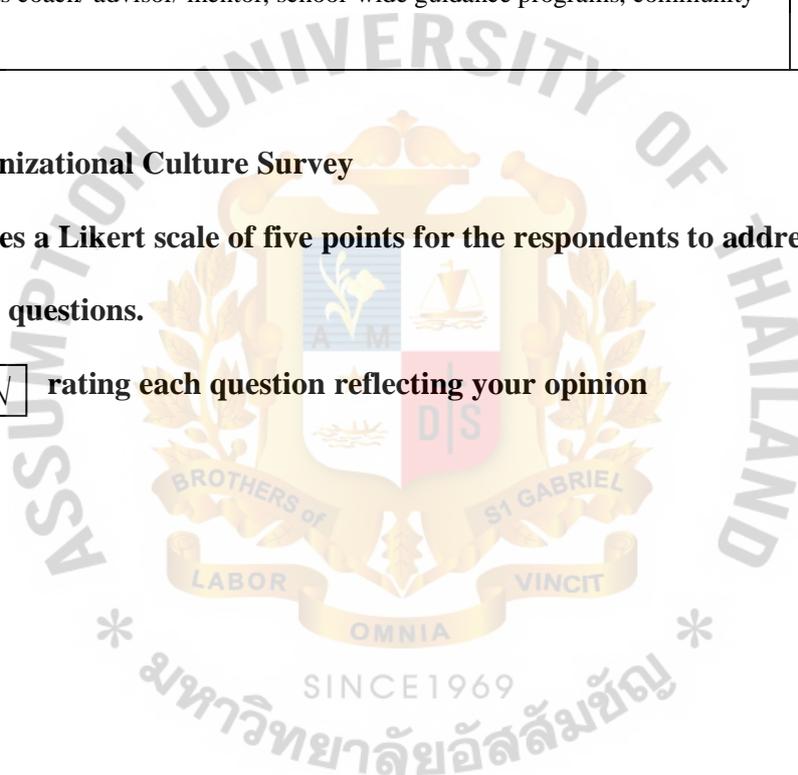
1 = Strong Disagree   2= Disagree   **3**= Neutral   **4**=Agree   5= Strongly Agree

Items No.	Construct 1: Mission. In our university, we	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1	Lecturers support the mission of the university					
2	The university mission provides a clear sense of direction for lecturers					
3	Lecturers understand the mission of the university					
4	The university mission statement reflects the values of the community					
5	Teaching performance reflects the mission of the university					

1 = Strong Disagree   2= Disagree   **3**= Neutral   **4**=Agree   5= Strongly Agree

Items No.	Construct 2: Adaptability. In our university, we	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
6	Lecturers utilize professional networks to obtain information and resources for classroom instruction.					
7	Lecturers regularly seek ideas from seminars, colleagues, and conferences.					
8	Professional development is valued by the faculty.					
9	Lecturers maintain a current knowledge base about the learning process.					
10	The faculty values university improvement					

1 = Strong Disagree   2= Disagree   3= Neutral 4=Agree   5= Strongly Agree

Items No.	Construct 3: Involvement In our university, we	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
11	Leaders value instructors' ideas.					
12	Leaders in this university trust the professional judgments of lecturers.					
13	Leaders take time to praise lecturers that perform well.					
14	Lecturers are involvement in the decision-making process.					
15	Leaders in our university facilitate lecturers working together.					
16	Lecturers are kept informed on current issues in the university.					
17	My involvement in policy or decision making is taken seriously.					
18	Lecturers are rewarded for experimenting with new ideas and techniques.					
19	Lecturers support risk-taking and innovation in teaching.					

Items No.						
20	Administrators protect instruction and planning time.					
21	Lecturers are encouraged to share ideas.					

1 = Strong Disagree   2= Disagree   **3**= Neutral **4**=Agree   5= Strongly Agree

Items No.	Construct 4: Consistency. In our university, we:	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
22	Lecturers have opportunities for dialogue and planning across grades and subjects.					
23	Lecturers spend consideration time planning together.					
24	Lecturers take time to observe each other teaching.					
25	Lecturers work together to develop and evaluate programs and projects.					
26	Teaching practice disagreements are voiced openly and discussed.					

APPENDIX B

Survey Questionnaire

Instrumentation (Myanmar Version)

သို့/

ချစ်ခင်လေးစားရပါသော ဆရာ/ ဆရာမများရှင့်

ဤ မေးခွန်းစစ်တမ်းလွှာ ကောက်ခံခြင်း၏ ရည်ရွယ်ချက်မှာ ထိုင်းနိုင်ငံ ဘန်ကောက်မြို့ (Assumption University) တွင် ပညာဆည်းပူးနေသော ကျွန်မ သိင်္ဂီအောင်၏ ပညာရေးဆိုင်ရာ မဟာဘွဲ့ (စီမံခန့်ခွဲရေး) မဟာတန်း သုတေသနစာတမ်းတင်သွင်းရန် အတွက် ရည်ရွယ်ပါသည်။ ကျွန်မ၏ စာတမ်း ခေါင်းစဉ်မှာ "မြန်မာနိုင်ငံ ရန်ကုန်မြို့ Strategy First University ကျောင်းရှိ ဆရာ၊ ဆရာမတို့၏ ခေါင်းဆောင်မှု စွမ်းရည်နှင့် ကျောင်း အဖွဲ့အစည်း အစဉ်အလာတို့ ဆက်စပ်မှု အပေါ်ဆရာ ဆရာမများတို့၏ ထင်မြင်ယူဆချက်များကို လေ့လာခြင်း" ဖြစ်ပါသည်။ ဤ စာတမ်း မေးခွန်းလွှာတွင် အဓိက အပိုင်း (၃) ပိုင်းပါဝင်ပါသည်။

အပိုင်း (၁) တွင် ဆရာ/ ဆရာမများ၏ ကိုယ်ရေးအချက်အလက်များ၊ အပိုင်း (၂) တွင် ဆရာ/ ဆရာမတို့၏ ခေါင်းဆောင်မှုစွမ်းရည် ဆိုင်ရာ မေးခွန်းများနှင့် အပိုင်း (၃)တွင် ကျောင်းအဖွဲ့ အစည်းဆိုင်ရာ အစဉ်အလာ မေးခွန်းများတို့ ဖြစ်ပါသည်။

ဖြေဆိုရာတွင် ဆရာ/ ဆရာမတို့၏ အမည်များကို ဖော်ပြရေးသားရန် မလိုပါ။ ကိုယ်ရေးအချက်အလက်နှင့် ထင်မြင်ယူဆချက်များကိုလည်း လျှို့ဝှက်စွာ ထိန်းသိမ်းထားပါမည်။ မဟာတန်း သုတေသန တင်သွင်းရာတွင် အချက်အလက်များ စီစစ်ရန် အထောက်အထား အနေဖြင့်သာ အသုံးပြုသွားပါမည်။ သုတေသန စာတမ်းရလဒ်များသည် ရိုးသားမှန်ကန်သော ဖြေဆိုမှု အပေါ်တွင် မူတည်ပါသော ကြောင့် မှန်ကန်သော ရလဒ် ဖြင့် ဤသုတေသနစာတမ်း ပြီးမြောက်အောင်မြင်ရန် ကျေးဇူး ပြု၍ မေးခွန်း အားလုံးကို မှန်ကန်စွာ ဖြေဆိုပေးကြပါရန် မေတ္တာရပ်ခံအပ်ပါသည်။

ယခုကဲ့သို့ ပညာရေးခရီးတွင် လက်တွဲခွင့်၊ ပူးပေါင်းလုပ်ဆောင်ခွင့် နှင့် ကူညီပံ့ပိုးမှုတို့ကို နားလည်စွာနှင့် အချိန်ပေးကြသော ဆရာ/ ဆရာမများ တစ်ဦး တစ်ယောက်ချင်းစီကို ကျေးဇူးအထူး တင်ရှိပါကြောင်း မှတ်တမ်းတင် ဖော်ပြအပ်ပါသည်။

<div align="right">

လေးစားစွာဖြင့်

သိင်္ဂီအောင်

(သုတေသနစာတမ်းပြုစုသူ)

</div>

အပိုင်း(၁)

ကိုယ်ရေးအချက်အလက်များဆိုင်ရာ မေးခွန်း

ကျေးဇူးပြု၍ အောက်ဖော်ပြပါဖော်ပြချက်ကိုဖတ်ပါ။ ပြီးနောက် မေးခွန်းတစ်ခုစီအတွက် ဆရာ/ဆရာမ တို့နှင့် သက်ဆိုင် သည့်အချက် များကို ရွေးချယ်ပေးပါ။

(၁) သင်သည် အမျိုးသား သို့မဟုတ် အမျိုးသမီး ဖြစ်ကြောင်းရွေးချယ်ဖော်ပြပါ။

☐ အမျိုးသား ☐ အမျိုးသမီး

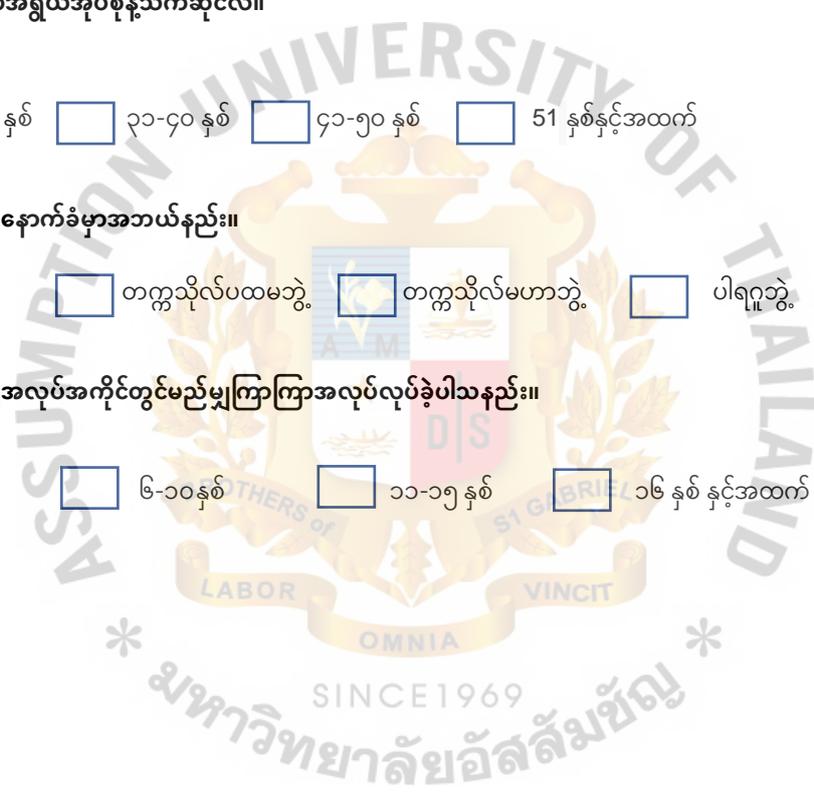**(၂) သင်ဘယ်အသက်အရွယ်အုပ်စုနဲ့သက်ဆိုင်လဲ။**

☐ ၂၀-၃၀ နှစ် ☐ ၃၁-၄၀ နှစ် ☐ ၄၁-၅၀ နှစ် ☐ 51 နှစ်နှင့်အထက်

(၃) သင်၏ပညာရေးနောက်ခံမှာအဘယ်နည်း။

☐ ဒီပလိုမာ ☐ တက္ကသိုလ်ပထမဘွဲ့ ☐ တက္ကသိုလ်မဟာဘွဲ့ ☐ ပါရဂူဘွဲ့

(၄) သင်သည်လက်ရှိအလုပ်အကိုင်တွင်မည်မျှကြာကြာအလုပ်လုပ်ခဲ့ပါသနည်း။

☐ ၁-၅ နှစ် ☐ ၆-၁၀နှစ် ☐ ၁၁-၁၅ နှစ် ☐ ၁၆ နှစ် နှင့်အထက်

အပိုင်း(၂)

စွမ်းရည်မြင့်ခေါင်းဆောင်မှုဆိုင်ရာမေးခွန်း

ညွှန်ကြားချက်

၁။ ပေးထားသော ဇယားတွင်ဆရာ/ဆရာမတို့၏ ထင်မြင်ချက်နှင့် အကိုက်ညီဆုံး တစ်ကွက်ကို (✓)

အမှတ်ခြစ်ပေးပါ။

(၁) တစ်ခါမျှမလုပ်ဘူးပါ   (၂) တစ်ခါတစ်ရံ   (၃) မကြာခဏ   (၄) အမြဲတမ်းလိုလို (၅)အမြဲတမ်း။

စဉ်	အမှတ်စဉ်(၁) ခေါင်းဆောင်မှုမြှင့်တင်ရေးလုပ်ငန်းတို့တွင် အားလုံးစွမ်းရည်ပြည့်ပူပေါင်းပါဝင်လုပ်ကိုင်ခြင်း။ ကျွန်တော်/ကျွန်မတို့၏ တက္ကသိုလ်တွင် ကျွန်တော်/ကျွန်မသည်...........	(၁)	(၂)	(၃)	(၄)	(၅)
(၁)	ကွပ်ကဲကြီးကြပ်ရေးကိုယ်စားလှယ်အဖွဲ့ဝင်အဖြစ်ပါဝင်ဆောင်ရွက်သည်။					
(၂)	အဖွဲ့ကြီး အဖွဲ့ငယ်များ နှင့် ပူးပေါင်းလုပ်ဆောင်သည်။					
(၃)	ခေါင်းဆောင်မှုစွမ်းရည်ကို စံနမူနာထားလုပ်ကိုင်သည်။					
(၄)	လူကြီးလူငယ်ကြား ပေါင်းသင်းဆက်ဆံမှု မြင့်မားရေးအတွက် စီမံသည်။					
(၅)	လုပ်ပိုင်ခွင့်နှင့် အရင်းမြစ် သုံးစွဲခွင့်တို့ကို မျှဝေသည်။					
(၆)	တက္ကသိုလ်တွင်းအသိုက်အဝန်းတစ်ခုလုံး၏ သင်ယူမှုကို အာရုံစိုက်ခြင်းအားဖြင့် ကျွန်ုပ်တို့၏ ခေါင်းဆောင်မှုကို ဖော်ပြသည်					
(၇)	ဦးဆောင်လုပ်ကိုင်ရသည့် အခွင့်လမ်းများ ရရှိရေးအတွက် တစ်ဦးနှင့်တစ်ဦးညှိနှိုင်းဆောင်ရွက်သည်။					

(၁) တစ်ခါမျှမလုပ်ဘူးပါ   (၂) တစ်ခါတစ်ရံ   (၃) မကြာခဏ   (၄) အမြဲတမ်းလိုလို (၅)အမြဲတမ်း။

စဉ်	အမှတ်စဉ်(၂) လုပ်ငန်း အစီအစဉ် ကြောင်းကျိုးဆီလျော်မှုတို့ ရရှိအောင် ဘုံမျှော်မှန်းချက်ထားရှိခြင်း ကျွန်ုပ်တို့ကျောင်းတွင် ကျွန်တော်/ကျွန်မသည်......	(၁)	(၂)	(၃)	(၄)	(၅)
(၈)	ကျောင်းမျှော်မှန်းချက်ကို ပူးပေါင်း အကောင်အထည် ဖော်သည်။					
(၉)	မျှော်မှန်းချက်နှင့်အညီ ထိန်းကျောင်းနိုင်ရန် တစ်ဦးနှင့်တစ်ဦး မေးခွန်းများ အချင်းချင်း အပြန်အလှန်မေးသည်။					
(၁၀)	မျှော်မှန်းချက်နှင့်အညီ ကျောင်းတွင်လုပ်ငန်း အစီအစဉ်များစစ်ဆေးအကဲဖြတ်မှုများ သင်ကြားရေးနှင့် စံနှုန်းသတ်မှတ်ချက်များ ဆိုင်ရာအကြောင်းအရာများကိုအတူတကွ တွေးဆကြသည်။					
(၁၁)	ပုံမှန်ပြန်လည် သုံးသပ်ခြင်းဖြင့် ကျောင်းမျှော်မှန်းချက်ကို ရှင်သန်အောင်ထိန်းသိမ်းသည်။					

စွမ်းရည်မြင့်ခေါင်းဆောင်မှုဆိုင်ရာမေးခွန်း

(၁) တစ်ခါမျှမလုပ်ဘူးပါ   (၂) တစ်ခါတစ်ရံ   (၃) မကြာခဏ   (၄) အမြဲတမ်းလိုလို   (၅)အမြဲတမ်း။

စဉ်	အမှတ်စဉ်(၃) ဆုံးဖြတ်ချက်များနှင့် ထိုဆုံးဖြတ်ချက်များဆိုင်ရာ လိုက်နာကျင့်သုံးမှုတို့အားသိစေရန်မေးမြန်းစုံစမ်းခြင်းအားဖြင့် အချက်အလက်ရယူစုဆောင်းအသုံးပြန်ခြင်း ကျွန်တော်/မတို့တက္ကသိုလ်တွင် ကျွန်တော်/မသည်......	(၁)	(၂)	(၃)	(၄)	(၅)
(၁၂)	လုပ်ဆောင်ချက်များ ၊မေးမြန်းခွင့်များ ၊ဆွေးနွေးခွင့်များနှင့် ပြန်လည်သုံးသပ်ခြင်းတို့ပါဝင်သည့်ဆွေးနွေးတွေ့ဆုံပွဲ တွင်ပါဝင်သည်။					
(၁၃)	၎င်းဆွေးနွေးခြင်း အတွက်လည်း သီးသန့်အချိန်ရေးဆွဲထားပါသည်။					
(၁၄)	ကျောင်းသူ/သားတို့၏ သင်ယူတတ်မြောက်မှုကို အာရုံစိုက်ပါသည်။					
(၁၅)	သင်ကြားရေးအလေ့အကျင့်များနှင့်ဆုံးဖြတ်ချက်တို့ကို မှတ်တမ်းမှတ်ရာ များအသုံးပြု၍ သတင်းမျှဝေပါသည်။					
(၁၆)	ဆရာ/ဆရာမတိုင်းသိရှိခွင့် ပါဝင်ခွင့် စသည့် သတင်းအချက်အလက်တို့ ကို အဆက်မပြတ်ရရှိအောင် သတင်းပြန်ကြားရေးစနစ်တစ်ခု ဖွဲ့စည်းထားပါသည်။					

စဉ်	အမှတ်စဉ်(၄) လုပ်ငန်းကဏ္ဍ ခွဲဝေမှု တာဝန်ယူမှု ပူးပေါင်းပါဝင်မှုဆိုင်ရာလုပ်ဆောင်ချက်များ..ကျွန်တော်/မတို့တက္ကသိုလ်တွင် ကျွန်တော်/ကျွန်မသည်....	(၁)	(၂)	(၃)	(၄)	(၅)
(၁၇)	မိမိ၏တတ်ကျွမ်းမှုအပေါ်မူတည်၍သက်ဆိုင်ရာကျောင်းအဖွဲ့အစည်းနှင့် စာသင်ခန်းစသည့်ကဏ္ဍ အသီးသီးတွင် ပါဝင်နိုင်အောင် တာဝန်များခွဲဝေချမှတ်ထားသည်။					
(၁၈)	သမာရိုးကျ အခန်းကဏ္ဍမှဖောက်လုပ်ဆောင်ရန် စူးစမ်းသည်။					
(၁၉)	နည်းလမ်းသစ်များရရှိအောင် အတူတကွဖော်ထုတ်သည်။					
(၂၀)	ကျွန်ုပ်တို့၏ ဆုံးဖြတ်ချက်များနှင့် သဘောတူညီမှုများကို လက်တွေ့ အကောင်အထည်ဖော်နိုင်ရန်တာဝန်များခွဲဝေကြသည့် အစီအစဉ်ရှိသည်။					

စွမ်းရည်မြင့်ခေါင်းဆောင်မှုဆိုင်ရာမေးခွန်း

(၁) တစ်ခါမျှမလုပ်ဘူးပါ (၂) တစ်ခါတစ်ရံ (၃) မကြာခဏ (၄) အမြဲတမ်းလိုလို (၅)အမြဲတမ်း။

စဉ်	အမှတ်စဉ်(၅) ပြန်လည်သုံးသပ်ခြင်းမှဆန်းသစ်မှုသို့ ဖြစ်ပေါ်စေသည့် အချက်များ...ကျွန်တော်/ကျွန်မတို့၏ တက္ကသိုလ် တွင် ကျွန်တော်/ကျွန်မတို့သည်..........	(၁)	(၂)	(၃)	(၄)	(၅)
(၂၁)	စဉ်ဆက်မပျက် ပြန်လည်သုံးသပ်နိုင်ရန် အချိန်များ သတ်မှတ်ထားသည်။					
(၂၂)	အချိန် ကျွမ်းကျင်သူများနှင့် အရင်းမြစ်များလွယ်လင့်တကူ ထားရှိခြင်းမှတဆင့် တစ်ဦးချင်းသော်လည်းကောင်း၊အစုအဖွဲ့လိုက်သော်လည်း ပြန်လည်သုံးသပ်ခြင်း ကိုအားပေးသည်။					
(၂၃)	တက္ကသိုလ်အတွင်းအပြင် အဖွဲ့အစည်းများနှင့် ပူးပေါင်း၍ မိမိတို့ လုပ်ဆောင်ချက်များအပေါ် အကြံပြုချက်များ ရရှိနိုင်ရန်ချိတ်ဆက်ထားသည်။					
(၂၄)	ဆန်းသစ်သည့်နည်းလမ်းများ လုပ်ကိုင်နိုင်ရန်လေ့ကျင့်ထောက်ပံ့ပေးသည်။					
(၂၅)	အုပ်စုလုပ်ငန်း၊ တစ်ဦးချင်းလုပ်ငန်းတို့ ပတ်သက်၍တာဝန်ယူ တာဝန်ခံမှုစံနှုန်းများ ကိုယ်တိုင်သတ်မှတ်ရေးဆွဲသည်။					

စွမ်းရည်မြင့်ခေါင်းဆောင်မှုဆိုင်ရာမေးခွန်း

(၁) တစ်ခါမျှမလုပ်ဘူးပါ (၂) တစ်ခါတစ်ရံ (၃) မကြာခဏ (၄) အမြဲတမ်းလိုလို (၅)အမြဲတမ်း။

စဉ်	အမှတ်စဉ် (၆) ကျောင်းသူ/ကျောင်းသားတို့၏ရေရှည်အောင်မြင်မှုမြင့်မားရေး အချက်များ ကျွန်တော်/ကျွန်မတို့တက္ကသိုလ်တွင် ကျွန်တော်/ကျွန်မသည်.....	(၁)	(၂)	(၃)	(၄)	(၅)
(၂၆)	တက္ကသိုလ်တွင်အဖွဲ့ဝင်များ ကောင်စီများနှင့်အတူပူပေါင်း၍ ကျောင်းမျှော်မှန်းချက်နှင့်စံနှုန်းများကိုရေးဆွဲချမှတ်သည်။					
(၂၇)	ကျောင်းသူ/သားများအားလုံး တတ်မြောက်နိုင်ရန် သင်ကြားခြင်းနှင့် စစ်ဆေးအကဲဖြတ်ခြင်းတို့ကို လုပ်ဆောင်သည်။					
(၂၈)	ကျောင်းသူ/သားများအားရင်းတို့၏ တိုးတက်မှုကို အကြံပြုချက်များပေးသည်။					
(၂၉)	တက္ကသိုလ်တွင်အစီအစဉ်များနှင့် ကျောင်းသူ/သား တို့၏လုပ်ဆောင်ချက်များကို ကျောင်းသူ/သားများနှင့် တွေ့ဆုံဆွေးနွေးပေးသည်။					
(၃၀)	ကျောင်းသူ/သားများ ဒုပေနာပေ ခံနိုင်မှု (ဒဏ်ခံနိုင်မှု) ဖွံ့ဖြိုးတိုးတက်စေရန် အစီအစဉ်များအခန်းကဏ္ဍများ သတ်မှတ်ထားရှိသည်။ (ဥပမာ- ဆရာ/မများသည်နည်းပြအဖြစ်လည်းကောင်း။ အကြံပေးအဖြစ်လည်းကောင်း။ ရပ်ရွာအခြေပြုလုပ်ငန်းထမ်းဆောင်သူအဖြစ်လည်းကောင်း)စသည့်အသွင်အမျိုးမျိုးဖြင့် ကျောင်းသူ/သားများကို ကြီးကြပ်လမ်းညွှန်ပေးသည်။					

အပိုင်း(၃)

ကျောင်းအဖွဲ့ အစည်း အစဉ်အလာဆိုင်ရာ မေးခွန်း

ညွှန်ကြားချက်

၁။ ပေးထားသော ဇယားတွင်ဆရာ/ဆရာမတို့၏ ထင်မြင်ချက်နှင့် အကိုက်ညီဆုံး တစ်ကွက်ကို (✔)

    အမှတ်ခြစ်ပေးပါ။

(၁) လုံးဝသ�‌ဘောမတူ   (၂) သဘောမတူ   (၃) မှတ်ချက်မရှိ   (၄) သဘောတူ   (၅) လုံးဝသဘောတူ

စဉ်	အမှတ်စဉ်(၁) ရည်မှန်းချက် / ကျွန်ုပ်တို့၏ တက္ကသိုလ်တွင်	(၁)	(၂)	(၃)	(၄)	(၅)
(၁)	သင်တန်းပို့ချသူများသည် တက္ကသိုလ်၏ ခံယူထားသောတာဝန်ကို ထောက်ခံအားပေးသည်။					
(၂)	တက္ကသိုလ်၏ ရည်မှန်းချက်သည် သင်တန်းပို့ချသူများအတွက် ရှင်းလင်းသော လမ်းညွှန်ချက်ကိုပေးသည်။					
(၃)	သင်တန်းပို့ချသူများသည် တက္ကသိုလ်၏ တာဝန်ကို နားလည်ကြသည်။					
(၄)	တက္ကသိုလ်၏ ထုတ်ပြန်ထားသော ရည်မှန်းချက်သည် ရပ်ရွာ၏တန်ဖိုးကို ထင်ဟပ်စေသည်။					
(၅)	သင်ကြားပို့ချမှုစွမ်းဆောင်ရည်သည် တက္ကသိုလ်၏ ရည်မှန်းချက်ကို ထင်ဟပ်စေသည်။					

(၁) လုံးဝသဘောမတူ   (၂) သဘောမတူ   (၃) မှတ်ချက်မရှိ   (၄) သဘောတူ   (၅) လုံးဝသဘောတူ

စဉ်	အမှတ်စဉ်(၂) အလိုက်သင့်နေထိုင်နိုင်ခြင်း /ကျွန်ုပ်တို့၏ တက္ကသိုလ်တွင်	(၁)	(၂)	(၃)	(၄)	(၅)
(၆)	သင်တန်းပို့ချသူများသည် စာသင်ခန်း အတွင်းညွှန်ကြားမှု အတွက်သတင်းအချက်အလက်နှင့်အရင်းအမြစ်များရယူရန်အတတ်ပညာဆိုင်ရာ အချိတ်အဆက်များကို ဆက်သွယ်အသုံးပြုကြသည်။					
(၇)	သင်တန်းပို့ချသူများသည် ဆွေးနွေးပွဲများ၊ လုပ်ဖော်ကိုင်ဖက်များနှင့်ဩီလာခံများမှအကြံဉာဏ်များကိုပုံမှန်ရှာဖွေကြသည်။					
(၈)	အတတ်ပညာဆိုင်ရာ ဖွံ့ဖြိုးတိုးတက်မှုကို တက္ကသိုလ်၏ ဌာနမှတန်ဖိုးထားသည်။					
(၉)	သင်တန်းပို့ချသူများသည် သင်ကြားရေးလုပ်ငန်းစဉ်နှင့်ပတ်သက် ၍ လက်ရှိဗဟုသုတအခြေခံကို ထိန်းသိမ်းထားသည်။					
(၁၀)	တက္ကသိုလ်၏ဌာနမှ တက္ကသိုလ် ဖွံ့ဖြိုးတိုးတက်မှုကို တန်ဖိုးထားသည်။					

(၁) လုံးဝသဘောမတူ   (၂) သဘောမတူ   (၃) မှတ်ချက်မရှိ   (၄) သဘောတူ   (၅) လုံးဝသဘောတူ

စဉ်	မှတ်စဉ်(၃) ပါဝင်ပတ်သက်မှု / ကျွန်ုပ်တို့၏ တက္ကသိုလ်တွင်	(၁)	(၂)	(၃)	(၄)	(၅)
(၁၁)	ခေါင်းဆောင်များသည် သင်တန်းပို့ချသူများ၏ အကြံဉာဏ်များကို တန်ဖိုးထားသည်။					
(၁၂)	တက္ကသိုလ်၏ ခေါင်းဆောင်များသည် သင်တန်းပို့ချသူများ၏ ပညာရပ်ဆိုင်ရာ ဆုံးဖြတ်ချက်များကို ယုံကြည်ကြသည်။					
(၁၃)	ခေါင်းဆောင်များအနေဖြင့် ကောင်းမွန်စွာလုပ်ဆောင်နိုင်သော သင်တန်းပို့ချသူများကိုချီးမွမ်းရန် အချိန်ယူစောင့်ကြည့် ကြသည်။					

(၁၄)	သင်တန်းပို့ချသူများသည် ဆုံးဖြတ်ချက်ချခြင်းလုပ်ငန်းစဉ်တွင် ပါဝင်ပတ်သက်ကြသည်။					
(၁၅)	ကျွန်ုပ်တို့ တက္ကသိုလ်၏ ခေါင်းဆောင်များသည် သင်တန်းပို့ချသူများ အတူတကွ အလုပ်လုပ်နိုင်စေရန် အဆင်ပြေချောမွေ့စွာဆောင်ရွက်ပေးသည်။					
(၁၆)	သင်တန်းပို့ချသူများအား တက္ကသိုလ်၏လက်ရှိအခြေအနေများနှင့်ပတ်သက် ၍ အသိပေးထားပါသည်။					
(၁၇)	မူဝါဒ သို့မဟုတ် ဆုံးဖြတ်ချက်ချ ခြင်း ၌ကျွန်ုပ်၏ ပါဝင်ပတ်သက်မှုကို အလေးအနက်ထားသည်။					
(၁၈)	နည်းပညာအသစ်များနှင့် စိတ်ကူးအတွေးအခေါ်အသစ်များ စမ်းသပ် လုပ်ဆောင်ချက်အတွက် သင်တန်းပို့ချသူများအား အကျိုးခံစားခွင့်ပြုသည်။					
(၁၉)	ခေါင်းဆောင်များအနေဖြင့် စွန့်စားရမှုနှင့် ဆန်းသစ်တီထွင်မှုကို သင်ကြားရေးတွင်ထောက်ပံ့ပေးသည်။					
(၂၀)	အုပ်ချုပ်သူများသည် ညွှန်ကြားချက်နှင့် အချိန်ကြိုတင်စီမံချက်အတွက် ကာကွယ်ပေးထားသည်။					
(၂၁)	သင်တန်းပို့ချသူများအား ၎င်း တို့၏ စိတ်ကူးအကြံဉာဏ်များ မျှဝေရန် အားပေးတိုက်တွန်းမှုများရှိပါသည်။					

(၁) လုံးဝသဘောမတူ   (၂) သဘောမတူ   (၃) မှတ်ချက်မရှိ   (၄) သဘောတူ   (၅) လုံးဝသဘောတူ

စဉ်	အမှတ်စဉ်(၄) ရှေ့နောက်ညီညွတ်မှု / ကျွန်ုပ်တို့၏ တက္ကသိုလ်တွင်	(၁)	(၂)	(၃)	(၄)	(၅)
(၂၂)	သင်တန်းပို့ချသူများအတွက်တွေ့ဆုံဆွေးနွေးရေးအဆင့်နှင့်ဘာသာရပ် ကြိုတင် ပြင်ဆင်မှုများအတွက် အခွင့်အလမ်းများရှိသည်။					
(၂၃)	သင်တန်းပို့ချသူများသည် ကြိုတင်ပြင်ဆင်ခြင်းများအတွက် အချိန်ကို အတူတကွ ထည့်သွင်းအသုံးပြုစဉ်းစားကြသည်။					
(၂၄)	သင်တန်းပို့ချသူများသည် သင်ကြားရေးအတွက် တဦးနှင့်တဦး လေ့လာ အကဲဖြတ်မှုတွင် အချိန်ယူကြသည်။					
(၂၅)	သင်တန်းပို့ချသူများသည် အစီအစဉ်များနှင့်စီမံကိန်းများ ဖွံ့ဖြိုးတိုးတက်ရန်နှင့်အကဲဖြတ်စိစစ်ရန် အတူတကွ အလုပ်လုပ်ကြသည်။					
(၂၆)	လက်တွေ့သင်ကြားခြင်းဆိုင်ရာ သဘောမတူညီမှုများအား ပွင့်လင်းစွာ ထုတ်ဖော်ပြောဆိုဆွေးနွေးကြသည်။					

APPENDIX C

Translation Approval Letters

Date: 15 Sep, 2020

To whom it may concern,

I am writing this letter of translation approval at the request of Theingi Aung (ID-6219569) for the accomplishment of her Master of Education Degree in Educational Administration. The two questionnaires, High Leadership Capacity School Survey (HLCSS) and Organizational Culture Survey (OCS), have been comprehensively translated into the Myanmar language for her focused group of participants.

Therefore, I hereby recommend that the translated versions of both the questionnaires are relevant and true to their origins.

Zaw Tun Latt (Mr.)

latnova@gmail.com

Founder (Knowledge Village Education, Thanbyuzayat, Mon State)

M.Ed. (Educational Administration and Leadership)

Assumption University of Thailand

B.Sc. (Chem)

Yangon University of Distance Edcuation

Dear Sir/Madam:

I am writing this letter of translation approval at the request of Ms. Theingi Aung (ID-6219569) for the accomplishment of her Master of Education Degree in Educational Administration.

I am a seminary Linguistics and Translation lecturer serving the ministry of Our Redeemer Lord, Jesus, under the English Department. After examining the two questionnaires, **High Leadership Capacity School Survey (HLCSS) and Organizational Culture Survey (OCS)**, which is prepared by Theingi Aung (ID-6219569), these have been comprehensively translated into Burmese Language (Myanmar Language) for her focused grouped participants.

Thus, I hereby recommend that the translated versions of the questions are relevant and true to their origins.

Saya Winn Minn Zaw
M.A.ELT (Assumption University),B.A.RS (English), Myanmar Institute of Theology, B.A (Yangon University).
Lecturer
English Department
Liberal Arts Program (LAP)
Myanmar Institute of Theology (MIT), Seminary Hill, Insein, Yangon, Myanmar.
Email:ajarnsawwinnminn@gmail.com

Date: 19th November 2020.

To whom it may concern,

Ms. Theingi Aung (Student ID- 6129569) has created two types of questionnaires for her thesis which is required for the accomplishment of her master's degree in Educational Administration and Leadership. Both questionnaires are written in standard English and were also translated into Myanmar language in which the wording is easily understandable for the respondents.

Hence, I would like to certify with confidence that the translated form of the questionnaires is both comprehensible and clear, reflecting the original English meaning of words.

19/11/2020

Dr. Saw Harry Nu.

M.B., B.S (Yangon), Diploma in Trauma Life Support (Jakarta, Indonesia)

Medical Officer (International SOS Clinic, Yangon).

Principal (Harry's IELTS Classes).

IELTS trainer (Canadian International College, Myanmar)

Part-time English Lecturer (East Nursing Training School, Ministry of Health and Sports, Myanmar)

APPENDIX D

Permission Letter

From Assumption University of Thailand and President of

Strategy First University, Yangon

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: DE-1-034/2020

Graduate School of Human Sciences
Assumption University
Hua Mak
Bangkapi
Bangkok 10240

September 15, 2020

President
Strategy First University
No.8, Groud Floor, Pan Chan Tower, Bagayar Road
Myanmar, 11111

Dear President,

I would like to introduce Ms. Theingi Aung who is our student in the Master of Education Program in Educational Administration and Leadership, Graduate School of Human Sciences, Assumption University.

Ms. Theingi Aung is conducting a thesis on "A STUDY OF THE RELATIONSHIP BETWEEN LECTURERS' PERCEPTIONS TOWARDS THEIR LEADERSHIP CAPACITY AND ORGANIZATIONAL CULTURE AT STRATEGY FIRST UNIVERSITY, YANGON, MAYANMAR" under Dr. Yan Ye's supervision.

In this regard, the student would like your kind permission to collect data for her study at your esteemed institute. Thank you so much in anticipation of your positive reply relating to this request and her possible further information needs. Should you need more information, please contact her via email: kameronkid@gmail.com

Sincerely yours,

Assoc. Prof. Dr. Suwattana Eamoraphan
Dean, Graduate School of Human Sciences
Assumption University

သက်ဆိုင်ရာသို့

ရက်စွဲ   September 10,2020

ချစ်ခင်လေးစားရပါသော ဆရာကြီး/ ဆရာမကြီး ရှင်

အကြောင်းအရာ။   ။ ပညာရေးဆိုင်ရာ မဟာတန်း သုတေသန စာတမ်းပြုစုရန် အတွက် ရန်ကုန်မြို့
                    Strategy First university တွင် မေးခွန်းစစ်တမ်းလွှာ ကောက်ယူရန်ခွင့်ပြုပါရန်
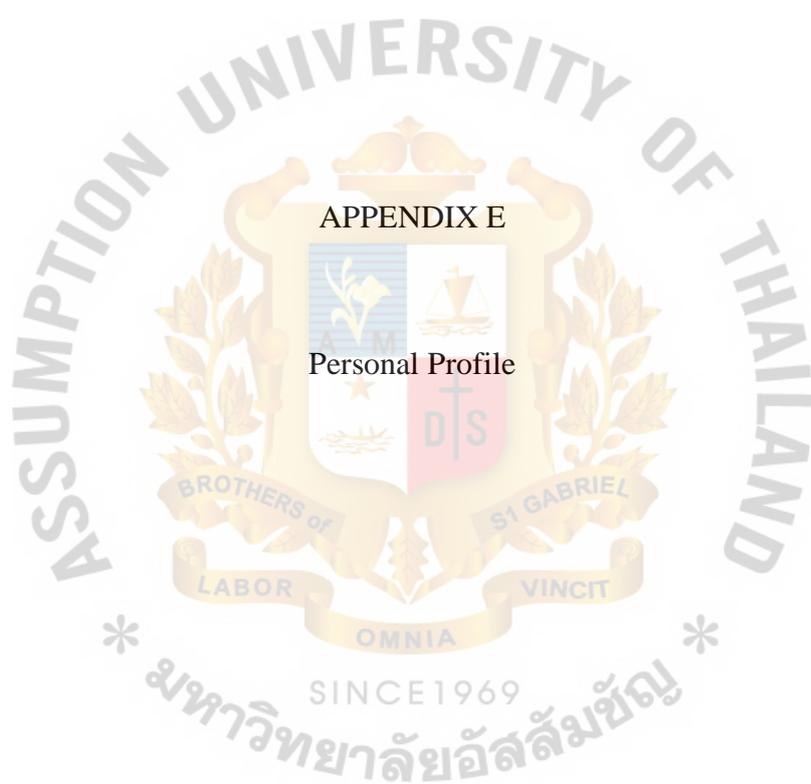   ခွင့်ပြုချက် တောင်းခံခြင်း။

                    အထက်ပါ အကြောင်းအရာနှင့် ပတ်သက်၍ ကျွန်မ သီရီအောင် သည် ယခု ချိန် တွင်
ထိုင်းနိုင်ငံ ဘန်ကောက်မြို့ ရှိ (Assumption University of Thailand) တွင် Propect Burma Foundation
မှ ပညာသင်ဆု ရရှိ၍ ပညာရေးဆိုင်ရာ မဟာတန်းကို တက်ရောက်ဆည်းပူးနေသူဖြစ်ပါသည်။ သို့ ဖြစ်ပါ ၍
ကျွန်မ၏ မဟာတန်းသုတေသန စာတမ်းကို "မြန်မာနိုင်ငံ ရန်ကုန်မြို့ Strategy First University ကျောင်းရှိ
ဆရာ၊ ဆရာမတို့၏ ခေါင်းဆောင်မှု စွမ်းရည်နှင့် ကျောင်း အဖွဲ့ အစည်း အစဉ်အလာတို့ ဆက်စပ်မှု
အပေါ်ဆရာ ဆရာမများတို့၏ ထင်မြင်ယူဆချက်များကို လေ့လာခြင်း" ဟူ၍ ရွေးချယ်ထားပါသည်။

                    ထို့ကြောင့်ကျွန်မ၏ သုတေသန စာတမ်း အောင်မြင်နိုင်အောင် ဆောင်ရွက်နိုင်ရန်မှာ ဆရာ
ဆရာမကြီးတို့၏ ပံ့ပိုးမှုနှင့် ခွင့်ပြုချက်အကူအညီမှာ များစွာလိုအပ်ပါသဖြင့် လေးစားစွာဖြင့်
တောင်းခံအပ်ပါသည်။ ဤစာတမ်းနှင့် ပတ်သက်၍ ဆရာ ဆရာမများတို့၏ ကိုယ်ရေးအချက် အလက်များနှင့်
အဖြေများကို လျှို့ဝှက်စွာ ထိန်းသိမ်းထားပါမည်။ ဤမေးခွန်းလွှာ များကိုလည်း မဟာတန်း သုတေသန
တင်သွင်းရာ၌ အချက်အလက်များစီစစ်ရန်နှင့် အထောက်အထား အနေဖြင့်သာ အသုံးပြုမည် ဖြစ်ပါသည်။

                    ဆရာ ဆရာမကြီးရှင် ကျေးဇူးပြု၍ ကျောင်းတွင် လက်ရှိတာဝန် ထမ်းဆောင် နေကြသော
ဆရာ ဆရာမများနှင့်လည်း ပူးပေါင်းခွင့်ပြုပါရန် တောင်းဆို တောင်းခံအပ်ပါသည်။ လိုအပ်သည်များ
ရှိပါကလည်း စေတနာထား ညွှန်ကြားပေးပါရန် မေတ္တာရပ်ခံအပ်ပါသည်။

လေးစားစွာဖြင့်

သုတေသနစာတမ်းပြုစုသူ ----------------------   ခွင့်ပြုသူ လက်မှတ်----------------------

အမည်   ----------------------   အမည်   ----------------------

နေရပ်လိပ်စာ   ----------------------   ရာထူး   ----------------------

ဖုန်း/ Email   ----------------------

APPENDIX E

Personal Profile

Theingi Aung

kameronkid@gmail.com

Nationality	: Myanmar
Ethnicity	: Burmese
Languages	: Myanmar, English
Origin	: Yangon, Myanmar

Educational Qualifications	
2008	B. Pharm (Yangon), University of Pharmacy, Yangon, Myanmar
2014	Diploma in Social Work (Yangon University)
2016	Professional Executive Diploma in Business Administration
2018	Certificate in Teacher Training (Centre for the study of Myanmar Politics and Society
2019	Master Certificate Programming for Infant and Young child feeding

Professional Experience	
2007-2008	Teacher at Aung Sat Kyar Pharmacist Aid Training School
209-2016	Pharmacist at Bahosi Hospital
2016-2018	Senior Sales and Technical Executive at Safe Choices(Myanmar)
2020	Teacher at Thailand Government Schools

Volunteering

- ➤ Assisting in children activities at Latter-day Saint Charities
  (Non-profit organization)
- ➤ Teaching English to young learners at Centre for the study of Myanmar
  Politics and Society (CSMP)
- ➤ Volunteering at Alliance University Center for students and kids'
  activities (Soi Ramkhamhaeng 24, Yaek 32, Hua Mak, Bang Kapi district,
  Bangkok 10240
- ➤ Volunteering at CCMA Agape Church for assisting teaching young
  learners and adults who will take TOEIC exam from Thai government
  (Soi Ramkhamhaeng 24, Yaek 18, Hua Mak, Bang Kapi district, Bangkok
  10240)
- ➤ Assisting teaching at Tonkhaw Kindergarten School (187, HuaMak 22,
  Bang Kapi District, Bangkok 10240