A DEVELOPMENT OF AN INSTRUCTIONAL LEADERSHIP MODEL FOR SCHOOLS IN THE KACHIN AREA OF MYANMAR

Mr. Khun Seng

A Dissertation in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Leadership

Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2013
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ABSTRACT

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Key Words: INSTRUCTIONAL LEADERSHIP, MODEL, DEVELOPMENT

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The research methodology is mixed method. The instructional leadership and transformational leadership are applied as a tool for developing instructional leadership model, and the 10 factors of instructional leadership and 4 factors of transformational leadership are included. The development of instructional leadership model is provided by using the survey on teachers, headmasters and education officers from the Kachin area of Myanmar measuring the current practices and expectations of instructional leadership in schools. The study investigated the perceptions of the Kachin schools for developing instructional leadership in the Kachin area of Myanmar.

The study attempted to answer the research questions such as (1) what are the desirable characteristics of instructional leadership and the needs for school improvement?, (2) what are the current practices of the instructional leadership in schools?, (3) what are the expectations of the instructional leadership in schools?, and
what is the development of instructional leadership model that can be applied at
the system of schools in the Kachin area of Myanmar? The data was analyzed by
using descriptive statistics such as frequency, percentage, mean and standard
deviation.

The findings indicated that the Kachin schools need to be developed for some
issues of instructional leadership such as motivation for teachers and students,
managing teaching and learning, developing collaborative culture, relationship with
other countries and inside the country and professional development for headmasters
and teachers. These issues can be developed by application of an instructional
leadership model at schools in the Kachin area of Myanmar.

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CHAPTER I
INTRODUCTION

As the world in the 21st century, the schools must have the 21st century standards in the areas of assessments, curriculum, instruction, professional development and learning environment in order to produce the 21st century outcomes for today's students. This indicates that school leaders, teachers, students and parents must understand the information of 21st century skills because they provide school leaders and teachers, including all stakeholders of the school specific strategies for how they can upgrade curriculum, teaching, assessment, use of technology and prepare students to be able to work in the global society and economy of the 21st century (Trilling and Fadel, 2009). Besides, the students who are qualified with the 21st century skills can update their learning and will have high skill to be a leader of education and economy (Mhunpiew, 2013). Thus, the schools must prepare students to be a learner in the 21st century because an expanded skills, competencies and flexibilities are required for working, living and learning in the 21st century.

The ASEAN community, on the other hand, has goals such as to promote economic growth, social and cultural progress; promote stability, peace and stability of the region; promote economic, social, cultural and management science; promote mutual cooperation in training and research; promote cooperation in agriculture, industry, trade, transport and communication and improve living standards; and promote education in Southeast Asia. Therefore, schools which are in ASEAN community have responsibility to implement the goals of ASEAN community. Consequently, the responsibility of instructional leader becomes broader preparing students for technology, cultural competency, information and demographic changes.
An instructional leadership is required in preparing students for the 21st century and ASEAN community because it can maximize the achievement of school and the quality of teaching and learning through sharing leadership matters together by headmasters and teachers. The sharing leadership includes the active collaboration of headmasters and teachers in developing curriculum, instruction and assessment (Marks and Printy, 2003). The headmasters search the ideas, suggestions, insights and expertise of teachers for these areas, and they work with teachers for the school improvement. Besides, they share responsibility for professional development, curriculum and instructional development and supervision of instructional jobs. The instructional leaders believe that collaborative practices should be increased and they maintain collaborative practices as a natural part of the daily activities in school (Sahin, 2011). Therefore, the headmasters have to be not only instructional leaders but also the leader of instructional leader (Marks and Printy, 2003).

The instructional leadership develops vision of instruction, builds relationship with teachers, students, parents and other schools, empowers teachers for innovative instructions, enriches teachers with new theories of instruction, encourages them to provide feedback and share practices (Jones, 2010). The quality of teaching is maintained by the headmaster through keeping high expectations for teachers and students, supervising classroom instruction, coordinating the school’s curriculum and monitoring student progress (Marks and Printy, 2003). In addition, an instructional leader who works within the area of cooperation, collegiality, educators, parents, community and teamwork obtains a successful improvement of school (Sahin, 2011). As we are in the 21st century, the responsibility of instructional leaders becomes bigger than before because schools have to prepare students for technology, cultural competency, information and demographic changes.
Background of the Study

The main responsibility of the Ministry of Education (MoE) according to the Basic Education law (1973) is to be responsible for primary to higher education, including non-formal education, and the present basic education includes primary, middle and high school in a 5-4-2 structure in Myanmar. In primary education (Elementary education), students are usually the ages 6 to 11 years old (grade 1-5), but underage and overage enrollment still exists in practice, especially for schools in rural areas. The students of ages 12 to 16 (grade 6-9) are in middle schools (Intermediate school) and ages 17 to 19 (grade 10-12) are in high school (Secondary education). The repetition rate of primary education was reduced significantly by the adoption of a continuous progression policy in 1998 (Clarke, 2010) because before 1998, pass-fail system made many students to repeat not only in primary education but also middle and high school education. There are many types of schools, such as affiliated schools administered by the Township Education officer, community based schools and schools which are run by ethnic groups, especially in conflict or cease-fire zones and border areas, like on Thai-Myanmar border (Karen, Mon and Shan ethnic groups) and on China-Myanmar border (Kachin people).

The curriculum currently using is designed in 1998 in which the main subjects in primary level are Myanmar language, English and Mathematics. General studies such as natural science, moral and civic education and life skills are taught in lower primary level (grades 1-3) and in the upper primary (grades 4-5), basic science and social science (geography, history, moral and civics education and life skills) are taught. Physical education is included as co-curricular activities. There are 6 main subjects, such as Myanmar, English, Mathematics, History, Geography and General
science in middle schools and life skills, physical education and pre-vocational education are included as co-curricular activities. The high school students are taught Myanmar, English and Mathematics as main subjects and physics, chemistry, biology and economics are electives. After independence from British government, indigenous languages were disappeared in curriculum and Burmese language dominated all ethnic groups but before independence from British colonial rule, indigenous languages were considered as important languages in curriculum, and taught in schools (Lwin, 2000). This shows that the curriculum is mainly based on the needs of the speakers of Myanmar language and does not consider the need for the use of other languages in instruction (Clarke, 2010).

The country of Burma was ruled by Military regime as three phases; from 1962 to 1974 was the first phase, from 1974 to 1988 was the second phase and from 1988 to 2010 was the third phase. Throughout education became worse and worse due to long-term military rule and high power distance. Although school age children were 10 million, only 7 million of children were in school (UN, 1998 cited in Lwin, 2000). This indicates obviously that 3 million of children were out of school, particularly in rural areas, education is the weakest. The reasons for increasing dropout rate were related to the child, her/his family and community environment and other educational issues (Myanmar Education Research Bureau, 1992 cited in Lwin, 2000). Child related issues involve illness, lack of interest and inability to attend class. Family related issues include lack of motivation by parents to send their children to school and financial difficulty. Community related issues include poverty, lack of proper nutrition and poor health care for children. Other educational issues include poor quality of educational input and process; teacher, teaching and learning methods, curriculum, resources, facilities and school system.
In addition, the military regime of Burma views politically active university and high school students as one of the biggest threats to their grip on power, so all non-military education is treated as expendable, and all civilian schools and universities suffer from a lack of resources and qualified educators because government allocated very low budget for education according to Burma human right year book (2002), and besides, Clarke (2010) states that Myanmar government expenditure on education is very low by international standards. This type of problem also found in many developing countries, however, unusual to Burma is the fact that the ruling government actively tries to prevent universal and advanced higher education. Consequently, in order to obtain higher education in Burma, (1) the student must not be politically active or have politically active family members; and (2) the student must be from a social and economic group and have an educational background that makes higher education feasible.

Due to insensible military government, the education research department released statistics (2000) showed that 60,843 primary school teachers and 49,920 secondary-level school teachers had been unable to receive teacher training but this figure includes only those teachers who are directly appointed by government authority. In many schools there is an extreme shortage of teachers which forces local education officials and school administrators to hire additional teachers using money from local resident and those teachers lack trainings and qualifications. Therefore, students also suffer from lack of qualified teachers.

In addition, due to high power distance and military government’s control, students face a university system where teaching materials and classroom topics are censored, group activities are frequently not allowed and freedom of thought is difficult. As Hofstede and Hofstede (2005) state that teachers are treated with respect
and teacher-centered; teachers guide the intellectual paths to be followed by the students and teachers initial all communication; and classroom there is a strict order. Due to these restrictions, students are rushed through courses that focus on memorization rather than critical thinking.

Furthermore, there are some corruptions in education due to inadequate salary and mismanagement. One of the most obvious examples for this is that students and their parents also face a large financial burden when they are forced to pay for private tuition classes to supplement what they learn in the classroom. Increasingly students report that teachers intentionally leave out information they need to pass state exams from the classroom lectures, forcing students to attend tuition classes if they want to pass the course. In addition, many teachers reportedly favor those students who attend their tutorials outside the classroom and are more likely to give them better grades. In the same way, if the teachers want to obtain promotion and assignment to good schools, they also have to pay either money or precious present to their bosses. Besides, corruption is constant for getting admission, transferring to good school and getting good grades.

Therefore, if we make a conclusion about Myanmar’s education, we find generally some critical issues such as low budget for education, lack of training for teachers and resources in schools and obsolete curriculum and instruction. Besides, due to long-term military’s control, corruption in education and high power distance still exists.
Statement of the Problem

Although the school leader cannot work alone in school, the involvement of teachers is paramount for school effectiveness, and the school leadership needs to be dedicated and committed towards developing and enhancing the participation and involvement of teachers to the maximum capacity (Rajbhandari, 2011), due to power status and cultural influences, headmasters tend to accept the orders of their education officers, just as teacher accept the orders of their headmasters in schools, in the Kachin area of Myanmar (Hallinger and Kantamara, 2001). This shows that they have high power distance (Hofstede and Hofstede, 2005), and in this kind of context teachers tend to have passive behavior (Everard and Morris, 1996). Although two-way communication is important for collaborative instruction, there are the barriers between the relationships of staff and headmaster because of power status. This seems to be the characteristic of Asian cultures to show respect for authority, age, rank and status, and these social norms transform into greater power among administrators at all levels of the system in schools (Hallinger, 2010). Regarding the headmasters and teachers’ behaviors and working condition, headmasters do not provide much instructional leadership in school, and thus the student academic achievement is poor in school. The headmistress from Maija Yang High School admitted that one of the reasons for student’s poor achievement is that she couldn’t give much time for instructional matters and school management activities because she has to teach at least (4) periods a day according to interview results (See appendix A). This is one of the biggest weaknesses in schools in the Kachin area of Myanmar because 99% of the headmasters have to teach students.

The use of teaching method, teacher pedagogical skills and limited teaching and learning materials affected students’ academic achievement in schools in the
Kachin area of Myanmar. Regarding teaching method, teacher-centered instruction still dominates in classroom, and teachers guide and direct students almost everything. In this method, all communication and interaction in classroom is initiated merely by teachers due to lack of students' confidence and strict disciplines. The teaching and learning materials are also very limited in school, and the learning of students has to depend on teachers' lectures in classroom. Thus, students work for just completing courses that focus on memorization rather than critical and creative thinking. Besides, only one third of teachers had been given teacher training according to Education Department Report (2009). Due to lack of training, teachers are incompetent in their subject area and unable to apply teaching methodology effectively. These are the main reasons that the schools are unable to promote students' academic achievement.

The other thing is that teachers behaviors and attitudes toward students and job. As Headmistress from Maija Yang High School mentioned, some of the teachers do not have caring, passion and enthusiasm when dealing with students due to lack of motivation from District education department. Consequently, teachers' behavior and attitude affect students' motivation through interacting with them (CEP, 2012). Students also, on the other hand, have low motivation to learn in school because family financial difficulty and environment in which educational incentives are low. This is one of the reasons schools fail to promote students' academic achievement.

Furthermore, the political situation is instable as the Kachin are still fighting for autonomy from the Myanmar government. Therefore, the civil war between the Kachin Independence Army and Myanmar Government Army is in the Kachin Independence Organization's controlled areas. Due to this consequence, implementing educational policy is inefficient to reach the schools' desirable outcomes.
Hoy and Hoy (2009) suggest that principals have responsibility for supporting the best instructional practice, and they should shape a partnership with teachers with the primary purpose of promoting teaching and learning. This suggestion should be followed by the Headmasters from the Kachin schools in order to promote student academic achievement, and this is one of the reasons why the researcher would like to know how headmasters and teachers of the Kachin schools are managing instructional practices in high power distance context. In addition, instructional leadership includes how to develop a common vision of excellent instruction, establishing relationships and empowering teachers to use new instruction, providing feedback and sharing the best practices (Jones, 2010) but the Kachin schools seem to be lacked for cooperation in leadership matters. Due to these poor management practices, the achievement of school also poor.

The other interest is that although there are more than 200 schools and they have been opening schools for over 48 years in the Kachin areas of Myanmar, no research has been conducted in relating to instructional leadership and besides, the students' exam pass rate was significantly poor. The exam results of Maija Yang High School which is nominated as the best school in the Kachin area are 68% of students passed in 2009-2010 Academic year, 68.6% of students passed in 2010-2011 academic year and 70% of students passed in 2011-2012 Academic year according to interview results. These results indicated that over 30% of students failed exam every academic year, and they have to repeat in the same grade next academic year again accordance with the Kachin educational policy. This is one of the biggest inspirations for researcher in order to explore the ways how to help these students.

Consequently, the researcher is curious to investigate the current practice of instructional leadership, and what would be the best practice of instructional
leadership for the schools in the Kachin area of Myanmar in the future. Therefore, this study will overview the characteristics of instructional leadership, the current practice of instructional leadership and the development of instructional leadership model for schools in the Kachin area of Myanmar.

**Research Questions**

In order to solve the problems mentioned above, the following research questions are examined carefully.

1. What are the desirable characteristics of instructional leadership and the needs for school improvement?
2. What are the current practices of the instructional leadership in schools?
3. What are the expectations of the instructional leadership in schools?
4. What is the development of instructional leadership model that can be applied in the system of schools, in the Kachin area of Myanmar?

**Research Objectives**

1. To explore the desirable characteristics of instructional leadership and the needs for school improvement.
2. To identify the current practices of the instructional leadership in schools.
3. To identify the expectations of the instructional leadership in schools.
4. To develop the instructional leadership model for schools in the Kachin area of Myanmar.
Theoretical Framework

Transformational leadership and instructional leadership are considered as the theoretical framework of this study.

**Transformational leadership**

Bass (1985) defined that transformational leadership includes the practices that enhances the level of awareness about the importance and value of specified results. This leadership theory emphasizes actions and process of behaviors that promote the motivation of followers to perform beyond what is usually expected of them. Besides, this kind of leader gives attention to the needs of followers and helps them reach their highest potentiality (Northouse, 2010). The transformational leadership is based on moral foundations through relying on four aspects of leadership such as, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The leader who possesses these skills inspires followers to obtain high level of achievement and keep them long-term interest of the job (Northouse, 2010). Similarly, Northouse (2010) also stated that the leaders who have behaviors of these four factors were positively related to acquiring, acceptance, job satisfaction and performance. The four factors of transformational leadership are the followings.

**Factor I:** Idealized influence is that followers are dragged and dominated positively by the leader who has high moral standards and ethical behavior. As a result, leaders with idealized influence have a charisma and provide followers with a sense of mission (Greiman, Larson and Olander,, 2007). Besides, two leadership factors are necessary: idealized influence (attributed) and idealized influence (behavior) (Greiman et al, 2007).
Factor II: Inspirational motivation is used by leaders who communicate with high expectations to followers through providing them motivation to commit to a shared vision of the organization. In practice, leaders apply symbols and heartfelt request to focus followers’ efforts to obtain more than they would in their own self-interest (Northouse, 2010).

Factor III: Intellectual stimulation is shown by transformational leader and it includes leader supports followers to be creative and innovative in problem-solving skills. This type of leadership encourages followers to challenge their own beliefs and values (Greiman et al, 2007).

Factor IV: Individualized consideration is that leaders provide a supportive condition for their followers and show individualized consideration when they perform as coaches and mentors, and motivate followers to reach their own goals and potential (Greiman et al, 2007).

Instructional Leadership

Instructional leaders are paramount in promoting the quality of teachers’ instruction, the students’ achievement, and the degree of performance in school (Chell, 2011). They work with teachers in the improvement of instruction by providing a school culture and condition where change has relationship to the best knowledge about student learning but leadership in instructional matters must be emerged from both teachers and principals (Hoy and Hoy, 2009). In addition, the successful instructional leaders are also good at hiring and supporting staff, allocating budgets and resources, maintaining positive working and learning environments instead of directly influencing classroom teaching and learning (Wilson, 2011). They must be engaged with a clear vision of instructional practices and continuous
professional development in order to promote teaching and learning according to Hoy and Hoy (2009) suggestions. They translate these concepts into action as the followings.

(1) Instructional leader makes sure that the learning environment that focuses on high academic achievement.

(2) Instruction excellence and continuous improvement should be continuous process, and the activities need to be done cooperatively by both teachers and principals. In addition, they should monitor and assess activities such as student achievement, school climate, teacher and student motivation, and faculty morale with the purpose of improvement.

(3) Motivation and self-regulation of teachers are important because they are key player of instructional improvement, and only they are feasible of changing and developing instructional practice in the classroom.

(4) The support of principals should be constructive support, and provide the materials and resources that will need for teachers to achieve successful in the classroom.

(5) Principals should have sophisticated knowledge of how to develop teaching, learning, motivation, classroom management, assessment, and share excellent practices with teachers.

(6) Principals should provide award and recognition of academic success among students and teachers because this kind of activity will make them stronger for future success.
Conceptual Framework

The Kachin Education System

Instructional Leadership and Transformational Leadership

Desirable characteristic of instructional leadership and the need for school improvement

Expectations of instructional leadership development

Current practices of instructional leadership

Model validation

Instructional leadership model for schools in the Kachin area of Myanmar

Figure 1.1: Conceptual Framework of instructional leadership model for schools in the Kachin area of Myanmar

Scope of the Study

The scope of this study is at schools in the Kachin areas of Myanmar. The school headmasters, teachers and education officers were surveyed as the research sample of this study. The sample of study was based on the criteria in selecting only schools with 15 teachers and 300 students as minimum to represent to the research population. The researcher studied within the framework of the two research theories;
instructional leadership and transformational leadership because these theories are the most helpful to answer the research questions. For instance, Bass (1985) transformational leadership theory emphasizes actions and process of behaviors that promote the motivation of followers to perform beyond what is usually expected of them, and Hoy and Hoy (2009) instructional leadership provides both headmasters and teachers how to make school more effective.

Definitions of Terms

**Instructional leadership model**: the best practice to be followed in promoting the quality of teaching and learning through sharing leadership matters together by headmaster/ headmistress and teachers in order to achieve the maximum success of the school.

**Kachin area of Myanmar**: the Northern part of Myanmar but under the administration of the Kachin Independence Organization.

**School context**: the situation and the background information of the school.

**Education system** at school in the Kachin area of Myanmar is as the following:

- **Middle school**: a school in which student generally study the ages of 6 to 16 years old (grade 1 to 9).

- **High school**: a school in which students generally study the ages of 6 to 19 years old (grade 1 to 11).

- **Headmaster/ headmistress**: a person who has the highest position in either middle or high schools.

**Transformational leadership**: the practice of changing and transforming people, which includes seven factors such as, idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward constructive
transactions, management-by-exception and laissez-faire and this also includes evaluating follower’s motives, providing their needs and dealing them as human beings.

**Instructional leadership:** headmaster/headmistress and teachers work together as colleagues to enhance teaching and learning in schools by helping and supporting teachers to understand the current theories teaching and learning. This also includes academic excellence, instructional excellence and continuous improvement, constructive support teachers, being intellectual leader and providing awards.

**Limitation of the Study**

The development of instructional leadership model was mainly based on the information from questionnaire and the gap between expectations and current practices. Therefore, the limitation of this study was unable to collect data from the concern people even though information from them is important in developing model and deciding the development needs.

However, the model was validated by 12 education officers, 12 headmasters, director and minister.

**Significance of the Study**

This research could be beneficial to Kachin schools, headmasters, teachers, students and future researchers in terms of the following missions:

1. The Kachin schools could benefit the instructional leadership model in promoting the quality of teaching and learning.

2. Teachers and headmasters can benefit the instructional leadership model in developing their profession.
(3) The students can benefit the instructional leadership model in promoting their achievement.

(4) The research tools of this study can be applied in the future researches.
CHAPTER II

REVIEW OF RELATED LITERATURE

This research was directed and guided by theories that are the most relevant to a development of instructional leadership model, and the study was also based on the conditions of the Kachin context. In this chapter, therefore, education system at schools in the Kachin area of Myanmar, instructional leadership, transformational leadership and research related was reviewed as three parts.

Part I: Education system at schools in the Kachin area of Myanmar

Part II: Leadership Theories

Part III: Research Related

Part I Education System at schools in the Kachin Area of Myanmar

Background History of Kachin Independence Organization (KIO) Education

The root of education in the Kachin area of Myanmar was based on the political issue between the ethnic minorities and the Burmese government that started from British colonial rule. At the beginning of British colonial rule, the indigenous people such as the Kachin, Shan and Chin who collectively lived about 45% of the country's area were directly administered under the authority of governor separately from the rest of Burma (Silverstein, 1977 cited in Thein Lwin, 1999). The Kachin people are one of the ethnic groups in the country of Burma as mentioned earlier. Historically, they used to live separately from Burmese people in their own land until British government occupied the whole Burma in 1885.

At first the British government planned to give independence as two separate Burma; plain Burma and Hill Burma (Kachin, Shan and Chin). The hills people, such
as the Kachin, Chin and Shan wanted independence separately from British government as they used to live separately from Burmese people before British colonial rule. Burmese people found that without the involvement of ethnic minorities, especially the Kachin, Chin and Shan, independence was still far away so that Aung San (Burmese) organized the hill people (ethnic groups) to take independence together. Consequently, the agreement was made between the Shan, Kachin, and Chin leaders and Aung San as a leader of the Governor’s Executive Council at the Panglong Conference on February 12th, 1947. The agreement was signed by 23 leaders, including the Kachin, Chin and Shan leaders in which they expressed their desire to work with the interim Burmese government to obtain independence together and to have equal rights and opportunities for all people living in Burma.

However, after independence, Burmese government broke the agreement and all ethnic groups established their own organizations, including the Kachin Independence Organization in order to maintain the panglong agreement. Due to Burmese government’s unfaithfulness and increasing oppression on ethnic minorities, the Kachin Independence Organization (KIO) was formed by the Kachin people, including those who live in China and India in 1961, and the Kachin revolution was started in the Kachin state and some places of Shan state. The purpose of revolution is simply to regain the panglong agreement, and to protect not only Kachin people but also those who are living in the Kachin state from oppressing by Burmese military government.

During the first three years of revolution, as political issues and military affairs were taking priority in the KIO, appropriate attention could not be given to education. However, starting from 1964, KIO started opening schools in some
villages in different areas of the Kachin state based on community support system. As KIO could not provide support to schools as needed, the village community had to take the responsibility of the schools as well as the salary and food for teachers. In 1969, education department of KIO formulated educational policy as the following with strong commitment for the welfare of the people based on patriotic spirit.

1. To make all people in Kachin state literate.
2. To establish educational institutions from primary level to tertiary level.
3. To organize various capacity building training to produce professionally qualified and skillful teachers.
4. To establish educational structure at different levels from central to township level.
5. To develop and use locally appropriate, culturally relevant and modern curriculum and teaching learning methods.

Therefore, more educational developmental plans were developed and various educational development activities were conducted in different regions of the Kachin state under KIO control's areas. However, until this time, most of the schools were still primary schools scattering from village to village, and village communities had to take the major responsibility for the schools as well as for the teachers because KIO could mainly provide policy guideline and moral support to the village communities and some supports for the schools and teachers. As the village communities were poor, the condition of schools were poor as well, and besides, conflict between KIO and Myanmar military made schools worse.

In 1978, Education department was established by integrating into the Department of General Administration. From this time, educational development activities were expanded into the whole KIO area, and some primary schools were
upgraded into middle schools. From 1992, a separate KIO Education Department was established and educational development activities were carried out intensively in the whole KIO area. In order to improve access of children to school, more primary schools were opened and some primary schools were upgraded into Middle schools and two middle schools were promoted to high schools. The number of school increased up to 107 out of which 2 high schools, 11 middle schools, 35 primary schools and 61 community schools respectively according to KIO Education Department Record.

In 1994, KIO reached cease-fire agreement with Myanmar government, regional development activities were carried out. At the same time, in order to promote quality of education received by children, KIO Education Department organized in-service capacity building and upgrading training for teachers during summer holidays every year. However, the training courses were not designed systematically and did not address the needs of teachers because training was mainly based on the availability of resource persons. Therefore, a teacher's training school was opened in 1997-1998 academic year in order to provide pre-service training for teachers.

After 1994, KIO education department provided salary for teachers. Besides, 11th grade students who attended KIO schools were allowed to sit for national examination organized by Myanmar government board of examination. Students who passed this examination were eligible for continuing their studies in higher educational institutions in Myanmar. However, from 2011, cease-fire was ended, and the civil war between the Kachin soldiers and Myanmar army intensified. Consequently, some of the schools have been closed down particularly in the fighting areas of the Kachin state.
In all schools under KIO administration, teaching and learning style is dominated by teacher-centered approach, which encourages students to learn through memorization. Besides, lack of relevant teaching learning material is common in almost all schools.

**Education System**

During the first three years of revolution, as political issues and military affairs were taking priority in the KIO, appropriate attention could not be given to education as mentioned previously. There were no school in most of the Kachin rural areas, and thus the majority of people from these areas were illiterate. Therefore, starting from 1964, KIO started opening schools in some villages in different areas of the Kachin state based on community support system (Record of KIO education department). However, the education system under the KIO’s administration is very similar to Myanmar government. The organization of the school system in the Kachin area is 5-4-2 system that includes;

- Grade 1 to 5 (6 to 11 years old) in primary school
- Grade 6 to 9 (12 to 16 years old) in middle school
- Grade 10 and 12 (17 to 19 years old) in high school
- 17 years old onward are in vocational and technical institutes and universities.

However, there are no separate middle and high school in the Kachin area of Myanmar because for example, middle school in which students are grade 1 to 9 (6 to 16 years old) and high schools in which students are grade 1 to 12 (6 to 17 years old). The curriculum is somewhat different from Myanmar schools. The Kachin schools provide the following subjects;
1. The Kachin language (from grade 1 to 9)
2. Myanmar language (from grade 1 to 12)
3. Mathematics (from grade 1 to 12)
4. English language (grade 1 to 12)
5. Science (from grade 1 to 12)
6. Geography (from grade 3 to 12)
7. Social subjects (from grade 3 to 12)

Teaching the Kachin language is ignored in schools under Myanmar government even though all ethnic languages have to be taught in schools according to constitution. Although the schools in the Kachin areas are intended not only for the Kachin people but also for other people who are living in the Kachin areas, the majority of students and teachers are Kachin. Therefore, the medium instruction in schools is the Kachin language but some teachers use Myanmar language frequently. However, as the schools are rooted in the Kachin nationalism, Central education department encourages all teachers and students to use the Kachin language in schools.

**Structure of Educational Management**

Centralization still dominates administration of schools in the Kachin areas of Myanmar because all school policies, including instruction are controlled by the education officers and central education department. Traditionally, management style is based on listening to superior due to respect. Consequently, we have high power distance in schools because large power distance can also be called respect cultures according to the Hofstede (2007). Although no research has been conducted in the Kachin areas of Myanmar yet, it is obvious that they are practicing Asian
management style stated by Hallinger (2004). Therefore, their management styles have;

- High power distance
- Deep respect
- Paternalistic or autocratic style
- Responsibility to nurture and
- Benevolent.

Although Hofstede (2007) indicates that the ability of headmaster is central to the task of building schools that promotes powerful teaching and learning for all students, headmasters are just in managerial role at the present management structure. Besides, the involvement of parents and teachers is very limited in present structure of management because they are ignored in decision making. Due to these reasons, headmasters are unable to achieve the desirable results of schools. Therefore, to lead the school with a broader way, the structure of management needs to be reformed because structure is an important element in the theory of educational management (Bush and Middlewood 2004). However, the reforming structure of school is a big challenge for headmasters because structure is mainly controlled by the central education department as well as not in headmaster leadership role but they can be agents of change.

Regarding teacher professional development, the headmasters have no authority to carry out any activity and program that promote the quality of teachers because central education department might think that teacher capacity development is only concerned with the Teacher Training College even in-service training which is conducted according to central education department’s instruction. This is one of the reasons that headmasters might consider that they are not responsible for teachers'
professional growth. On the other hand, most of the headmasters do not know how to promote the ability of their teachers due to their lack of background education.

**Teaching Profession**

Teaching profession is seen as a poor job in the Kachin areas of Myanmar because those who depend on this profession have difficulties of surviving with their salary. However, teachers are working with kindness, dedication and self-sacrifice without any other intentions. The majorities of teachers seem to enjoy working in school and are satisfied with their job.

Up to 1996, the KIO education department could only provide teachers short-training (e.g in-service training) in order to promote the quality of teaching and learning. Before 1994, there was the civil war between the Kachin soldiers and Burmese soldiers, which caused education to become unstable in the Kachin areas of Myanmar but hundreds of schools were still running during this time (KIO Ed record, 2009). Due to unstable condition in politics, quality improvement of teachers could not be given priority in KIO agenda, and the instruction of teachers was influenced by teacher-centered approach and subject-oriented teaching. In February 1994, KIO took cease-fire agreement with the State Peace and Development Committee (SPDC, and started working more in rural development and educational development but the quality of teaching and learning was still very poor due to lack of teachers' qualification and training. As Darling-Hammond (2000 cited in Lineburg, 2010) study found that there was a positive correlation between teachers' quality such as characteristics, certification and degree, and student achievement. Therefore, teacher training school was opened with the purpose of improving quality of teaching and learning in schools in 1997 but up to now, only one third of teachers have been
trained and 90% of teachers have been given a short-training called ‘child-centered approach’ in the Kachin area of Myanmar. Besides, only 20% of them have degree from formal university and the rest of them have just finished high school due to difficulty of getting qualified teachers (CED, 2009).

As Wilson (2011) states that opportunity for professional development is paramount for teachers in promoting the quality of instructional practices in schools. The schools in the Kachin area of Myanmar have difficulty of providing professional development opportunity for teachers due to political instability and lack of resources. Therefore, teachers from the Kachin schools are not motivated extrinsically and intrinsically because they have almost no opportunity for their professional growth apart from attending teacher training college and the salary they are provided, is so low, it is difficult to survive with. The big challenge for schools in the Kachin areas of Myanmar is to promote the ability of teachers with up-to-date knowledge and skills.

Assessment System

A pass-fail examination system has been used in schools in the Kachin area of Myanmar since the schools started in 1964, so it influences not only schools but also parents and students even though continuous assessment progressive system is now applied in most of the primary schools since 2007. The pass-fail examination system is still used in middle and high schools in the Kachin area of Myanmar because they might think that this system can increase the quality of education but many students had left school because they failed exam and some parents and teachers thought that these students are impotent to study. This pass-fail examination system encourages rote-learning, and this also affects teachers’ instruction because for the majority of
Part II. Leadership Theories

Instructional Leadership

Many authors acknowledge that there is no clear description of the term instructional leadership even no specific guidelines and direction but it refers to educational leadership who emphasize the process of instruction through facilitating interactions of teacher, student and curriculum (Flath, 1989; Chell, 2011). DeBevoise (1984) and Hackett (1992) defined instructional leadership as actions that a school leader represents to others, to enhance student learning, and Hackett (1992), on the other hand, stated that it adapts and facilitate effective instruction within the supportive school climate. Although instructional leadership is defined in different ways, the study conducted by Bryk et al. (2010) and Lee, Walker and Chui (2012) found that instructional leadership plays the main role in promoting school improvement and student learning.

In addition, instructional leadership is different from other types of leaderships due to the fact that it is related to students, teachers, curricula and teaching-learning processes (Gümüşeli, 1996b; Sahin, 2011). Therefore, instructional leadership is described as the behaviors of principal, which are different from other members of the school organization or community according to MacNeill, Cavanagh and Silcox (2003). Their definition of instructional leadership includes six standards of what principals should know and be able to do. They are;

- Leading schools as the learning center for student and adult;
• Having high expectations for academic and social development of all students and the performance of adults;

• Demanding content and instruction that ensure achievement of academic standard;

• Providing culture of continuous learning for students and other school goals;

• Applying multiple sources of data as diagnostic tools for assessment;

• Identify and use instructional improvement; and

• Engage the community to create a shared responsibility for student and school.

As principals have responsibility for supporting the best instructional practices, they should shape a partnership with teachers with the primary purpose of promoting teaching and learning (Hoy and Hoy, 2009) because the focusing on student learning; instructional leadership includes direct or indirect behaviors that affect teacher instruction, and result student learning (Gupton, 2010). This suggests that instructional leaders may be required to spend time in classroom as colleagues and engage teachers in conversations about learning and teaching and to work with teachers in the improvement of instruction by providing a school culture and condition where change has relationship to the best knowledge about student learning (Hoy and Hoy, 2009). However, schools outcomes are shown better, including student test-score obtains if principals spend more times on school management activities (Wilson, 2011). Therefore, successful instructional leaders are good at appointing and supporting staff, allocating budgets and resources, maintaining positive working and learning environment instead of directly influencing classroom activities. Consequently, the instructional leadership is enlarged to pay attention to both instructional and non-instructional task by balancing the administrative role and instructional role and viewing leadership in terms of what it enable others to do, will
be effective in promoting students achievement (Murphy and Hallinger, 1992; MacNeill et al, 2003) but the characteristics of instructional leadership is facilitative leadership that empowered others is a more effective approach in engaging staff (Lashway, 1995; MacNeill et al, 2003).

Furthermore, Smith & Andrews (1989) and Hackett (1992) described four areas of interaction between principal and teachers; (1) instructional leader as a resource supporter, (2) instructional leader performs as an instructional resource, (3) instructional leader acts as a communicator and (4) instructional leader as a visible presence. The instructional leaders as a resource supporter shows how to use time and resources effectively; For instance, this includes planning, organizing, allocating time and determining work to be accomplished. Effective instructional leaders give teachers opportunities for professional development, and besides, they know how to promote instruction and prepare resources in order to obtain academic goals. The second one as an instructional resource makes the improvement of learning in classroom by evaluating and strengthening effective instructional techniques, and they are aware of the latest research findings on instruction improvement with teachers to encourage the use of new methods. The third one, instructional leader as a communicator makes a vision of the school clear. That leads everyone in the same direction. The instructional leaders are good at choosing suitable information for communicating and dealing with others by using two-way communication. Besides, they are competent in interacting with teachers, parents, students and school community. Lastly, instructional leader as a visible presence, they make interaction with teachers and students in classrooms, and have conversation with teachers in grade-level and departmental meetings. They work cooperatively with teachers and community to achieve the goals of school. Thus, the tasks of instructional leadership
include delineating the purposes of school, setting the goals of school, supporting
resources required for teaching and learning, making supervision and evaluation on
teachers, providing staff development programs and creating collegial relationship
within the school and with others (Chell, 2011). Therefore, in order to accomplish the
tasks of instructional leader described by (Hoy and Hoy, 2009) such as learning
environment that focuses on high academic achievement, instruction excellence,
continuous improvement, motivation and self-regulation of teachers, constructive
supports, and provide the materials and resources, up-to-date knowledge for
developing school, and award and recognition of academic success, the following
factors need to be done by the instructional leader. They are:

(1) Defining and communicating school goals (Gupton, 2010; Hallinger and
Murphy, 1985 & Alig-Mielcarek 2003)

(2) Instructional leadership for 21st century learning (Hoy & Hoy, 2013;
Anderson, 2011; Connerley and Pedersen, 2005 and Anthony, 2011)

(3) Creating a school culture as partnership (Kythreoti et al, 2010; Marks and
Printy, 2003; Gupton, 2010; Ainscow and West, 2006; Wilson, 2011;

(4) Building collaborative culture in school (Eun, 2010; Gupton, 2010;
Mourshed et al, 2010; Fishbough, 1997; Salazar, 2008; Northouse, 2010;
Blase and Blase, 2000; Miller et al, 2010 and Tanck, 1994)

(5) Motivating teachers (Hoy and Hoy, 2009; Kurt et al, 2012; Eval and roth,
2011; Roth et al, 2007; Ryan, 2005 and Zembylas and Papanastasion,
2004)

(6) Instructional supervision (Glickman et al, 2003, 2004, 2010; Moswela,
2010; Farley, 2010; Glanz, 2005; Everard and Morris, 1990; Salazar, 2008;
Defining and communicating school goals

The mission is a primary purpose of the school, and it must be authentic, shared and pondered as the top priority of school but this mission should be understood easily by every concerned person of the school, and it can be applied in classroom (Gupton, 2010). Defining the school mission is to frame school goals and communicate school goals by the school leader. The school leader shows how to frame school goals by collaborating with parents and teachers to describe the areas that need to be improved within the school and to develop the performance goals of
these areas in defining and communicating school goals (Hallinger and Murphy, 1985; Alig-Mielcarek 2003), and these goals must be used for academic decision making in school (Gupton, 2010). The communicating school goals include the ways school leader explains the importance of school goals to teachers, parents, students and school community. Therefore, the instructional leader should develop the goals of school by depending on the data-driven academic and by collaborating with teachers, experts, parents and school community. It is also important to ascertain that the goals promote current level of academic performance and have high expectations for both teachers and students as well (Gupton, 2010).

Instructional leadership for 21st century learning

As we are in 21st century, the schools have responsibility to prepare students for knowledge and skills of today such as, technology, cultural competency, economy, information and globalization (Hoy and Hoy, 2013). Therefore, the schools must have the 21st century standards in the areas of assessments, curriculum, instruction, professional development and learning environment in order to produce the 21st century outcomes for today’s students.

In preparing students for the 21st century, curriculum is a central importance. Thus, the instructional leaders have responsibility to upgrade curriculum by adding global curriculum contents based on student-centered curriculum but upgrading should be done without devaluing the original culture of school and community. The global education can be divided into four components, such as (1) developing education which includes looking at international development programs and the situation of developing countries; (2) environmental education which includes environmental issues that help developing in new pattern of behaviors that can
promote environmental responsibility; (3) human right education which includes civil political, economic and social rights with the purpose of increasing social justice for all; and (4) peace education which includes studying war and disarmament and encouraging behaviors towards peace both globally and in the classroom (Anderson, 2011). Consequently, the contents of curriculum suggested by Anderson (2011) that are relative to 21st century curriculum and students will be taught at the following issues in school.

- Students will be taught to respect, value and to have empathy of other cultures.
- Students will be taught how to develop countries and issues using for positive approach.
- Students will be taught about their interdependence with others to become socially and environmentally responsible person.
- Students will be encouraged a global perspective.
- Student will be provided with a positive attitude on their role in creating the world a more peaceful.
- Students will be enriched with global knowledge by clarifying the link to their real life.

In making school into global culture, dimensions of intercultural sensitivity should be considered in curriculum because having empathy and respect for other cultures are essential for putting school into paradigm of 21st century (Connerley and Pedersen, 2005).

Furthermore, the instructional leaders should also pay great attention to the use of technology in school because it can be used in a variety of purposes for school, for example, it can make school more engaging with students, increase student
achievement and support reform-oriented instructional aims in developing high-order thinking skills (Hoy and Hoy, 2013). The other purpose for technology use in school is, to assist students learn the ways how to communicate with 21st century tools. Therefore, instructional leaders should understand the use of technology in school as an opportunity to promote teaching and learning but it is still important to conduct researches in the early steps of understanding how school need to adapt such technology effectively in achieving school goals (Anthony, 2011; Christensen, Horn & Johnson, 2008; Collins & Halverson, 2009; Cuban, Kirkpatrick & Peck, 2001; Hoy and Hoy, 2013).

Creating a school culture as partnership

The instructional leader needs to create culture that encourages partnerships in school because culture is very important for school as it affects significantly every aspect of it, such as stability, cohesion, unit and ability for adjustments in school (Kythreotis, Pashiardis, and Kyriakides, 2010). Thus, Marks and Printy (2003) suggest that the instructional leader must communicate with high expectations for both teachers’ and students’ successes through focusing on teaching and learning in creating a healthy school culture because a school that has high expectations for students’ academic achievement also has a high expectation for parents and families, and they become partner with the school in educating children. Similarly, Gupton (2010) stated that the effective instructional leaders have open-door policy for family and community involvement in students’ learning, and they encourage teachers to use new strategies in promoting students’ independent skills. They also set a clear rules and expectations for instructional time and monitor the effective use of time.
When considering relationship of the schools in terms of increasing student achievement, it is important to ensure the involvement of parents, local authority and organizations because the integration of support from them are very helpful in developing the quality of instruction (Ainscow and West, 2006). Besides, parents and community involvement is relative to student learning, and it has greater effect on student achievement. Therefore, the relationship of school should be designed to engage families and students in developing quality of teaching and learning in school but these partnerships need to have a system of two-way communication and collaboration between the school, families and community (Gupton, 2010). Consequently, an effective school makes families feel welcome and builds respect and trust between school and families so that students will have opportunities to see families and school staff members interact positively and respectfully (Wilson, 2011).

In addition, as McEwan (2001) suggested, developing home-school relationship is one of the important aspects of instructional leadership because there are some benefits;

- Student achievement is higher when school and their parents work together;
- Parents become more supportive and willing to put their efforts; and
- Everyone in the school (parents, teachers, instructional leader and students) will obtain many advantages from two-way sharing-information and solving problem collaboratively.

In addition, school councils in which representative of stakeholders are included can be formed to operate part of the school work, in which instructional leader may serve as mediator in facilitating parents and community members' participation. The purpose of council is to assist preparation of forces and resources
for change by developing the skill of parents, teachers, students and instructional leaders (Gupton, 2010).

The other way to promote school relationship stronger is that making relationship with other schools because it has potential for fostering system wide improvement, particularly in challenging situations and it shows how collaboration between schools can often provide an effective means of solving immediate problems (Ainscow and West, 2006). Besides, networking is one of the leadership developments and the advantage of it is live learning and it supports the ability to transfer ideas and new strategies (Bush, 2008). As Sharma and Roy (1996) found, the following activities are effective in developing the partnership of school. They are:

- Having links between schools in different countries;
- Making educational network with other institution and educators;
- Conducting multidisciplinary action project; and
- Conducting international faculty exchange.

**Building collaborative culture in school**

In order to produce the best instructional practice and obtain the maximum achievement of school, the use of principal instruction must be collaborative instruction because all higher psychological functions are in the process of collaboration (Eun, 2010). Besides, increasing opportunities for interaction, involvement and a sense of ownership shared by all in school provides quality of instruction that promotes students’ achievement (Gupton, 2010). In school, therefore, teachers and leaders work together in order to develop effective instructional practices, they study together what things work effective in classroom and pay strong
attention to improve not only for one's own practice but also for others is called collaboration (Mourshed et al., 2010). Collaboration includes the interaction between teachers, students, parents and principals who deliberately share their opinions and experiences in working toward the goal of school (Fishbough, 1997). Besides, good school leaders build a culture of diversity, collegiality, mutual respect and stability (Salazar, 2008). This collaborative instruction will also make transparency between teachers and principal by working together to achieve the goals of school.

Collaborative instruction is one in which educators listen to and understand one another, feel comfortable to take risks and have a willingness to compensate for one another but to build collaborative climate in school. Headmasters need to develop cordial relationships based on traits of leadership such as honesty, openness, consistency and respect (Northouse, 2010). Therefore, collaborative instruction is necessary in achieving the goals of school because collaborative teamwork can only be formed by the willingness of school members to achieve the purpose of school, and to obtain the highest level of performance so that effective instructional leaders build shared teamwork in which teachers, parents, students, staff and community are involved as true partners for developing school (Gupton, 2010). This suggests that instructional leader must establish a climate of trust and mutual respect in school to be able to create working environment in which collaborative culture is encouraged. Besides, collaborative networks among educators are essential for effective principals in successful teaching and learning in school, and these principals demonstrate teamwork, give time for collaborative work and let sharing and peer observation, encourage teachers to visit others, even in other schools because it also enhances teacher motivation, such as self-esteem, efficacy and reflective behavior (Blasé and Blasé, 2000).
One of the effective ways to work together with teachers is to create structures that encourage collaboration because it helps teachers focus on instruction improvement (Miller, Goddard, Larsen and Jacob (2010). If there is no collaboration, teachers work in isolation and the professional development will be limited. Therefore, principals may encourage teacher collaboration by providing instructional leadership and consequently, strong teacher collaboration will lead to increase student achievement and teacher professional development (Miller et al, 2010). Furthermore, facilitating teacher collaboration is one of the keys to promote school achievement and the quality of teaching and learning in classroom. Tanck (1994) suggests that the following collaborative instruction can enhance teacher collaboration. They are:

(1) Instruction council is formed within the school to ensure effective professional practice and student performance.

(2) School improvement project that can be involved by all teachers.

(3) Collegial development teams in which teachers share experiences and support each other for their professional development.

(4) Peer coaching; teachers observe teaching of each other through providing feedback on effective instruction.

In addition to the above, collaborative instruction should also be considered for facilitating student collaboration. For example, student works-study teams can be formed. This is a process with which students can help improving cleaning school building and grounds, participating in community service activities or planning for a special event such as world teachers’ day, independent day, etc. The other example is that peer tutor and support group can be an effective way to use the talent and skill of many students. This kind of groups can involve teachers and community members depending on the strengths and resources of the school community (Gupton, 2010).
However, mutual respect is the norm for negotiating beliefs, values, opinion and knowledge among students, including teachers, and all participants must recognize that knowledge is constructed collaboratively in the process of problem solving (Eun, 2010). This kind of collaborative culture values the goals of learning which are shared in students by contributing to the overall classroom learning.

**Motivating teachers**

As teachers are the key players in promoting the quality of teaching in classroom, teacher motivation must be considered by the instructional leader as one of the most important issues in school in order to enhance students’ achievement (Hoy and Hoy, 2009). For example, teacher motivation can be increased by both external factors such as providing sufficient salary for living, reinforcing or rewarding excellent performance by teachers by giving opportunity for further study and providing incentives, and internal factors such as needs, interests and enjoys. The research results indicated that school leadership affects student outcomes (e.g. rates of student attendance, achievement, graduation and enrollment) indirectly, for instance, by creating situations that promote teachers’ skills to teach effectively and student learning rather than directly influencing classroom activities (Kurt, Duvar and Calik, 2012 and Eyal and Roth, 2011).

Regarding teacher motivation, when instructional leader develops a clear vision and goal, including academic goal and obtains general agreement from teachers for desirable outcomes, teacher motivation improves in school (Kurt, Duvar and Calik, 2012). The vision building provides the highest capacity to influence teacher motivation due to the fact that this vision gives personal goal for teacher and let teacher sees the changes in the future. Thus, the goals of school must be clear for
short-term and long-term objectives so that they will motivate teachers to dedicate themselves for the improvement of school (Kurt et al., 2012). In addition, Blasé and Blasé (1999) and Eval & Roth, 2011) revealed that the activities of instructional leadership that increase reflection of teachers (e.g. providing feedback, giving suggestions and demonstrating) and professional growth, such as coaching, collaboration and staff development have a positive effect on teacher motivation.

Furthermore, teachers should have a reasonable degree of self-determination for their teaching because they need to experience the results of their own wishes rather than external awards or pressures according to self-determination theory (Hoy and Hoy, 2013). For instance, if teachers are motivated autonomously, they perceive their engagement in the tasks of teaching as interesting and meaningful and this reduces their exhaustion. Therefore, teachers’ sense of self-determination at work helps them to resist frustrations and setbacks and to protect from negative experiences and feelings (Eval and Roth, 2011). People usually do not like pressure from external controls, such as the rules, schedules, deadlines and orders. As Roth, Assor, Kanat-Maymom and Kaplan (2007) suggested that if teachers get more pressure from above (e.g. they are required to comply with a curriculum or with performance standards) and pressure from below (e.g. they are aware of that students have no self-determination, they are less likely to be self-determined toward teaching. This indicates that teachers’ sense of self-determination toward teaching is relative to the support of teachers’ autonomy toward students. In addition, autonomous motivation for teaching has relationship with transformational leadership and it is positively associated with feelings of personal accomplishment and negatively linked to feelings of burnout and exhaustion and thus, the connection between autonomous motivation and personal accomplishment is a primary principle of self-determination theory.
The other instrument of teacher motivation is teacher efficacy. For instance, teacher’s belief and expectation affect student performance (Hoy and Hoy, 2009). This proves that teacher efficacy is related to students’ achievement. Consequently, school leader should seek ways that can increase teacher efficacy because teachers who have high level of efficacy believe that they are good at controlling and influencing student achievement motivation. They work hard and continue longer even when students are hard to teach (Ryan, 2005). Therefore, in order to raise teachers’ sense of efficacy, other teachers and instructional leader must have high expectations for students, and teachers must be given help from instructional leader in solving instructional and management problems. But the teacher efficacy increases not only from the support of principal and colleagues but also from a real success with students so that experiences and training that helps teachers to achieve success in daily tasks of teaching will provide them a foundation for increasing teacher efficacy (Hoy and Hoy, 2009). There are two studies conducted by (Hipp, K 1996, 1997; Ryan, 2005) suggested that school leader behaviors which strengthen and sustain teacher efficacy are as the followings;

- Demonstrating examples to follow;
- Inspiring and stimulating group goals;
- Recognizing teacher efforts and work done;
- Giving personal professional support;
- Empowering teacher and involving them in decision making;
- Having high expectations of teacher performance;
- Managing student behavior;
Creating a climate that helps teacher successful;

Promoting teamwork and collaboration;

Encouraging innovative ideas and continuous professional development;

Showing behavior of trust on staff and students; and

Building caring and respectful relationships.

Besides, teacher job satisfaction and commitment to teaching are also related to teacher’s sense of efficacy (Coladarci, 1992; Hoy and Hoy, 2009). There is no specific definition of teacher job satisfaction but there are some international trends such as, the notion that teachers are satisfied by the intrinsic matters to their teaching; for example, student achievement, helping students, the relationships with students, professional growth of teacher (Zembylas and Papanastasiou, 2004). The teacher job satisfaction also includes developing warm, autonomy and independence, and thus teachers’ sense of empowerment is the main role in developing teachers’ professional skills and their performance but context seems to be the best to predict overall satisfaction (Zembylas and Papanastasiou, 2004). On the other hand, teacher job dissatisfaction is caused by the matters such as work overload, poor pay, the value put on teachers by society. There are some factors that increase teacher job dissatisfaction:

- Disappointment with management and administration in school;
- Regarding evaluation of students’ performance and the practices of school grading system;
- Problem with students’ behaviors and handling discipline of students
- Relationships with colleagues and administrators, communication channels, low pay;
- The possibility of career promotion is limited and
The respect for profession is declining.

**Instructional supervision**

Instructional improvement is described as assisting teachers acquire teaching techniques without declining with their instructional goals and appropriate with their styles of teaching that also enhance the achievement of student (Glickman, Gordon and Ross-Gordon, 2003). The effective teaching includes determining actions and strategies which promote the decision-making ability of students. Therefore, helping teachers learn teaching strategies which increase student achievement may be called instructional supervision because it is the actions that enrich teachers with quality of instruction and the act that also improves relationships and meets both personal and school needs (Glickman et al, 2001; Moswela, 2010). Similarly, Farley (2010) defined that instructional supervision is the behaviors that affect teachers to make students' learning easier and to obtain the goals of school. Thus, the process of instructional supervision needs to be continuous and supports teachers’ desire for a collegial instructional supervision system because it is an integral part of the curriculum. Instructional leaders must empower teachers by including them in the process of instructional supervision (Moswela, 2010).

As the instructional supervision is to enhance the strategy of teaching and learning, this should be a continuous assessment tool which includes and supports chance for teachers to enlarge their capacity to learn and help each other because the most effective technique to increase learning is to assist teachers who work with students by providing knowledge, skills, resources and creative mind (Moswela, 2010). The instructional supervision based on collaborative practice, consensus decision and reflective action is excellent for school improvement program because it
is designed to enhance teaching and learning (Glanz, 2005). In addition, research results indicated that collaborative approach is teachers' preferences for supervisory approach and this approach is the most successful with individuals and groups of experienced teachers (Glickman et al, 2003). This type of instructional supervision supports mentoring in which mentors and protégé get familiar each other as a collegial relationship, and this relationship provides environment where teachers can make freedom of expression that enables them to prepare their students in advance (Moswela, 2010). Therefore, instructional leader needs to have self-confidence for empowering their teachers in the instructional supervision exercise, and involve teachers in a process on supervision to promote their teaching (Everard and Morris, 1990; Hoy and Miskel, 1991; Moswela, 2010).

As Glickman et al (2003) described that two environments should be taken into consideration when using instructional supervision approaches. In an information environment, teachers are allowed to make their choice but the supervisor may change the source and amount of information relying on the competence and experience of teacher in problem solving. For instance, directive informational approach in which teacher is told the thing to be done for instructional improvement but it is lack of teacher's knowledge. The collaborative informational approach is the best for both supervisor and teachers to find helpful information. The nondirective informational approach is appropriate with expert teachers and facilitation of teacher knowledge. In controlling environment, supervisor may apply the directive controlling approach in emergency or survival situations if he or she has formal authority but collaborative and nondirective controlling approaches are not given opportunity to be used in schools. This shows that this environment controls individual option, obtains compliance and fosters resistance.
Working with teachers for instructional supervision is to improve academic achievement of students (Moswela, 2010). Therefore, the task of supervision includes direct assistance to teachers, group development, professional development, curriculum development and action research (Glickman et al, 2003).

1. Direct assistance to teachers

The instructional leader must provide direct assistance to teachers in terms of instructional improvement because the interaction between teachers and supervisor is crucial for retaining a good climate that can enhance students’ academic achievement. Research results also indicated that teachers who receive the most classroom feedback got the highest level of satisfaction with teaching (Glickman, Gordon and Ross-Gordon, 2004). Teachers work with supervisors, mentors and coaches in order to develop classroom observation tools that can describe classroom culture, state the present situations and make improvement base on classroom. Therefore, the responsibility for teacher’s decision making and teacher’s capacity to empower students can be increased gradually (Glickman et al, 2003). Clinical supervision and peer coaching are the most prominent form of direct assistance in schools.

Clinical supervision: teachers are provided action plan to achieve instructional improvement goal after conferencing and observation with the supervisor in the clinical supervision (Farley, 2010). This clinical supervision is viewed both as a concept and a structure (Glickman et al, 2003; 2004). The nine characteristics of concept described by Glickman et al (2003 and 2004) are:

- It is the strategy for developing instruction.
- The intervention of instructional process done intentionally.
• It is goal-oriented for the needs of individual and school.
• It is intended for both teachers and supervisor’s professional working relationship.
• It needs a high degree of trust in order to reflect understanding, support and to engage with profession growth.
• It has to be systematic even though it is a flexible and continuous changing method.
• Productive tension is created to connect the gap between idealism and reality.
• It considers that supervisor knows the detailed of instruction.
• Supervisor needs to be given training, particularly in observation techniques and continuous reflection on effective approaches.

There are five steps in structure of clinical supervision (Glickman et al, 2004). They are: (1) conducting pre-conference with teacher, (2) doing classroom observation, (3) analysis and interpretation of observation, (4) conducting post-conference with teacher and detailed analysis and assessment of the four steps. In addition, (5) peer coaching is one the direct assistance to teacher in the tasks of supervision.

Peer coaching: Salazar, (2008) states that high-impact leaders see peer coaching as important activity for school improvement. It is the process in which more than two professional colleagues are working together in order to reflect the present practices by constructing new skills, sharing ideas, teaching each other, conducting classroom research and solving problem in the classroom (Robbins, 1991 cited in Farley, 2010). Consequently, peer coaching is the role of instructional supervision that directs teachers to instructional developmental goals, and it is
successful due to focusing on improving practice rather than ranking teaching (Glickman et al, 2001; Farley, 2010).

There are also other forms of direct assistance to teachers listed by Glickman et al (2003, 2004). They are;

1. Demonstrating teaching; the supervisor or expert peer can demonstrate a new teaching method for the teacher seeking help.

2. Co-teaching in which expert peer and supervisor can make planning, teaching and evaluation with teacher who is in need of help.

3. Assistance with resources and materials; it is indispensable responsibility for supervisor in order to provide, explain, and demonstrate instructional resources and materials because 'teachers will benefit from the effective use of resources and materials.

4. Assistance with student assessment; teachers are in need of direct assistance from supervisor in developing criteria and skills for assessing student's portfolios, performance and integrative projects.

5. Problem-solving; supervisor may help teachers through solving problem.

6. Mentoring and experienced teachers work with novice teachers.

2. Group development

The supervisor conduct instructional problem-solving meetings in which all teachers are involved in term of instructional improvement and this group development can make assessment and improvement of group culture by collecting and analyzing data on the way teachers treat each other (Glickman et al, 2003), and by promoting the culture of trust, openness, respect, empathy and collaboration among the group will make the improvement of group functions and eventually this will
affect the way teachers teach students (Linda and Deborah, 2008). There are two dimensions of group development; the task dimension and the person dimension (Glickman et al, 2003). The task dimension is concerned with the content and purpose of the meeting and what is to be done. For instance, the task includes deciding on a new textbook, writing a new instructional schedule, coordinating curriculum and planning professional development. On the other hand, the person dimension includes interpersonal process and satisfaction group members because this will create the desire to meet each other and to implement the task.

3. Professional development

The continuous professional development of teachers is essential in order to enhance the quality education in school, and besides, the successful instruction and good schools come from the actions of professionals in schools. The program of professional development includes in-service training, upgrading library, workshop, college courses, faculty meetings, teacher centers, visit to other schools, attendance at local state and national conferences, travel for cultural enrichment and readings, video and cassette and professional development school but the purposes of this professional development are beyond skills training, for example, facilitation of teachers' self-efficacy, cognitive development, career development, teacher collegiality and the development of school culture (Glickman et al, 2003). In addition, Blasé and Blasé (2004) found that their study on professional development was consistent with Darling-Hammond and McLaughlin (1995). These findings are helpful in promoting teachers professional growth and they are as the followings.
Includes teachers in the works of teaching, assessing, observing, and reflecting that direct to understanding of development about teaching and learning.

Responds to needs of teachers as described through inquiry, reflection and experimentation.

Bases on collaborative communities of learners.

Links to authentic work with real students.

Strengthens and provides teachers through collaborative problem solving.

Makes connection to school achievement.

4. Curriculum Development

The instructional leader guides what is to be taught and tested by working with teachers in managing and supervising curriculum and instruction (Glatthorn, Boschee, Whitehead and Boschee, 2012). The instructional leader also ensures that students are taught with up-to-date skills and knowledge, and thus, the instructional leader develops curriculum and instruction by working with teachers, experts and other schools in order to prepare students for the 21st century (Hoy and Hoy, 2013). As (Weber, 1996; Alig-Mielcarek 2003) described that instructional leader monitors classroom objectives of teachers that are linked to the school goals, provide resources, meet with teachers from department level and make clear who is responsible for coordinating the curriculum. The instructional leader also involves in reviewing and selecting curriculum materials.

In addition, the instructional leader will support the changes of content and instructional materials in teaching in terms of instructional improvement, and teachers design curriculum that makes all children learn and teach compassion and justice.
(Glickman et al., 2003). Through being involved in making decision about curriculum, teachers change their own thinking about teaching and get opportunity for discussing, debating and making agreement with peers about what is important for students, thus, the involvement of teachers in curriculum development is necessary for building a successful school (Glickman et al., 2010). The involvement of teachers in curriculum development can be described as three levels: (1) imitative maintenance level in which teachers maintain and follow the existing curriculum, (2) mediative level in which teachers act development as refining the existing curriculum, and (3) creative-generative level in which teachers improve and change the curriculum depending on the current knowledge, strategy, technique and the situation of society (Glickman et al., 2010).

5. Action research

The actions research is used to improve the quality of instruction and to collect data for teachers in terms of professional development but it obtains favor among principals as the way to improve schools by emphasizing reflective practice of instructional improvement (Glanz, 2005). Besides, the directive informational collaborative and nondirective approaches are suitable with supervising action research because the action research includes teachers own choice of decision making about inquiry and the development of instruction (Glickman et al., 2010). Consequently, the action research used by principals and teachers are to ascertain teaching methods that the most effective in promoting students’ achievement in school (Glanz, 2005; Farley, 2010). There are two primary purposes for action research; (1) to produce evidences required for solving practical problems and (2) to assist those doing action research for obtaining multiple perspectives of resource
relating to instructional problems but historically this action research is used as the method of problem solving, as a reflection on practice, as a support for staff development, as a collaborative practice for teachers’ professional development and as a technique to direct site-based school improvement (Glanz, 2005).

Assessment system

The nations who have highest rank in the world like Finland integrates curriculum, instruction and assessment with the primary purpose of improving both teaching and learning but they teach fewer topics by focusing more on reasoning skills and applications of knowledge rather than coverage; for example, European and Asian nations who have sharply increased student learning create curriculum guidance and assessments that direct to the 21st century skills, such as the abilities to discover and organize information for solving problems, conducting exploration, analyzing and combining data, using learning to new contexts, self-monitoring and improving learning and performance, working with others as a team and doing independent study as well as using multiple forms of communication (Ornstein et al., 2011). We should learn how assessments of high-achieving education systems are linked to curriculum and integrate them into instructional process to design and improve learning for students. For example, in order to promote student achievement, Finland invested in teacher education by providing training to teachers from multiple perspectives of education and overhauling curriculum and assessment system because they believe that if they invest in teachers to be very skillful teachers, they can also allow local schools more autonomy for deciding what and how to teach. The preparation consists of teaching diverse learners, including students with special needs and using formative performance assessments in the process of student learning.
Although standardized tests are important in making decisions about students, teachers, and schools, and they may enhance their significance, most of the tests given to students are made by teachers, eventually, teachers are the ones who give grades and determine student performance as well as what and how to teach (Hoy and Hoy, 2013). In Finland, the national standards emphasizes that the goal of assessing students is to provide students guidance and encouragement for their own reflection and self-assessment, and thus continuous feedback from teachers is crucial but teachers provide students both formative and summative reports through oral feedback and a numerical scale indicating students’ levels of achievement in according to curriculum objectives (Ornstein et al, 2011). However, the report of teachers has to be dependent on multiple forms of assessment, not merely exams. This suggests that teachers are relative to formative assessment, identifying the strengths and weaknesses of students so that they can design instructional programs that will increase student achievement but teachers are also required to apply summative assessments at the end of instruction to decide the degree of accomplishment (Hoy and Hoy, 2013).

*Formative assessment*

Formative assessment is to collect information and to report for the development of knowledge and skills. This assessment is intended to provide feedback to teachers and students during the instruction about the gap between the student’s current situation and desirable results so that the necessary action can be taken by both the teachers and students to close the gap through planning and improving instruction, and helping students improve learning (Marzano, 2010; Hoy and Hoy, 2013). There are two important things when considering the use of
formative assessment; the first is that this assessment includes both the formal and informal process in classroom, and the second is that while there is a capacity to increase student achievement, it may be difficult to find the specifics of formative assessments (Marzano, 2010). Formative tests are given to students before instruction, a pretest that provides the teacher the students’ prior knowledge and test is, sometimes, given during instruction to know the areas of weakness remain so that teaching can be focused on the specific needs of students (Hoy and Hoy, 2013).

However, to obtain full benefits of formative assessment, the school leader should create school culture that encourages students to have control of their own learning and responsibility for their own improvement. When the school culture provides a view that abilities cannot be changed, students are less possibly take benefits from feedback, and thus formative assessment should merely be provided as an opportunity for students to learn and improve rather than as a condition in which student’s self-esteem may be diminished (Jones and Tanner, 2006). In addition, the traditional behaviors of teacher and student can be changed, and teachers take students’ view seriously even if they aim to challenge, correct and extend them.

To be effective using, teachers must be competent in applying various assessment techniques and tools such as observation, student conferences, portfolios, performance tasks, prior knowledge assessments, rubrics, feed-back and student self-assessment (Darling-Hammond and Bransford, 2005). The advantages of these assessment strategies are as the followings;

(1) **Self-assessment:** the formative assessment also includes student’s self-assessment in which student assesses his/her own success and adjust learning (Martinez, 2010). Eventually, the student habit of self-assessment directs to self-monitoring of their performance that is the purpose of instructional scaffolding, and
thus the process of self-assessment establishes advantages of a clear criterion by letting students think about and use criterion in their own work (Darling-Hammond and Bransford, 2005). Besides, self-assessment will make students more responsible for their own learning and develop the relationship of student and teacher more collaboratively. Darling-Hammond and Bransford (2005) stated that students who were involved in self-evaluation were more interested in the criterion and feedback in their grade.

(2) **Portfolio:** the portfolio is the systematic collection of students' accomplishment which demonstrates the efforts they have put, the progress they have made and the achievement they have obtained, and this type of formative assessment can also collect information about the practices of teacher (Henson, 2007). The written work and artistic pieces are used as the common contents of portfolio but students can also include anything that proves learning in the area, for example, graphs, diagrams, peer comments, laboratory reports, audio or videotapes and computer programs (Belanoff and Dickson, 1991; Wolf, Bixby, Glenn and Gardner, 1991; Hoy and Hoy, 2013).

(3) **Performance assessment:** the performance assessment evaluates the actual ability of students, not just what students know, and it is in need of students to go beyond simply recalling of knowledge and to apply newly acquired knowledge (Henson, 2007). Teachers and students know the skills they need to improve and how they need to be demonstrated due to explicit task and standards. There are many forms of performance -based assessment such as, verbal performance (e.g an oral dissertation defense), writing (e.g essay writing) or manipulative skills (e.g science laboratory assignment and exhibitions (between students or between groups of students). The performance assessment supports chances and motivation for students
to transform meaning, and thus, this assessment can really make instructional improvement. Studies conducted by National Science Foundation found that applying performance assessment has increased the quality of teaching and enhanced student achievement, particularly for tasks that need complex reasoning and problem solving (Ornstein et al, 2011).

**Summative assessment**

The summative assessment is normally used at the end of instruction to let the teacher and the students see the accomplishment they obtained (Hoy and Hoy, 2013). In summative assessment culture, students are concerned with two important considerations; how many marks I got and did I get higher than my friends? In this type of culture, only few students try to apply the outcomes of assessment formatively, and they consider their results as the final indicators of their achievement so that they do not see these results as providing their interests and do not seek for feedback about how to get their learning improvement (Jones and Tanner, 2006). Therefore, most of the students consider that summative assessment is for the benefit of the school or their parents rather than for their improvement. However, there are some positive cognitive benefits from summative assessment because students put more efforts and learn more if they are to be tested. As Darling-Hammond and Bransford (2005) described, three factors can be revealed as benefits from testing; first, follow-up testing makes student to review and to relearn; second, the testing experience itself provides student mental process of the content they are learning even if this relies on the quality of question; and third, testing directs students’ attention to the topics and skills tested. Besides, summative assessment can also assess student performance by making a decision of grade, passing and failing because the purpose
of using this test is to determine student grades (Henson, 2007). In addition, norm-referenced evaluation can be used to make students accomplish with their classmates because many teachers consider that competition is necessary for motivation.

**Motivating students to learn in school**

Instructional leaders are the ones who need to develop motivation in schools. As Brophy (1988) and Hoy and Hoy (2009) stated that motivating student to learn is to make students see academic activities as meaningful and worthwhile and attempt to achieve the intended academic achievement. Reeve (1996) stated that defining motivation is like trying to define personality. It is the internal process that provides energy and direction for behavior in which energy makes behavior strong enough and direction guides behavior to achieve the specific goal. Mart (2011) stated that the act of motivating is exciting the mind of the student to receive instruction. In a word, it is an inner state that arouses individual’s desire for a goal and maintains their effort in a certain direction and time (Kong, 2009; Mart, 2011).

We might, sometimes, consider that why motivation is important in learning. Peterson, Schreiber & Moss (2011) state that motivation is relevant to learning because learning is an active performance that needs conscious and deliberate activity. Even the most capable students will not learn if they are not motivated to learn. Therefore, if students are to benefit maximally from school, teachers must provide a learning context that motivates students to engage in learning activities. A study conducted by Wlodkowski (1993) found that there is the positive relationship between motivation and academic achievement. This suggests that if there is no motivation to learn in school, there will be no learning and thus, the students’ potential learning achievement will be diminished (Wlodkowski, 1993). Consequently, motivation
makes students not only learn but also mediates learning and is a consequence of learning as well.

When learners are motivated on their learning process, everything goes smoothly, and creativity and learning are more obvious (Wlodkowski, 1993). However, it is, to be realistic, important to remember that although motivation is requirement for learning, instruction of teaching needs to be considered for learning to happen. For instance, if students are given learning tasks that are beyond their ability and quality, they will not be able to accomplish them. Therefore, motivation is not only an achievement issue, but also a developmental issue.

There are some major aspects that affect students' motivation to learn in schools such as, for example, school climate, the use of teaching methods, school programs, curriculum, class schedules, school environment, administrators, teachers and parents (CEP, 2012). Among them, teachers play motivation by interacting with students, students' homework, tests and classroom climate. As Mart (2011) states that in a learning environment promoting motivation is hard job for the teacher as students have different styles of learning and they are also diverse in their own ways but on the other hand, they expect the teacher to guide and encourage them in a constructive manner.

The motivation to learn happens when students are motivated intrinsically and the sources of motivation are intrinsic, the goals should be personally challenging, the task focused individually, students have comprehensive knowledge or skills in subject, success and failures are controllable and there is a notion that ability can be improved by working hard and adding knowledge and skills (Hoy and Hoy, 2009).
<table>
<thead>
<tr>
<th>Source of Motivation</th>
<th>Optimum Characteristics of motivation to Learn</th>
<th>Characteristics that Diminish Motivation to Learn</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Intrinsic; Personal factors such as needs, interests, curiosity, enjoyment</td>
<td>Extrinsic: Environmental factors such as rewards, social pressure punishment</td>
</tr>
<tr>
<td>Type of Goal Set</td>
<td>Learning goal: Personal satisfaction in meeting challenges and improvement, tendency to choose moderately difficult and challenging goals.</td>
<td>Performance goal: Desire for approval for performance in others’ eyes; tendency to choose very easy or very difficult goals.</td>
</tr>
<tr>
<td>Type of Involvement</td>
<td>Task-Involved: Concerned with mastering the task.</td>
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<td>Achievement Motivation</td>
<td>Motivation to achieve: mastery orientation.</td>
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<tr>
<td>Likely Attributions</td>
<td>Successes and failures attributed to controllable effort and ability.</td>
<td>Success and failure attributed to uncontrollable causes.</td>
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<tr>
<td>Beliefs about ability</td>
<td>Incremental view: Belief that ability can be improved through hard work and added knowledge and skills.</td>
<td>Entity view: Belief that ability is a stable, uncontrollable trait.</td>
</tr>
</tbody>
</table>

Source: Hoy and Hoy (2009, P. 167)

*Extrinsic motivation*
As Hoy and Hoy (2009) state, students may not be really interested in learning activity but they want to obtain merit increase, to avoid criticism from teachers, friends and parents. Therefore, extrinsic motivation is made up of environmental factors such as rewards, incentives, social pressures and punishments. Consequently, to motivate students extrinsically means giving incentives, rewards and punishments (Hoy and Hoy, 2009). For instance, when a student works hard in order to obtain a high grade or win a trophy, that student's behavior is extrinsically motivated. In addition, Garvis (2009) and Andrews (2011) indicate that students who are not motivated extrinsically ignore the value of rewards but they depend on relationships of peer and teacher as their motivational factor. This motivation is a means-to-end type of motivation in which the mean is the behavior and the end is some attractive consequences (Reeve, 1996).

**Intrinsic motivation**

It is an emotional association which drives students to engage in activities for their own sake, rather than external factors such as rewards, incentives, rewards and punishments (Martinez, 2010). It relies on internal personal factors such as needs, interests, curiosity and enjoyment. Therefore, when students are intrinsically motivated, they do not care about incentives or punishments because the activity itself is motivating (Hoy and Hoy, 2009) but they actively seek opportunities to participate in the activity (Spaulding, 1992). In addition, the research done by (Pavlou, 2006; Andrews, 2011) suggested that students who have high levels of intrinsic motivation, can control the amount of effort they put in and they also believe that they are feasible of achieving their desirable goals and are interested in proficiency of topic rather than memorizing for obtaining good grades. Due to these reasons, the majority of teachers
want their students to have intrinsic motivation to learn because it is also positively correlated with both students’ achievement and academic performance competence (Gottfried, 1985; Martinez, 2010).

**Type of goal and type of involvement**

Effective schools and teachers are those who develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and it will contribute to quality involvement in learning (Ames, 1990; Mart, 2011). Goals are the specific targets for both students and school, and goal orientations are the example of notion about goals which is relative to achievement in school (Hoy and Hoy, 2009). This goal orientation includes explanation of why we seek to attain the goals and the standards we apply to assess improvement toward goals. There are two types of goal; learning goal and performance goal. The purpose of learning goal is to improve and to learn, and it doesn’t care for how many mistakes students make so that students who have learning goals tend to face challenge and continue firmly even when they find difficulties. Nicholls and Miller (1984) and Hoy and Hoy (2013) described that these types of students are task-involved learners due to the fact that these students are concerned with accomplishing the task and do not care of performance very much compare to other students in the class. Furthermore, task-involved learners have more tendencies to look for suitable help, apply deeper strategies of cognition and use better strategies for their study (Butler and Neuman, 1995; Young, 1997; Hoy and Hoy, 2009).

The students with performance goal, on the other hand, concentrate more on showing their ability to other students, and they try to obtain good test scores and grades. This type of students are concerned with wining other (Wolters, Yu and
Pintrich, 1996; Hoy and Hoy, 2013) but if winning is hard, they pretend as if they did not want winning (Jagacinski & Nicholls, 1987; Pintrich & Schunk, 2002; Hoy and Hoy, 2009). These types of students are called ego-involved learners due to the fact that they make preoccupation themselves (Nicholls and Miller, 1984; Hoy and Hoy, 2013).

Achievement motivation

Two explanations are provided for the source of achievement motivation (Stipek, 2002; Hoy and Hoy, 2009). Some psychologists describe that achievement motivation is a stable and a distinguishing quality, and something that everybody cannot have the same amount. The high achievement motivation is assumed to be originally initiated in the family and cultural background of the children because if parents allow children solve problems themselves without showing any anger for the children's beginning of failures, children will have better chance to develop a need for high achievement (McClelland & Pilon, 1983; Hoy and Hoy, 2009).

Others, in contrast, see that the achievement motivation can be shaped by the recent experience of success and failure and by the reasons in the immediate condition such as the challenge of the task or the availability of incentives. Therefore, student may have high achievement motivation in working with one teacher because student is good at this subject but this student might have low achievement motivation with another teacher because he/she is not close to that particular subject.

Likely attribution

In controllable causes, students see themselves as competent and when they fail due to inadequate effort or insufficient knowledge, they usually try to focus on
techniques for achieving success next time (Hoy and Hoy, 2013). In contrast, when students attribute is instable, uncontrollable causes, the motivational problems can be increased. This type of students may feel depressed and helpless, and they respond to failure by using their own insufficiency; their attitudes toward schoolwork can be progressively worse (Hoy and Hoy, 2013).

Beliefs about ability

The most powerful factors that affect motivation in school are abilities. There are two primary concepts of ability; an entity view of ability and an incremental view of ability (Dweck, 2002; Hoy and Hoy, 2013). The entity view of ability accepts that ability is a stable trait so that the characteristics of people are unchangeable. As a result, some people are more capable than others because they have more ability according to this view. On the other hand, the incremental view of ability believes that the ability is changeable by enlarging people’s skills and knowledge (Dweck & Bempechat 1983; Hoy and Hoy, 2013).

Sustaining students’ motivation in learning environment

In order to sustain students’ motivation, the most effective school program designs good curriculum and instruction, teacher training, pays attention to school climate, has positive teacher-student relationships, and other necessary elements (CEP, 2012). Our syllabus needs to be clear for learning objectives, course goals, and student expectations for the course as well as providing explicit communication to our students what they need to do for successful learning encourages students’ motivation to learn (Mart, 2011).
Teachers are required to use a variety of teaching methods in engaging students to achieve successful learning. The study conducted by Fenner, Mansour and Sydor (2010) suggested that teachers always need to learn new strategies in promoting motivation into the instructional process, and motivation can be promoted and maintained through good instructional design (Fenner, Mansour and Sydor, 2010). For example, addition to our teaching with guest teachers, panel discussions and students’ presentations can minimize passive learning (Mart, 2011).

When students need to be re-engaged, motivation has to be used properly by providing students some choices and freedom of expression in classroom so that they feel they are learning themselves (McQuawn, 2011). We are here to empower students by giving them autonomy and helping them improve skills for self-directed learning because student’s motivation is increased if they feel that they have control of their learning outcomes (Mart, 2011). In addition, when we offer students some choices in classroom that promotes their feelings of self-determination, and student are motivated intrinsically to be involved in class activities. It is clear that giving students an opportunity to make their own decision allows for more ownership and leads to increased motivation (Andrews, 2011).

We are required to consider our students interests, background knowledge, and abilities when designing lessons. We need to support students with the opportunity for early success and gradually increase the degree of difficulty with the assignments and exams. The important thing is a balance so that every student feels that he/she has the capability to succeed (Mart, 2011).

The other way to sustain students’ motivation is to provide relevant content to students’ values and goals. Malouff, Rooke, Schutte, Foster and Bhullar (2008) and research conducted by Mart (2011) suggested that students show greater enthusiasm
and interest for learning if they can relate the content and learning activities to their daily lives. For example, ask students to state learning objective in terms of their own life goals in relating learning goals to the students' experience (Wlodkowski and Ginsberg, 1995; Mart, 2011), and connect the content to real experiences including examples and let students see the value of their learning (Mart 2011).

**Teacher as motivator of students to learn**

As classroom instruction is crucial, students' engagement in learning depends on how the instructor approaches to topic. Teachers' behaviors, performances and attitudes can affect students' motivation through interacting with them, for example, the type of relationships they use, the strategies they use to motivation and their use of classroom assessment (CEP, 2012). Research indicates that teachers can use many ways to increase student motivation such as, by giving encouragement students to perform their best, having high expectations for students' tasks completion, students' performance and behavior, and providing student choice in the classroom (CEP, 2012). Furthermore, teachers need to create learning environment that encourages students to use high-order thinking, use new strategy, involve collaboratively in lessons and provide students chance to express their misunderstandings or difficulties before they lose motivation (CEP, 2012). CEP (2012) suggests that the followings need to be done by the school for teachers to better motivate students.

1. Train all teachers to know factors that affect motivation, and to recognize students with social, emotional or developmental challenges.

2. Professional development programs that focus on how to motivate students will be helpful to teachers. For instance, teachers foster the way how to provide autonomy for students in teaching and learning, and create learning
environment in which students are willing to take risks and challenges without fear of teachers and failure.

(3) Student motivation relies on teachers' attitudes and behaviors. For instance, when teachers have high expectations for all students and they maintain caring and provide reasonably freedom climate in classroom, students are motivated more and achieve high level of success.

(4) Teachers must be suggested about the importance of parental involvement in school and train them how to make effective relationship with families in order to promote students' motivation.

**Teacher and Student relationship (TSR)**

Ryan & Deci (2000) and Gehlbach et al (2011) describe that relationships are not only for the key to happiness, but also for a core psychological need and a critical motivation of human behavior, and they reduce stress, facilitate social/emotional development, and play a critical role in schooling outcomes for students (Gehlbach et al, 2011). As a result, teacher and student relationship is important in school because the outcome of school is consistently associated with more positive teacher and student relationship (Moos & Moos, 1978; Gehlbach et al, 2011). Pianta, Nimetz, and Bennett (1997) and Gehlbach et al, 2011 also found the associations between TSR and an even wider array of achievement outcomes, such as better concept development. Besides, Gehlbach et al, (2011) found that teacher's caring enhanced students' academic self-efficacy and intrinsic value of education. Mart (2011) stated that numerous surveys indicated that caring, enthusiastic, consistent and impartial were given priority by effective teachers when dealing with students. Furthermore, an
effective teaching will happen only when teachers are passionate about their profession and students (Ornstein et al, 2011).

**Student-Centered instruction**

Although many instruction strategies can be used in the classroom, the selection of instruction is considered as an important issue for improving the quality of teaching and learning because the students’ achievement mainly depends on the instruction strategies we use in the classroom and besides, the students’ attitude toward learning also relies on teacher instruction (Zain et al, 2009). The student-centered instruction is the most appropriate method to provide students with the 21st century knowledge and skills because Ornstein and Levine (2009) state that this instruction trains students with the following principles:

(1) Students should be free from interruption and allow them to develop naturally.

(2) Students are inspired by direct experience to be the learning and interest.

(3) Teacher has to be a resources person and guide for learning activities.

(4) There is a close cooperation between the school and the home.

(5) School should be a place where pedagogical reform and experimentation can be done.

Therefore, some examples of student-centered instruction, such as collaborative learning, cooperative learning, problem-based learning, inquiry learning and cognitive apprenticeships that are the most appropriate learning approaches in providing students with the 21st century skills and knowledge (Hoy and Hoy, 2009).
Collaborative Learning: as Istifci and Kaya (2011) state that students work in groups to motivate each other, to teach each other and to help each other, are to obtain the common purpose of learning in collaborative learning. The aim of collaborative learning is to gain information and apply it in problem-solving so that collaborative learning is good for teachers who want students to learn together through sharing with other students. This learning approach also provides a positive learning environment and helps students understand more. Study conducted by Joyce, Weil and Showers (1992) and Istifci and Kaya (2011) found that applying this approach obtained more advantages, particularly for students who were unsuccessful in traditional classes.

In collaborative learning, students have to study differences on ideas and present their ideas. They are required to think about the lesson contents and use them to achieve the group’s goal but they have mutual and positive commitment for the success of the group through involving every student of the group actively (Istifci and Kaya, 2011). When the students are allowed to make free decisions, reciprocal collaboration emerges. Besides, they will be more successful when they have opportunity to examine their work and set goals for the development (Ryan, Scott, Freeman, Patel, 2000; Istifci and Kaya, 2011).

Problem-Based Learning: problem-based learning enhances students’ reflection, communication skill and collaboration, but reflection is from different perspectives (Yelland, Cope, & Kalantzis, 2008; Etherington, 2011). It is a kind of instructional method in which students can learn by solving problem, by focusing on a complex problem and by working together in collaborative teams to solve problem (Artino, 2008) but the problem students face must have meaning for them. Study conducted by Hoy and Hoy (2009) found that students are directed in self-directed
learning and they use their new knowledge for the problem, and make reflection on what they have learned.

In addition, Hmelo-silver (2004) and Artino (2008) stated that problem-based learning environments are designed as learner-centered goals which are to provide students (1) construct extensive, knowledge that can be used from academic to non-academic contexts; (2) competent problem-solving skills; (3) skills that can be learned by themselves in their life (4) collaborative mind in learning; and (5) intrinsic motivation to learn. Therefore, students have opportunity to develop problem-solving skills from multiple sources and they are feasible of creating solutions more coherently in problem-based learning (Artino, 2008).

**Cooperative Learning**: cooperative learning helps students to learn positively both for themselves and their friends, and to develop problem solving and critical thinking skills through encouraging social skills based on cooperation but during their learning they assist each other and group performance is to obtain the common aim (Boluksas, Keskin and Polat, 2011). For example if student groups are required to do an assignment for which if only one student does that whole task, and studies without help of others, this cannot be considered as group work based on cooperative learning. This approach also change educational paradigm from teacher-centered to student-centered learning that provides opportunity for students to involve in solving problems with the assistance of group members (Effandi, 2005; Kan, 2011). Therefore, this approach is constructed with many learning opportunities to not only students but also teachers that do not exist in traditional classrooms.

This approach stresses that students are responsible not only for their own learning but also for their group members' learning. This approach encourages students to be a collective society and it is appropriate with Asian cultural contexts,
including in the Kachin areas of Myanmar. Besides, students’ achievement, self-esteem, interpersonal relationship and students’ attitude towards school and peers can be increased by using the cooperative learning approach (Zain et al, 2009).

**Inquiry learning:** the students are allowed to learn content and inquiry process itself simultaneously, for example, the ways how to create solutions for problems and think critically but this approach is guided discovery learning, which is in need of preparation, organization and monitoring to ensure that every student is engaged (Hoy and Hoy, 2009). This approach provides students opportunity to explore questions meaningfully through making investigation and collaboration (Thomas, 2003; Jou, Chuang and Wu, 2010). Besides, in inquiry learning environment, students can construct their own knowledge by actively participating in learning and interacting with the environments and by depending on the teachers’ directions and guidance to produce a desirable results (Meng and Yang, 2003; Jou et al, 2010).

In this approach, teachers work as supporter and guides, and students are encouraged to explore the material on their own instead of providing them material. As CEP (2012) state that inquiry-based learning provides the following factors;

- It provides students autonomy by encouraging self-directed learning, providing students choice that is based on their own interests, and showing the ways to approach problem or task.

- It encourages the use of technology and allows students to plan their own learning plan or project.

- It provides opportunity to collaborate between student to student and student to teacher.
Cognitive apprenticeships: the apprenticeships are proven to be an efficient form of education because students learn many skills by working with a master and other apprentices. These knowledgeable guides also give examples to follow, demonstrations, feedback and suggestions (Hoy and Hoy, 2013). Besides, the students have to do a real and important performance that increase in complexity as they are getting more competent. Hoy and Hoy (2013) suggested that the skills and knowledge provided by the school are too separated from their use in the world. To balance this, school has to adopt the features of apprenticeships according to their suggestions.

Transformational Leadership

As Thomson (2007) stated that the transformation leadership theory was initiated by Burns (1978) and it was later supported by the research of Bass (1985). This leadership theory emphasizes actions and process of behaviors that promote the motivation of followers to perform beyond what is usually expected of them (Bass, 1985). This theory comes from some of the early work in trait, path-goal, contingency, social interaction and behavioral investigations of leadership according to Bass (1985).

Burns defined that a leader engages with followers and creates a relationship to promote the degree of motivation and morality in both the leader and the follower in transformational leadership. This kind of leader gives attention to the needs of followers and helps them reach their highest potential (Northouse, 2010). This definition was, later, enlarged by Bass (1985) who defined transformational leadership to include the practices that enhances the level of awareness about the importance and value of specified results. Verona and Young (2001) stated that
transformational leadership as the process of constructing commitment to the organization's objectives and empowering followers to achieve these objectives, and in education arena (Verona and Young, 2001) in their leading textbook on educational administration mentions that "transformational leadership is simply to what people have in mind when they describe their ideal leader".

As Northouse (2010) states that transformational leaders promote the performance of followers and develop them to their entire potential. They encourage their followers to observe old problems from a new perspective, and they always inspire their followers to achieve higher than before. Besides, they motivate their followers more than their own interests and aims through focusing on greater team, organizational, national and global objectives (Jandaghi, Matin and Farjami, 2009).

**Transformational Leadership Factors**

Thomson (2007) stated that factors based on Bass (1985) to describe the characteristics of transformational leader such as idealized influence or attributed charisma, idealized influence or behavioral charisma, inspirational motivation, intellectual stimulation and individualized consideration.

**Factor I: Idealized influence** (charisma) is that followers are dragged and dominated positively by the leader who has high moral standards and ethical behavior. As a result, leaders with idealized influence have a charisma and provide followers with a sense of mission (Greiman et al, 2007). Besides, two leadership factors are necessary: idealized influence (attributed) and idealized influence (behavior). For example, they demonstrate the most important values, a strong commitment to goals, and decisions based on spiritual and moral standards (Jandaghi et al, 2009). These leaders have the ability of encouraging trust in their followers.
They do not use their leadership power and capacity to achieve personal goals but they try to obtain organizational objectives through providing direction and guidance for their followers.

**Factor II: Inspirational motivation** is used by leaders who communicate with high expectations to followers through providing them motivation to commit to a shared vision of the organization. In practice, leaders apply symbols and heartfelt request to focus followers' efforts to obtain more than they would in their own self-interest (Northouse, 2010). In addition, followers learn from this vision not by the leaders' instruction but due to their own interest. This shows that the followers' insight is higher than hierarchy levels and it is inspired among followers by sharing organizational visions. Therefore, inspirational motivation includes the followings as Jandaghi et al (2009) stated.

1. Confident speaking for future
2. Show enthusiasm for the things needed to be performed
3. Describing an attractive prospect of future
4. Displaying an excited image of what need to be considered
5. Showing confidence of aims that will be met
6. Taking up problems.

**Factor III: Intellectual stimulation** is shown by transformational leader and it includes leader supports followers to be creative and innovative in problem-solving skills (Northouse, 2010). This type of leadership encourages followers to challenge their own beliefs and values (Greiman et al, 2007). Furthermore, leaders enhance followers' capabilities to understand the organization natural behaviors and challenges. The point is to be learning organization through paying attention to
creative and developing ideas. Therefore, intellectual stimulation includes the followings as stated by Jandaghi et al (2009).

1. Reviewing the fundamental assumptions and questioning them
2. Referencing from multiple sources if the problem is to be solved
3. Encouraging others to view problem from different perspectives
4. Encouraging new ways of thinking to solve problems
5. Reviewing plans and ideas.

Factor IV: Individualized consideration is that leaders provide a supportive condition for their followers and show individualized consideration when they perform as coaches and mentors, and motivate followers to reach their own goals and potential (Greiman et al, 2007). Individualized consideration stated by Jandaghi et al (2009) as the followings.

1. Giving time in teaching and coaching
2. Treating followers as persons not just members of organization
3. Attention is given to followers as individually
4. Assisting followers to improve and develop their own ability
5. Listening to followers’ interests and demands
6. Developing and facilitating individual development.

Transactional Leadership

Transactional leadership is different from transformational leadership because transactional leader does not pay attention to individual needs of subordinates and does not focus on their personal development (Northouse, 2010). The idea of leadership, (Webb et al, 2004, p. 257) here describes “social action as leader-centered, dominated by rational models of decision making, and regulated by concerns of
efficiency with regard to organizational maintenance.” In addition, transactional leader influences followers by exchanging a good or a service that will serve as reward or punishment for the work with the maintenance of the status and the focus on short-term goals (Webb et al, 2004).

In transactional leadership model, leadership is an expression of power and this power is the only property of the leader (Bass, 1985). In this model, goals and objectives are set, measured, evaluated and modified by the professor and make sure that goals are reached (Hood et al, 2009). For example, this notion may be prominent in college environment when the professor makes development of syllabus and course content with minimal input from the students (Hood et al, 2009). Here the incentives are to ensure that students work diligently and course objectives are met. Transactional leadership is pivotal on a form of operant condition whereby students perform certain responsibility and tasks to obtain rewards and to avoid punishment (Hood et al, 2009).

Greiman et al, (2007) full range leadership model incorporates nine leadership factors. Among them three factors such as contingent reward, management-by-exception (active) and management-by-exception (passive) are representing transactional leadership. Contingent reward is the exchange that happens between the leader and the follower and the effort of followers is rewarded by the leader. In this process, the leader and follower agree on what needs to be done and the rewards that will follow (Greiman et al, 2007). Management-by-exception is a leadership that involves corrective criticism, negative feedback and negative reinforcement, and it takes two forms; active and passive. In the management-by-exception (active) form, the leader does monitoring for mistakes of followers and taking action by
correcting with negative feedback. In management-by exception (passive), the leader waits for problems to be identified (Greiman et al, 2007).

Webb et al (2004) investigated several forms of political leadership for both transactional and transformational leadership. His investigation shows that transactional leadership can be expressed in (a) opinion leadership, which is relating to arousing reactions from potential followers and is focused on everyday problems; (b) group leadership, which is to maintain functions and to accomplish exchanges between group leaders and members; (c) party leadership in which leaders describe and operate the wants, needs and expectations of existing and potential members; (d) legislative leadership includes making laws and policies in incremental steps; and (e) executive leadership, in which leader makes unilateral decisions based on his own assessment of followers’ needs and wants. The theme of all these forms of transactional leadership is the exchange of tangible and intangible goods of value between the leader and his followers.

Laissez-Faire Leadership

This leadership represents non-leadership style because the leader gives neither direction nor guidance (Jones and Rudd, 2008). The leader ignores responsibility, slow decisions, provides no feedback, and makes a small attempt to assist followers meet their needs (Northouse, 2010) but the leader gives the majority of control in the decision-making process to the followers. The leader accepts that followers are motivated intrinsically and they need to be left alone to complete tasks and goals (Jones and Rudd, 2008).
Part III Research Related

This section will present the research findings that are related to instructional leadership in education. The research on instructional leadership was initiated as part of the school effectiveness activity (Lee et al, 2012), and understanding the relationship between instructional leadership and principal behavior was described as the important issue (Lee et al, 2012). However, many studies supported the concept that instructional leadership is required in effective schools (Hackett 1992).

Weber (1971) and Alig-Mielcarek (2003) studied on four instructionally effective inner-city schools found that these schools had strong leadership who focused on instructional decision, set high expectations for all students, created a safe learning environment and monitored student learning progress. Research results also indicated that instructional leadership had the indirect impact on student learning by shaping school learning atmosphere and teacher practices (Hallinger and Heck, 1996; Leithwood et al., 2004 cited in Lee et al, 2012), and instructional leadership plays as a guider of school improvement and student learning (Bryk et al., 2010; Lee et al, 2012).

The effective instructional leaders have a sense of purpose or vision for what the school is feasible of doing and what the school has to accomplish (Smith and Andrews, 1989; Hackett 1992), and besides, Colton (1985 cited in Hackett, 1992) supported that the effective principals have vision. His definition of vision is that it builds goals and objectives for action of individual and group. In addition, study conducted by Lee et al (2012) in Hong Kong by using OECD’s conceptual framework found that the leadership practices which set goals and establish shared vision are obviously linked to school improvement, and leadership practices that focused on vision, mission and goals help to school management effectively (Wong, 2003; Lee
et al., 2012). Research results also indicated that instructional leaders who engage behaviors that inform teachers about the current issues of instructional practices, encourage them to attend workshops, seminars and conferences, establish collaborative culture of learning, conduct coaching, explore ways to direct staff development, set goal of professional development with teachers and support the necessary resources to encourage teacher innovation in applying a variety of teaching methods, instructional techniques, materials and technology in the classroom, and this type of instructional leader promotes student achievement (Larson-Knight, 2000; Blasé & Blasé, 1998, 1999a, 1999b; Sheppard, 1996 & Alig-Mielcarek, 2003).

When instructional leaders give and supervise teaching and learning process, there are some increases, such as teacher reflection and instructional behaviors, new ideas, teaching strategies, response to diversity of students, lesson preparation and focus on instructional process according to the research findings of (Blasé & Blasé, 1998, 1999a; Alig-Mielcarek, 2003). Besides, teachers applied professional direction with the purpose of changing classroom practice, and motivation, satisfaction, confidence and sense of security of teachers were affected positively when instructional leaders provide feedback. Although instruction leaders must visit classroom and have conversation with teachers about teaching and learning (Hoy and Hoy, 2009), schools outcomes are shown better, including student test-score results if instruction leaders spend more time on organizational management activities according to (Horng et al., 2010; Horng and Loeb, 2010) and the time they spend on day-to-day instructional activities like classroom observations are not at all related to improvements in student performance. Furthermore, Horng and Loeb (2010) studies found that organizational management for instructional improvement produced better outcomes for the school. They also state that school leaders should appoint highly
qualified teachers and support teachers with appropriate teaching and learning environments instead of directly influencing classroom teaching and student learning.

The study conducted by Blasé and Blasé (2004) found that successful instructional leadership performed basically three elements such as, conducting instructional conferences, providing staff development and developing teacher reflection. Conducting conferences with teachers include behaviors such as providing suggestion, giving feedback, showing example of inquiry and obtaining advice and opinions from teachers. Behaviors connected with providing staff development include focusing on the study of teaching and learning, underpin for collaboration, development of coaching relationships, use of action research, providing resources and development of all stages of the staff development programs. The behaviors of developing teacher reflection are modeling, classroom observation, dialogue, suggestion and praise. They also found that this reflection is associated with collegial inquiry, critical thinking and extending teaching.

Some analysts indicated that instructional leaders need to have teaching experience and a broad knowledge of instruction because they are necessary to be a model of effective classroom practice, and to be able to make effective judgment and to provide useful feedback to the teachers (Marks and Printy, 2003). Teachers mentioned that instructional leaders should demonstrate teaching techniques in places such as classroom, during conferences and show positive interactions with students because this type of examples from instructional leaders motivate them and encourage for their reflective behaviors (Blasé and Blasé, 2000). Furthermore, they found that effective principals apply inquiry approach with teachers, and they try to obtain suggestions about instructional matters from teachers. Their findings also indicated that effective instructional leaders make integration of collaboration, peer coaching,
investigation, group study and thoughtful discussion into a holistic approach in order to increase professional dialog among teachers.

The research results indicated that principals who support instructional leadership obtained more collaboration from teachers, and when teachers spend more times on collaborations for instructional improvement, their students' achievement is higher (Darling-Hammond & Richardson, 2009; Louis et al., 2009; Miller et al., 2010). Thus, there is a relationship between the teacher collaboration and student achievement (Goddard et al. 2007 cited in Miller et al., 2010). Therefore, teacher collaboration is one of the most important ones in school culture (Sahin, 2011), and the teacher age and the length of their services are not effective determinant on their notions that are relative to instructional leadership (Sahin, 2011) and school culture researches (Kocman, 2005; Sahin, 2010; Sahin-Firat, 2007; Sahin, 2011). Besides, the activities that come from instructional leadership enhance teacher's reflection (e.g., providing suggestions and feedback, modeling) and professional development (e.g., coaching, collaboration), produce positive effect on motivation (Blasé and Blasé, 1999; Eval and Roh, 2011). The collective leadership that includes leadership matters from multiple sources produces a higher level of student achievement through teacher motivation. Similarly, the achievement of school efforts relies not only on the ability of school leader to work as an instructional leader, but also depends upon how school leader empower others to work as instructional leaders (Hackett, 1992).

The research also found that there are some non-school factors, which are family background, social class, geographical area of the school, city versus country school, peer influence and traditional values are more important than school factors in deciding the student achievement (Hackett, 1992). However, although these findings truly affected on student achievement, there are many evidences that school climate,
the structure of school, teaching techniques and leadership style of principal can produce a big difference in school achievement and students' attitude toward school (Hackett, 1992). In addition, a half of research on instructional leadership proved that the school leader's impact on student achievement primarily come from contextual factors such as, school policy formation, development of goal and teacher practices (Marks and Printy, 2003). The other thing is that both district and state's role are linked to the instructional leader behaviors (Louis and Robinson, 2012), and the actual mission building of principals is influenced by the factors of school context, such as socio-economic status and school size (Hallinger and Murphy, 1986; Hallinger, 2003). Therefore, instructional leadership dominates the school results by overhauling school structures such as promoting academic standards, allocating appropriate time for each subject and reviewing curriculum based on the mission of school (Hallinger, 2003).
Summary

Overall, this chapter has described the background context of research target area in which background history of KIO education, education system, structure of educational management, teaching profession and assessment system are provided with explanation. Regarding to theories, instructional leadership and transformational leadership are used as the main theories for this study. The instructional leadership theory is discussed by focusing on defining and communicating school goals, instructional leadership for 21st century learning, creating a school culture as partnership, building collaborative culture in school, motivating teachers, instructional supervision, motivating students to learn in school, assessment system and student-centered instruction. On the other hand, the transformational leadership is described through basing on seven factors such as individual influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward constructive transaction, management-by-exception active and passive corrective transaction and laissez-faire. In addition, previous research evidences that are related to instructional leadership are also included.
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research procedures and research methodology of this study. The study used both qualitative and quantitative methods through based on the following research objectives: (1) to explore the desirable characteristics of instructional leadership and the needs for school improvement; (2) to identify the current practices of the instructional leadership in schools; (3) to identify the expectations of the instructional leadership development in schools and (4) to develop the instructional leadership model for schools in the Kachin area of Myanmar.

Research Design

Mixed methods are used for this study because mixed methods support advantages that are considered as weaknesses in both quantitative and qualitative research and they provide answers for questions that cannot be obtained by qualitative or quantitative methods alone (Creswell and Clark, 2011). Besides, there are more evidences to study research problem and all tools are available for data collection. The research design is as the following steps in this study.

1. Qualitative method

The content analysis was used to explore the research objective (1) the desirable characteristic of instructional leadership.

The informal interview was used to reveal the needs for school improvement in the Kachin area of Myanmar, which is part of the research objective (1).
2. Quantitative method

The questionnaire was used for research objective (2) and (3) to explore the current practices of instructional leadership and the expectations of instructional leadership development at schools in the Kachin area of Myanmar.

3. Qualitative method

The interview was used to support research objective (4) to develop instructional leadership model for schools in the Kachin area of Myanmar.

Focus group was used to make model validation.

Research Procedures

The research procedures include four stages as the following.

Stage I: Content analysis and informal interview

Stage II: Developing the research instrument
- Validity
- Reliability

Stage III: Data collection
- Population
- Sample
- Data analysis

Stage IV: Developing the instructional leadership model
- Develop instructional leadership model
- Focus group to validate the model
Stage I: Content Analysis and Informal Interview

The content analysis was used to explore research objective (1) the desirable characteristic of instructional leadership and informal interview was used to identify the needs for school improvement.

Stage II: Developing the Research Instrument

The researcher developed the research instrument for the qualitative and quantitative approaches. Two kinds of research instruments were used in this study as the followings.

1. Questionnaire

The questionnaire was designed by using results from content analysis and informal interview to explore research objective (2) and (3) the current practices and expectations of instructional leadership in schools.

The structure of question was divided into three parts; Part one includes about demographic variables, such as the name of school, gender, position, pedagogical attainment, age and work experienced.

Part two includes 14 components. The items 1-5 measure defining and communicating school goals (Gupton, 2010; Hallinger and Murphy, 1985), items 6-10 measure building collaborative culture in school (Gupton, 2010), items 11-15 measure promoting relationship (Gupton, 2010; Sharma and Roy, 1996), items 16-20 measure managing the curriculum and instruction (Weber, 1996; Hoy & Hoy, 2013), items 21-25 measure creating a school culture that contribute to learning (Gupton, 2010), items 26-30 measure motivating students to learn in school (Hoy & Hoy, 2009), items 31-35 measure teaching and learning (Hoy & Hoy, 2009), items 36-40 measure teacher motivation (Hoy a& Hoy, 2009), items 41-45 measure establishing school-wide
professional development (Blase & Blase, 2004), items 46-50 measure promoting teachers professional growth (Blase & Blase, 2004), items 51-55 measure idealized influence (Northouse, 2010), items 56-60 measure inspirational motivation (Northouse, 2010), items 61-65 measure intellectual stimulation (Northouse, 2010), and items 66-70 measure individualized consideration (Northouse, 2010).

Part three includes suggestions for instructional leadership development for schools in the Kachin area of Myanmar.

Therefore, all questions are about both current practices and expectations of instructional leadership development at schools in forming of rating scale which current practices are put on the left side of the question while the expectations are on the right side of the question. The research participants answered the questions according to five-point rating scales which indicates the degree of importance for instructional leadership ranging from 1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree and 5 = strongly agree (See appendix B).

2. Interview questions

The purpose of interview is to support the research objective (4) "to develop the instructional leadership model for schools in the Kachin area of Myanmar. The interview was conducted with three education officers and a director of central education department. The interview includes ten questions (See Appendix C).

Validity

In order to ensure the validity of instrument and quality of research, the questionnaire is validated by three experts before distributing to the respondents (See appendix D). One expert who checked statistics has Ph.D degree and more than 40 years of experiences in this area. The other two experts know the context well and
they have also experiences of more than 30 years. The researcher sent Item Objective Congruence (IOC) form to three experts to evaluate content validity (See appendix E). One expert suggested that the items 51-70 should be checked with standard instrument developed by Bass & Avolio. This has been done by the researcher through reviewing assessment scale and leadership assessment & development standard instrument developed by Bass & Avolio.

Reliability

A pilot testing is conducted for ensuring reliability of the questionnaire. The questionnaire is tested with 60 teachers who are currently teaching at schools in the Kachin area of Myanmar, excluding from the real sample of research. The Cronbach Coefficient (α) is applied to determine the reliability of the questionnaire, and it is 0.903 (See appendix F).

Stage III: Data Collection

The questionnaire is distributed to headmasters and teachers by the researcher in person through going school to school in February 2013. The face to face-interview is also conducted with education officers and a director of central education department.

Population

There are two groups of research population for this study. The first group of population includes 667 teachers and 68 headmasters from 66 schools. The second group of population includes 6 education officers and a central education department.
Therefore, 667 teachers, 68 headmasters, 6 education officers and a central education department (ministers, directors) are the research population of this study.

Sample

In making decision for sample of the study, the researcher establishes the criteria for selecting school as the followings:

1. The school must be either high school or middle school.
2. The school must have at least 15 teachers
3. The school must have at least 300 students

The reasons for choosing big schools are that there are more problems and more things to be studied if the school is big. Besides, the criteria for this study are to be able to select the most appropriate schools for study and to narrow population to a sample of only 14 schools. The schools which pass the criteria can be seen in Appendix G.

The 348 teachers which are the 52% of teacher population and 16 headmasters which are the 23.5% of headmaster population, 3 education officers which are the 50% of total population and a director of central education department are used as sample of this study. This means that the 100% of teachers and headmasters from 14 selected schools are given questionnaires to answer the research questions. The 100% of questionnaires are returned from them. Table 3.1 displays the sample of teachers and headmasters for this study.

The three education officers and a director of central education department are interviewed to support the development of an instructional leadership model and to explore the education system at schools in the Kachin area of Myanmar.
<table>
<thead>
<tr>
<th>Srn.</th>
<th>Name of school</th>
<th>Headmaster</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Laiza high school</td>
<td>2</td>
<td>42</td>
<td>1213</td>
</tr>
<tr>
<td>2</td>
<td>Laiza middle school</td>
<td>1</td>
<td>35</td>
<td>777</td>
</tr>
<tr>
<td>3</td>
<td>Nawng E Hku middle school</td>
<td>1</td>
<td>15</td>
<td>305</td>
</tr>
<tr>
<td>4</td>
<td>Hpun Lum Yang middle school</td>
<td>1</td>
<td>17</td>
<td>452</td>
</tr>
<tr>
<td>5</td>
<td>Maisak Pa middle school</td>
<td>1</td>
<td>15</td>
<td>411</td>
</tr>
<tr>
<td>6</td>
<td>Maga Yang middle school</td>
<td>1</td>
<td>28</td>
<td>729</td>
</tr>
<tr>
<td>7</td>
<td>Zai Aung middle school</td>
<td>1</td>
<td>16</td>
<td>540</td>
</tr>
<tr>
<td>8</td>
<td>Maija Yang high school</td>
<td>2</td>
<td>41</td>
<td>981</td>
</tr>
<tr>
<td>9</td>
<td>Prang Ngawn middle school</td>
<td>1</td>
<td>15</td>
<td>313</td>
</tr>
<tr>
<td>10</td>
<td>Laru Zup Ja middle school</td>
<td>1</td>
<td>29</td>
<td>633</td>
</tr>
<tr>
<td>11</td>
<td>Nhkawng Pa middle school</td>
<td>1</td>
<td>22</td>
<td>603</td>
</tr>
<tr>
<td>12</td>
<td>Je Yang middle school</td>
<td>1</td>
<td>30</td>
<td>1701</td>
</tr>
<tr>
<td>13</td>
<td>Nba Pa middle school</td>
<td>1</td>
<td>21</td>
<td>414</td>
</tr>
<tr>
<td>14</td>
<td>Sut Ngai middle school</td>
<td>1</td>
<td>22</td>
<td>306</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>348</strong></td>
<td><strong>9378</strong></td>
</tr>
</tbody>
</table>
Data Analysis

The data analysis includes conducting documentary research and interview for education system and developing instructional leadership model. In the data analysis, descriptive statistics such as frequency, percentage, mean and standard deviation are used to analyze current practice and expectations of the instructional leadership. In addition, focus group is applied to validate a development of an instructional leadership model for schools in the Kachin area of Myanmar. The focus group is conducted as the followings.

Step 1 - the researcher develops model according to the results obtain from interview, questionnaire and theory support.

Step 2 - the experts are invited to validate the model.

Stage IV: Developing the Instructional Leadership Model

The researcher developed the model as for the use of the Kachin schools in the Kac in area of Myanmar according to the results from questionnaire and interview.

The focus group was used to validate the model. The education officers, headmasters, director and minister were invited to validate the model for the Kachin schools in the Kachin area of Myanmar.
# Summary of the Research Process

Table 3.2 Summary of the Research Process

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of data or sample</th>
<th>Research instrument</th>
<th>Data analysis</th>
<th>Expected outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore the desirable characteristics of instructional leadership and the needs for school improvement.</td>
<td>List of documents</td>
<td>Review the characteristics of instructional leadership by using Dendrogram</td>
<td>Content analysis</td>
<td>The desirable characteristics of instructional leadership and the needs for school improvement.</td>
</tr>
<tr>
<td>2. To identify the current practices of the instructional leadership in schools.</td>
<td>Headmasters and teachers</td>
<td>questionnaire</td>
<td>Frequency, percentage, mean and standard deviation</td>
<td>The current practices of instructional leadership in schools.</td>
</tr>
<tr>
<td>3. To identify the expectations of instructional leadership development in schools.</td>
<td>Headmasters, teachers</td>
<td>questionnaire</td>
<td>Frequency, percentage, mean and standard deviation</td>
<td>The expectation of instructional leadership development in schools, in the Kachin area of Myanmar.</td>
</tr>
<tr>
<td>4. To develop instructional leadership model for schools in the Kachin area of Myanmar.</td>
<td>Leadership theories Results from objectives 1, 2 and 3</td>
<td>Interview question Model development Focus group</td>
<td>Validation of model by experts</td>
<td>The development of instructional leadership model for schools in the Kachin area of Myanmar.</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDINGS

This study was intended to develop instructional leadership model for schools in the Kachin area of Myanmar under the following four research objectives, (1) to find out the desirable characteristics of instructional leadership and the needs for school improvement (2) to identify the current practice of the instructional leadership in schools, (3) to identify the expectations of the instructional leadership development in schools, and (4) to develop the instructional leadership model for schools in the Kachin area of Myanmar. The methodology of this study used both qualitative and quantitative methods for collecting data by using the research instruments such as, interview, content analysis and questionnaire. The data was collected during the month of February in 2013. The 348 teachers and 16 headmasters from 14 schools participated in the data collection namely: Laiza high school, Laiza middle school, Nawng E hku middle school, Hpunlum yang middle school, Maisak pa middle school, Maga yang middle school, Zaiawng middle school, Maija yang high school, Ja chyai yang middle school, Lana zupia middle school, Nhkawng pa middle school, Je yang middle school, Nba pa middle school and Sutngai middle school. The respondents’ responses to the items on a three-part questionnaire were analyzed by using Frequency, Percentage, Mean and Standard deviation (SD).

Research Findings

The research findings are presented according to the research objectives which are four parts.
Part 1: The desirable characteristics of instructional leadership and the needs for school improvement

Part 2: The current practice of instructional leadership in schools.

Part 3: The expectations of instructional leadership development in schools.

Part 4: The instructional leadership model for schools in the Kachin area of Myanmar.

**Part 1: The Desirable Characteristics of Instructional Leadership and the Needs for School Improvement**

The desirable characteristics of instructional leadership were explored by conducting content analysis. Firstly, the research did reading 96 documents for content analysis (see appendix H). From these, the desirable characteristics of instructional leadership were reviewed by using dendrogram and found the 10 components of instructional leadership (see appendix I). The questionnaire was designed by depending on the key words from these components and each component has five questions as shown in table 4.1.

**Table: 4.1 The characteristics of instructional leadership**

<table>
<thead>
<tr>
<th>Content</th>
<th>Key word</th>
<th>Theory &amp; Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defining and communicating school goals (1) Develop school academic goals based on data-driven academic in collaboration with teachers, parents, experts and community (2) Ensure school academic goals promote current level of academic performance and high expectations for all students, (3) Use school goals for academic decision making (4) Communicate school academic goals to teachers, Students, parents and community.</td>
<td>Academic goals, academic performance, high expectations, Collaboration, Decision making, Communicate, classroom objectives</td>
<td>Goals and objectives (Gupton, 2010) And Defining and communicating School goals (Hallinger &amp; Murphy, 1985)</td>
</tr>
<tr>
<td>Content</td>
<td>Key word</td>
<td>Theory &amp; Source</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1. Defining and communicating school goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Make sure school academic goals can be applied easily by teachers in classroom objectives</td>
<td></td>
<td>Alig-Mielcarek, 2003)</td>
</tr>
<tr>
<td>2. Building collaborative culture in school</td>
<td>Trust and respect, multiple forms of teams, feedback and input, collective responsibility, decision making</td>
<td>Facilitating collaboration within the school (Gupton, 2010)</td>
</tr>
<tr>
<td>(6) Encourage a climate of trust and respect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Establish multiple forms of teams that collaborate regularly to improve teaching and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8) Actively seek feedback and input from others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9) Provide collective responsibilities among all teachers toward a success of every student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10) Involve all teachers in decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Promoting relationship</td>
<td>Multiple two-way communications, leadership, advisory council, educational network, link</td>
<td>Forming partnership (Gupton, 2010) and Sharma and Roy (1996)</td>
</tr>
<tr>
<td>(11) Establish multiple two-way communications with parents, community and other schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12) Capitalize the potential benefits of a leadership advisory council, consisting of family, district education department and administrative department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(13) Making educational network with other institutions and educators.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(14) Having link between different countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(15) Use media and up-to-date technology to expedite and improve communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(16) Ensure that the classroom objectives of teachers are consistent with the stated goals of the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(17) Meet with teachers to identify learning goals at subject department levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.1 The characteristics of instructional leadership (continued)

<table>
<thead>
<tr>
<th>Content</th>
<th>Key word</th>
<th>Theory &amp; Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>(18) Evaluate teachers on academic objectives directly related to the 21\textsuperscript{st} century skills and knowledge and approved national curriculum.</td>
<td>21\textsuperscript{st} century skills and knowledge, coordinating curriculum, curriculum materials</td>
<td>Instructional leadership for 21\textsuperscript{st} century learning (Hoy and Hoy, 2013)</td>
</tr>
<tr>
<td>(19) Make clear who is responsible for coordinating curriculum across grade levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20) Participate in the review and selection of curriculum materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Creating a school culture that contribute to learning

| (21) Set high expectations for learning among students.                | High expectations, evolving independence, clear rules, innovate, experiment | Creating a climate for learning (Gupton, 2010) |
| (22) Encourage students’ evolving independence as learners.          |                                              |                                      |
| (23) Establish clear rules and expectations for the use of time allocated to instruction and monitors the effective use of classroom time. |                                              |                                      |
| (24) Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning. |                                              |                                      |
| (25) Have open-door policy for family and community involvement in students’ learning. |                                              |                                      |

6. Motivating students to learn in school

| (26) Design school programs in terms of students’ interests and needs. | School programs, Opportunities, positive feedback, Variety of teaching methods, |                                      |
| (27) Provide students opportunities to initiate and direct their own learning by using a variety of teaching methods. |                                              |                                      |
Table 4.1 The characteristics of instructional leadership (continued)

<table>
<thead>
<tr>
<th>Content</th>
<th>Key word</th>
<th>Theory &amp; Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>(28) Provide students positive feedback in the context of perceived autonomy by them.</td>
<td>Pursue learning tasks, caring, enthusiastic, consistent, impartial</td>
<td>Building a concept of motivation to learn (Hoy and Hoy, 2009)</td>
</tr>
<tr>
<td>(29) Allow students to pursue learning tasks which are moderately difficult to accomplish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(30) Teachers are caring, enthusiastic, consistent and impartial when dealing with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teaching and learning</td>
<td>Student-centered instruction, technology instructional materials, curriculum Teaching activities</td>
<td>Teaching and learning (Hoy and Hoy, 2009)</td>
</tr>
<tr>
<td>(31) Encourage teachers to use student-centered instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(32) Use technology to achieve teaching and learning goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(33) Use up-to-date instructional materials that are appropriate to learning context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(34) Use up-to-date curriculum, including 21st century curriculum contents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(35) Plan teaching activities for both short-term and long term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher motivation</td>
<td>Salary, professional growth, self-determination, autonomy, reward, incentives</td>
<td>Motivation (Hoy and Hoy, 2009)</td>
</tr>
<tr>
<td>(36) Provide enough salary for living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(37) Provide teachers opportunities for professional growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(38) Provide teachers self-determination and autonomy for their teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(39) Reward excellent performance by teachers with opportunities for professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(40) Provide incentives for teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Establish school-wide professional development</td>
<td>Professional materials, resources, training,</td>
<td>Staff development (Blasé and Blasé, 2004).</td>
</tr>
<tr>
<td>(41) Support useful professional materials and resources to teachers and upgrading school library.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(42) Give training for up-to-date instructional practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.1 The characteristics of instructional leadership (continued)

<table>
<thead>
<tr>
<th>Content</th>
<th>Key word</th>
<th>Theory &amp; Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>(43) Facilitating technology for searching new knowledge and skills.</td>
<td>technology</td>
<td></td>
</tr>
<tr>
<td>(44) Financial support for individual development.</td>
<td>financial support,</td>
<td></td>
</tr>
<tr>
<td>(45) Schedule time for teachers to attend professional development activities.</td>
<td>schedule time</td>
<td></td>
</tr>
<tr>
<td>10. Promoting teachers professional growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(46) Involve teachers in teaching, assessing, observing and reflecting that lead to understanding of development about teaching and learning.</td>
<td>Teaching, assessing, observing, reflecting, inquiry, experimentation, Collaborative communities, problem solving, risk taking, innovation, creativity</td>
<td>Promote teachers’ professional Growth (Blasé and Blasé, 2004)</td>
</tr>
<tr>
<td>(47) Responds to needs of teachers as described through inquiry, reflection and experimentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(48) Focus on collaborative communities of practitioners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(49) Sustain and supports teachers through collaborative problem solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(50) Provide practice of 21st century skills and knowledge such as risk taking, innovation and creativity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, the needs for school improvement were investigated by conducting informal interview with some headmasters and education officers. According to these concerned persons of the Kachin education, the main factors of the needs for the Kachin schools improvement were revealed as the followings.

1. The curriculum and instruction from the Kachin schools need to be upgraded because it does not provide students with up-to-date knowledge and skills.
2. The Kachin schools need to be supported professional materials and resources, including technology and upgrading library because there is limited materials and resources in the Kachin schools.

3. The involvement of all stakeholders needs to be increased in the Kachin schools.

4. Motivation for teachers needs to be increased because most of the qualified teachers quitted job.

5. Student motivation needs to be increased because students do not work hard.

6. The ability of the Kachin headmasters and teachers needs to be promoted because most of them are not professional in education.

The needs for school improvement of the Kachin schools can also be seen in (3.1) the gap analysis between the current practices and expectations of instructional leadership in schools.

Part 2: The Current Practice of Instructional Leadership in Schools

2.1 The findings show that table 4.2-table 4.7 is made up of the personal information of the participants.

Table 4.2 School name

<table>
<thead>
<tr>
<th>School Name</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Laiza high school</td>
<td>44</td>
<td>12.09</td>
</tr>
<tr>
<td>2. Laiza middle school</td>
<td>36</td>
<td>9.89</td>
</tr>
<tr>
<td>3. Nawng E Hku middle school</td>
<td>16</td>
<td>4.40</td>
</tr>
<tr>
<td>4. HpunLum Yang middle school</td>
<td>18</td>
<td>4.95</td>
</tr>
<tr>
<td>5. Maisik Pa middle school</td>
<td>16</td>
<td>4.40</td>
</tr>
<tr>
<td>6. Maga Yang middle school</td>
<td>29</td>
<td>7.97</td>
</tr>
<tr>
<td>7. ZaiAwng middle school</td>
<td>17</td>
<td>4.67</td>
</tr>
</tbody>
</table>
### Table 4.2 School name (continued)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Maija Yang high school</td>
<td>43</td>
<td>11.81</td>
</tr>
<tr>
<td>9. Prang Ngawn middle school</td>
<td>16</td>
<td>4.40</td>
</tr>
<tr>
<td>10. Lanna Zup Ja middle school</td>
<td>30</td>
<td>8.24</td>
</tr>
<tr>
<td>11. Nhkawng Pa middle school</td>
<td>23</td>
<td>6.32</td>
</tr>
<tr>
<td>12. Je Yang middle school</td>
<td>31</td>
<td>8.52</td>
</tr>
<tr>
<td>13. Nba Pa middle school</td>
<td>22</td>
<td>6.04</td>
</tr>
<tr>
<td>14. Sut Ngai middle school</td>
<td>23</td>
<td>6.32</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table 4.2 indicates that most of the participants are from Laiza high school (12.09%), Maija Yang high school (11.81%) and Laiza middle school (9.89%) respectively.

### Table 4.3: Gender of participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>55</td>
<td>15.1</td>
</tr>
<tr>
<td>Female</td>
<td>309</td>
<td>84.9</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 84.9% of the participants are female while 15.1% are male.

### Table 4.4: Age of participants

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>102</td>
<td>28.0</td>
</tr>
<tr>
<td>26-30</td>
<td>104</td>
<td>28.6</td>
</tr>
<tr>
<td>31-35</td>
<td>67</td>
<td>18.4</td>
</tr>
<tr>
<td>36-40</td>
<td>68</td>
<td>18.7</td>
</tr>
<tr>
<td>41-45</td>
<td>10</td>
<td>2.7</td>
</tr>
<tr>
<td>46-50</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>51-55</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>More than 56 years</td>
<td>3</td>
<td>.8</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.4 shows that most of the participants are at the age between 26-30 years (28.6%) and 20-25 years (28%), and some participants are at the age between 36-40 years (18.7%) and 31-35 years (18.4%).

Table 4.5: Pedagogical attainment of participants

<table>
<thead>
<tr>
<th>Types of Pedagogy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-course</td>
<td>191</td>
<td>52.5</td>
</tr>
<tr>
<td>Teacher training school</td>
<td>99</td>
<td>27.2</td>
</tr>
<tr>
<td>Teacher training college</td>
<td>51</td>
<td>14.0</td>
</tr>
<tr>
<td>B.Ed</td>
<td>15</td>
<td>4.1</td>
</tr>
<tr>
<td>M.Ed</td>
<td>8</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5 indicates that most of the participants just completed short-course. Out of 364 participants, 52.5% of them attended short-course training.

Table 4.6: Work experience of participants

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>78</td>
<td>21.40</td>
</tr>
<tr>
<td>3-5 years</td>
<td>75</td>
<td>20.60</td>
</tr>
<tr>
<td>6-10 years</td>
<td>117</td>
<td>32.10</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>94</td>
<td>25.80</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that most of the participants have experience between 6-10 years (32.1%).
Table 4.7: Position of participants

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary assistant teacher</td>
<td>219</td>
<td>60.20</td>
</tr>
<tr>
<td>Junior assistant teacher</td>
<td>119</td>
<td>32.70</td>
</tr>
<tr>
<td>Senior assistant teacher</td>
<td>10</td>
<td>2.70</td>
</tr>
<tr>
<td>Deputy head</td>
<td>2</td>
<td>.50</td>
</tr>
<tr>
<td>Headmaster</td>
<td>14</td>
<td>3.80</td>
</tr>
<tr>
<td>Total</td>
<td>364</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.7 reveals that most of the participants are primary assistant teachers.

Out of 364 participants, 60.2% of them are primary assistant teachers.

2.2 The Current Practice of Instructional Leadership

In this section the findings are presented for the current practice of instructional leadership in schools by focusing on 14 components of instructional leadership and transformational leadership. Each item is displayed with score of Mean and Standard deviation.

Table 4.8: The current practice of instructional leadership

<table>
<thead>
<tr>
<th>Defining and communicating school goals</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop school academic goals based on data-driven academic in collaboration with teachers, parents, experts and community</td>
<td>3.70</td>
<td>.820</td>
</tr>
<tr>
<td>2. Ensure school academic goals promote current level of academic performance and high expectations for all students</td>
<td>3.76</td>
<td>.944</td>
</tr>
<tr>
<td>3. Use school goals for academic decision making.</td>
<td>3.79</td>
<td>.920</td>
</tr>
<tr>
<td>4. Communicate school academic goals to teachers, students, parents and community.</td>
<td>3.82</td>
<td>.928</td>
</tr>
<tr>
<td>5. Make sure school academic goals can be applied easily by teachers in classroom objectives</td>
<td>3.67</td>
<td>.846</td>
</tr>
</tbody>
</table>
Table 4.8: The current practice of instructional leadership in schools (continued)

<table>
<thead>
<tr>
<th>Building collaborative culture in school</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Encourage a climate of trust and respect</td>
<td>4.03</td>
<td>.957</td>
</tr>
<tr>
<td>7. Establish multiple forms of teacher/family/student teams that collaborate regularly to improve teaching and learning</td>
<td>2.53</td>
<td>1.17</td>
</tr>
<tr>
<td>8. Actively seek feedback and input from others</td>
<td>3.58</td>
<td>1.046</td>
</tr>
<tr>
<td>9. Provide collective responsibilities among all teachers toward a success of every student</td>
<td>3.97</td>
<td>.855</td>
</tr>
<tr>
<td>10. Involve all teachers in decision making.</td>
<td>3.18</td>
<td>1.282</td>
</tr>
</tbody>
</table>

**Promoting relationship**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Establish multiple two-way communications with parents, community and other schools.</td>
<td>3.25</td>
<td>1.128</td>
</tr>
<tr>
<td>12. Capitalize on the potential benefits of a leadership advisory council, consisting of family, district education department and administrative department</td>
<td>2.32</td>
<td>1.316</td>
</tr>
<tr>
<td>13. Making educational network with other institutions and educators</td>
<td>2.87</td>
<td>1.245</td>
</tr>
<tr>
<td>14. Having link between different countries</td>
<td>1.90</td>
<td>1.144</td>
</tr>
<tr>
<td>15. Use media and up-to-date technology to expedite and improve communication:</td>
<td>2.08</td>
<td>1.246</td>
</tr>
</tbody>
</table>

**Managing the curriculum and instruction**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Ensure that the classroom objectives of teachers are consistent with the stated goals of the school</td>
<td>3.63</td>
<td>.869</td>
</tr>
<tr>
<td>17. Meet with teachers to identify curriculum or learning goals at subject department levels</td>
<td>3.24</td>
<td>1.203</td>
</tr>
<tr>
<td>18. Evaluate teachers on academic objectives directly related to the 21st century skills and knowledge and approved national curriculum</td>
<td>2.85</td>
<td>1.096</td>
</tr>
<tr>
<td>19. Make clear who is responsible for coordinating the curriculum across grade levels.</td>
<td>2.52</td>
<td>1.370</td>
</tr>
<tr>
<td>20. Participate actively in the review and selection of curriculum materials.</td>
<td>3.08</td>
<td>1.044</td>
</tr>
</tbody>
</table>
Table 4.8: The current practice of instructional leadership in schools (continued)

<table>
<thead>
<tr>
<th>Creating a school culture that contribute to learning</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Set high expectations for learning among students</td>
<td>3.89</td>
<td>.819</td>
</tr>
<tr>
<td>22. Encourage students’ evolving independence as learners</td>
<td>3.95</td>
<td>.861</td>
</tr>
<tr>
<td>23. Establish clear rules and expectations for the use of time allocated to instruction and monitors the effective use of classroom time</td>
<td>3.70</td>
<td>.892</td>
</tr>
<tr>
<td>24. Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning</td>
<td>3.51</td>
<td>1.035</td>
</tr>
<tr>
<td>25. Have open-door policy for family and community involvement in students’ learning.</td>
<td>2.42</td>
<td>1.316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivating students to learn in school</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Design school programs in terms of students’ interests and needs</td>
<td>3.05</td>
<td>1.063</td>
</tr>
<tr>
<td>27. Provide students opportunities to initiate and direct their own learning by using a variety of teaching methods.</td>
<td>3.39</td>
<td>.997</td>
</tr>
<tr>
<td>28. Provide students positive feedback in the context of perceived autonomy by them</td>
<td>3.25</td>
<td>.985</td>
</tr>
<tr>
<td>29. Allow students to pursue learning tasks which are moderately difficult to accomplish</td>
<td>3.87</td>
<td>.689</td>
</tr>
<tr>
<td>30. Teachers are caring, enthusiastic, consistent and impartial when dealing with students.</td>
<td>4.18</td>
<td>.818</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and learning</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Encourage teachers to use student-centered instruction (e.g., problem-based learning, inquiry learning, cooperative learning, etc)</td>
<td>4.06</td>
<td>.846</td>
</tr>
<tr>
<td>32. Use technology to achieve teaching and learning goals.</td>
<td>2.11</td>
<td>1.190</td>
</tr>
<tr>
<td>33. Use up-to-date instructional materials that are appropriate to learning context.</td>
<td>3.58</td>
<td>1.045</td>
</tr>
<tr>
<td>34. Use up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process.</td>
<td>3.20</td>
<td>1.006</td>
</tr>
<tr>
<td>35. Plan teaching activities for both short-term and long-term.</td>
<td>3.60</td>
<td>.868</td>
</tr>
</tbody>
</table>
Table 4.8: The current practice of instructional leadership in schools (continued)

<table>
<thead>
<tr>
<th><strong>Teacher motivation</strong></th>
<th><strong>Mean</strong></th>
<th><strong>SD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Provide salary enough for living.</td>
<td>2.12</td>
<td>1.112</td>
</tr>
<tr>
<td>37. Provide teachers opportunities for professional growth.</td>
<td>3.23</td>
<td>1.113</td>
</tr>
<tr>
<td>38. Provide teachers self-determination and autonomy for their teaching.</td>
<td>3.56</td>
<td>.959</td>
</tr>
<tr>
<td>39. Reinforce or reward excellent performance by teachers with opportunities for professional development.</td>
<td>2.66</td>
<td>1.211</td>
</tr>
<tr>
<td>40. Provide incentives for teachers.</td>
<td>2.50</td>
<td>1.236</td>
</tr>
</tbody>
</table>

**Establishing school-wide professional development**

<table>
<thead>
<tr>
<th><strong>Mean</strong></th>
<th><strong>SD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Support useful professional materials and resources to teachers, including upgrading school library.</td>
<td>2.26</td>
</tr>
<tr>
<td>42. Give training for up-to-date instructional practice, including in-service and pre-service.</td>
<td>2.82</td>
</tr>
<tr>
<td>43. Facilitating technology for searching new knowledge and skills.</td>
<td>1.87</td>
</tr>
<tr>
<td>44. Financial support for individual development.</td>
<td>2.43</td>
</tr>
<tr>
<td>45. Schedule time for teachers to attend professional development activities.</td>
<td>3.08</td>
</tr>
</tbody>
</table>

**Promoting teachers professional growth**

<table>
<thead>
<tr>
<th><strong>Mean</strong></th>
<th><strong>SD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>46. Involve teachers in teaching, assessing, observing and reflecting that lead to understanding of development about teaching and learning.</td>
<td>3.21</td>
</tr>
<tr>
<td>47. Responds to needs of teachers as described through inquiry, reflection and experimentation.</td>
<td>3.00</td>
</tr>
<tr>
<td>48. Focus on collaborative communities of practitioners.</td>
<td>3.50</td>
</tr>
<tr>
<td>49. Sustain and supports teachers through collaborative problem solving.</td>
<td>3.01</td>
</tr>
<tr>
<td>50. Provide practice of 21st century skills and knowledge such as risk taking, innovation and creativity</td>
<td>2.79</td>
</tr>
</tbody>
</table>

**Idealized influence**

<table>
<thead>
<tr>
<th><strong>Mean</strong></th>
<th><strong>SD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>51. Support instructional leader to be able to act as strong role model for teachers, students and parents.</td>
<td>3.38</td>
</tr>
<tr>
<td>52. Develop instructional leader to have high morality and ethics.</td>
<td>3.32</td>
</tr>
</tbody>
</table>
Table 4.8: The current practice of instructional leadership in schools (continued)

<table>
<thead>
<tr>
<th>Idealized influence</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Develop instructional leader to have a strong intention to do the right thing.</td>
<td>3.21</td>
<td>1.044</td>
</tr>
<tr>
<td>54. Promote the ability of instructional leader to be respected by teachers, parents and community.</td>
<td>3.35</td>
<td>1.043</td>
</tr>
<tr>
<td>55. Encourage Instructional leader to be a change agent of transferring the school vision to district education department, teachers, parents and school community.</td>
<td>3.51</td>
<td>.961</td>
</tr>
<tr>
<td><strong>Inspirational Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Develop instructional leader to be skillful in communicating the school’s goals.</td>
<td>3.22</td>
<td>.963</td>
</tr>
<tr>
<td>57. Develop instructional leader for collaborative working skills.</td>
<td>3.34</td>
<td>1.001</td>
</tr>
<tr>
<td>58. Encourage instructional leader to be inspiring leader.</td>
<td>3.31</td>
<td>.994</td>
</tr>
<tr>
<td>59. Develop and support instructional leader to make networking with other schools and educators.</td>
<td>2.88</td>
<td>1.083</td>
</tr>
<tr>
<td>60. Support and encourage instructional leader to be able to enhance team spirit of the school.</td>
<td>3.39</td>
<td>.931</td>
</tr>
<tr>
<td><strong>Intellectual Stimulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Encourage instructional leader to use the 21st century skills and knowledge in supporting teaching and learning.</td>
<td>3.12</td>
<td>1.090</td>
</tr>
<tr>
<td>62. Encourage instructional leader to have challenge of their own beliefs and values.</td>
<td>3.55</td>
<td>.918</td>
</tr>
<tr>
<td>63. Promote instructional leader’s skills to be a role model in teaching and learning</td>
<td>3.29</td>
<td>.990</td>
</tr>
<tr>
<td>64. Develop instructional leader as a motivator in creating teaching and learning tools.</td>
<td>3.03</td>
<td>1.044</td>
</tr>
<tr>
<td>65. Support and encourage instructional leader to use new approaches and develop innovative ways of dealing with school issues.</td>
<td>3.18</td>
<td>1.010</td>
</tr>
</tbody>
</table>
Table 4.8: The current practice of instructional leadership in schools

<table>
<thead>
<tr>
<th>Individualized Consideration</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>66. Encourage instructional leader to create a supportive climate in school.</td>
<td>3.55</td>
<td>.950</td>
</tr>
<tr>
<td>67. Develop instructional leader to be able to act as coaches and advisers of teachers.</td>
<td>3.22</td>
<td>1.008</td>
</tr>
<tr>
<td>68. Encourage instructional leader to consider individual needs of teachers.</td>
<td>3.45</td>
<td>.971</td>
</tr>
<tr>
<td>69. Encourage instructional leader to create autonomous working environment in school.</td>
<td>3.42</td>
<td>.966</td>
</tr>
<tr>
<td>70. Promote the positive team-working in school.</td>
<td>3.43</td>
<td>.958</td>
</tr>
</tbody>
</table>

Table 4.8 indicates the current practice of instructional leadership and transformational leadership at schools in the Kachin area of Myanmar. The table displays 10 components of instructional leadership and 4 components of transformational leadership. Each component of high Mean scores are shown if it is 3.5 and above as the followings.

1. In defining and communicating school goals, the current practice of instructional leadership is high at all factors. Among these factors, communicating school goals to teachers, students, parents and community is the highest (mean = 3.82).

2. In building collaborative culture in school, the current practice focuses on a climate of trust and respect (mean = 4.03), collective responsibilities among all teachers (mean = 3.97) and seeking feedback and input from others (mean = 3.58).

3. The current practice of instructional leadership in promoting relationship is not high at all factors. This indicates that all factors of promoting relationship must be developed.
4. In managing the curriculum and instruction, the current practice focuses only on ensuring that the classroom objectives of teachers are consistent with the stated goals of the school (mean = 3.63).

5. In creating a school culture that contribute to learning, the current practice focuses on students' evolving independence as learners (mean = 3.95), high expectation for learning (mean = 3.89) and clear rules, expectations for the use of time (mean = 3.70) and opportunities for teachers to innovate and experiment with strategies to enhance student learning (mean = 3.51).

6. In motivating students to learn in school, the current practice focuses on teachers being caring, enthusiastic, consistent and impartial (mean = 4.18) and pursuing learning tasks (mean = 3.87).

7. In teaching and learning, the current practice focuses on student-centered instruction (mean = 4.06), teaching activities for both short-term and long-term (mean = 3.60) and up-to-date instructional materials (mean = 3.58).

8. In teacher motivation, the current practice focuses on only self-determination and autonomy for their teaching (mean = 3.56).

9. In establishing school-wide professional development, the current practice is not high at all factors. This shows that all factors of establishing school-wide professional development must be developed.

10. In promoting teachers professional growth, the current practice focuses only on collaborative communities of practitioners (mean = 3.50).

11. In idealize influence, the current practice focuses only on a change agent of transferring the school vision (mean = 3.51).
12. In inspirational motivation, the current practice of transformational leadership is not high at all factors. This shows that all factors of inspirational motivation must be developed.

13. In intellectual stimulation, the current practice focuses only on challenge of their own beliefs and values (mean = 3.55).

14. In individualized consideration, the current practice focuses only on creating a supportive climate in school (mean = 3.55).

Part 3: The Expectations of Instructional Leadership Development in Schools

In this section the findings are presented for the expectations of instructional leadership development in schools by focusing on 10 components of instructional leadership and 4 components of transformational leadership. Each item is displayed with score of mean and standard deviation.

Table 4.9: The expectations of instructional leadership development

<table>
<thead>
<tr>
<th>Defining and communicating school goals</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop school academic goals based on data-driven academic in collaboration with teachers, parents, experts and community</td>
<td>4.62</td>
<td>.540</td>
</tr>
<tr>
<td>2. Ensure school academic goals promote current level of academic performance and high expectations for all students</td>
<td>4.60</td>
<td>.654</td>
</tr>
<tr>
<td>3. Use school goals for academic decision making.</td>
<td>4.51</td>
<td>.658</td>
</tr>
<tr>
<td>4. Communicate school academic goals to teachers, students, parents and community.</td>
<td>4.63</td>
<td>.577</td>
</tr>
<tr>
<td>5. Make sure school academic goals can be applied easily by teachers in classroom objectives</td>
<td>4.38</td>
<td>.738</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building collaborative culture in school</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Encourage a climate of trust and respect</td>
<td>4.78</td>
<td>.540</td>
</tr>
<tr>
<td>7. Establish multiple forms of teacher/family/student teams that collaborate regularly to improve teaching and learning</td>
<td>4.45</td>
<td>.775</td>
</tr>
</tbody>
</table>
Table 4.9: The expectations of instructional leadership development (continued)

<table>
<thead>
<tr>
<th>Building collaborative culture in school</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Actively seek feedback and input from others</td>
<td>4.61</td>
<td>.557</td>
</tr>
<tr>
<td>9. Provide collective responsibilities among all teachers toward a success of every student</td>
<td>4.71</td>
<td>.632</td>
</tr>
<tr>
<td>10. Involve all teachers in decision making.</td>
<td>4.45</td>
<td>.742</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoting relationship</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Establish multiple two-way communications with parents, community and other schools.</td>
<td>4.51</td>
<td>.632</td>
</tr>
<tr>
<td>12. Capitalize on the potential benefits of a leadership advisory council, consisting of family, district education department and administrative department</td>
<td>4.47</td>
<td>.653</td>
</tr>
<tr>
<td>13. Making educational network with other institutions and educators</td>
<td>4.60</td>
<td>.663</td>
</tr>
<tr>
<td>14. Having link between different countries</td>
<td>4.48</td>
<td>.729</td>
</tr>
<tr>
<td>15. Use media and up-to-date technology to expedite and improve communication.</td>
<td>4.57</td>
<td>.641</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing the curriculum and instruction</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Ensure that the classroom objectives of teachers are consistent with the stated goals of the school</td>
<td>4.54</td>
<td>.644</td>
</tr>
<tr>
<td>17. Meet with teachers to identify curriculum or learning goals at subject department levels</td>
<td>4.52</td>
<td>.666</td>
</tr>
<tr>
<td>18. Evaluate teachers on academic objectives directly related to the 21st century skills and knowledge and approved national curriculum</td>
<td>4.46</td>
<td>.590</td>
</tr>
<tr>
<td>19. Make clear who is responsible for coordinating the curriculum across grade levels.</td>
<td>4.43</td>
<td>.722</td>
</tr>
<tr>
<td>20. Participate actively in the review and selection of curriculum materials.</td>
<td>4.54</td>
<td>.595</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creating a school culture that contribute to learning</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Set high expectations for learning among students</td>
<td>4.73</td>
<td>.487</td>
</tr>
<tr>
<td>22. Encourage students’ evolving independence as learners</td>
<td>4.72</td>
<td>.479</td>
</tr>
<tr>
<td>23. Establishes clear rules and expectations for the use of time to instruction and monitors the effective use of classroom time</td>
<td>4.64</td>
<td>.630</td>
</tr>
</tbody>
</table>
Table 4.9: The expectations of instructional leadership development (continued)

<table>
<thead>
<tr>
<th>Creating a school culture that contribute to learning</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning</td>
<td>4.75</td>
<td>.482</td>
</tr>
<tr>
<td>25. Have open-door policy for family and community involvement in students' learning</td>
<td>4.51</td>
<td>.2172</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivating students to learn in school</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Design school programs in terms of students' interests and needs</td>
<td>4.42</td>
<td>.694</td>
</tr>
<tr>
<td>27. Provide students opportunities to initiate and direct their own learning by using a variety of teaching methods</td>
<td>4.68</td>
<td>.557</td>
</tr>
<tr>
<td>28. Provide students positive feedback in the context of perceived autonomy by them</td>
<td>4.43</td>
<td>.711</td>
</tr>
<tr>
<td>29. Allow students to pursue learning tasks which are moderately difficult to accomplish</td>
<td>4.38</td>
<td>.707</td>
</tr>
<tr>
<td>30. Teachers are caring, enthusiastic, consistent and impartial when dealing with students</td>
<td>4.76</td>
<td>.627</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and learning</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Encourage teachers to use student-centered instruction (e.g., problem-based learning, inquiry learning, cooperative learning, etc.)</td>
<td>4.73</td>
<td>.589</td>
</tr>
<tr>
<td>32. Use technology to achieve teaching and learning goals</td>
<td>4.42</td>
<td>.740</td>
</tr>
<tr>
<td>33. Use up-to-date instructional materials that are appropriate to learning context</td>
<td>4.65</td>
<td>.576</td>
</tr>
<tr>
<td>34. Use up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process</td>
<td>4.59</td>
<td>.621</td>
</tr>
<tr>
<td>35. Plan teaching activities for both short-term and long-term</td>
<td>4.55</td>
<td>.598</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher motivation</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Provide salary enough for living</td>
<td>4.71</td>
<td>.627</td>
</tr>
<tr>
<td>37. Provide teachers opportunities for professional growth</td>
<td>4.72</td>
<td>.512</td>
</tr>
<tr>
<td>38. Provide teachers self-determination and autonomy for their teaching</td>
<td>4.56</td>
<td>.555</td>
</tr>
<tr>
<td>39. Reinforce or reward excellent performance by teachers with opportunities for professional development</td>
<td>4.64</td>
<td>.603</td>
</tr>
</tbody>
</table>
Table 4.9: The expectations of instructional leadership development (continued)

<table>
<thead>
<tr>
<th>Teacher motivation</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Provide incentives for teachers.</td>
<td>4.64</td>
<td>.625</td>
</tr>
<tr>
<td>Establishing school-wide professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Support useful professional materials and resources to teachers, including upgrading school library.</td>
<td>4.72</td>
<td>.558</td>
</tr>
<tr>
<td>42. Give training for up-to-date instructional practice, including in-service and pre-service.</td>
<td>4.70</td>
<td>.533</td>
</tr>
<tr>
<td>43. Facilitating technology for searching new knowledge and skills.</td>
<td>4.48</td>
<td>.662</td>
</tr>
<tr>
<td>44. Financial support for individual development.</td>
<td>4.53</td>
<td>.701</td>
</tr>
<tr>
<td>45. Schedule time for teachers to attend professional development activities.</td>
<td>4.53</td>
<td>.609</td>
</tr>
<tr>
<td>Promoting teachers professional growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Involve teachers in teaching, assessing, observing and reflecting that lead to understanding of development about teaching and learning.</td>
<td>4.51</td>
<td>.591</td>
</tr>
<tr>
<td>47. Responds to needs of teachers as described through inquiry, reflection and experimentation.</td>
<td>4.58</td>
<td>.562</td>
</tr>
<tr>
<td>48. Focus on collaborative communities of practitioners.</td>
<td>4.59</td>
<td>.581</td>
</tr>
<tr>
<td>49. Sustain and supports teachers through collaborative problem solving.</td>
<td>4.46</td>
<td>.665</td>
</tr>
<tr>
<td>50. Provide practice of 21st century skills and knowledge such as risk taking, innovation and creativity</td>
<td>4.55</td>
<td>.585</td>
</tr>
<tr>
<td>Idealized influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Support instructional leader to be able to act as strong role model for teachers, students and parents.</td>
<td>4.56</td>
<td>.589</td>
</tr>
<tr>
<td>52. Develop instructional leader to have high morality and ethics.</td>
<td>4.56</td>
<td>.723</td>
</tr>
<tr>
<td>53. Develop instructional leader to have a strong intention to do the right thing.</td>
<td>4.59</td>
<td>.621</td>
</tr>
<tr>
<td>54. Promote the ability of instructional leader to be respected by teachers, parents and community.</td>
<td>4.59</td>
<td>.608</td>
</tr>
</tbody>
</table>
Table 4.9: The expectations of instructional leadership development (continued)

<table>
<thead>
<tr>
<th>Idealized influence</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>55. Encourage Instructional leader to be a change agent of transferring the school's vision to district education department, teachers, parents and school community.</td>
<td>4.63</td>
<td>.587</td>
</tr>
<tr>
<td><strong>Inspirational Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. Develop instructional leader to be skillful in communicating the school’s goals.</td>
<td>4.62</td>
<td>.534</td>
</tr>
<tr>
<td>57. Develop capable instructional leader for collaborative working skills.</td>
<td>4.65</td>
<td>.541</td>
</tr>
<tr>
<td>58. Encourage instructional leader to be inspiring leader.</td>
<td>4.67</td>
<td>.595</td>
</tr>
<tr>
<td>59. Develop and support instructional leader to make networking with other schools and educators.</td>
<td>4.59</td>
<td>.607</td>
</tr>
<tr>
<td>60. Support and encourage instructional leader to be able to enhance team spirit of the school.</td>
<td>4.62</td>
<td>.599</td>
</tr>
<tr>
<td><strong>Intellectual Stimulation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Encourage instructional leader to use the 21st century skills and knowledge in supporting teaching and learning.</td>
<td>4.60</td>
<td>.549</td>
</tr>
<tr>
<td>62. Encourage instructional leader to have challenge of their own beliefs and values.</td>
<td>4.63</td>
<td>.567</td>
</tr>
<tr>
<td>63. Promote instructional leader's skills to be a role model in teaching and learning</td>
<td>4.55</td>
<td>.589</td>
</tr>
<tr>
<td>64. Develop instructional leader as a motivator in creating teaching and learning tools.</td>
<td>4.58</td>
<td>.548</td>
</tr>
<tr>
<td>65. Support and encourage instructional leader to use new approaches and develop innovative ways of dealing with school issues.</td>
<td>4.66</td>
<td>.559</td>
</tr>
<tr>
<td><strong>Individualized Consideration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. Encourage instructional leader to create a supportive climate in school.</td>
<td>4.70</td>
<td>.499</td>
</tr>
<tr>
<td>67. Develop instructional leader to be able to act as coaches and advisers of teachers.</td>
<td>4.45</td>
<td>.590</td>
</tr>
</tbody>
</table>
Table 4.9: The expectations of instructional leadership development (continued)

<table>
<thead>
<tr>
<th>Individualized Consideration</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>68. Encourage instructional leader to consider individual needs of teachers.</td>
<td>4.68</td>
<td>.495</td>
</tr>
<tr>
<td>69. Encourage instructional leader to create autonomous working environment in school.</td>
<td>4.70</td>
<td>.536</td>
</tr>
<tr>
<td>70. Promote the positive team-working in school.</td>
<td>4.69</td>
<td>.556</td>
</tr>
</tbody>
</table>

Table 4.9 indicates that the expectations of instructional leadership development at schools in the Kachin area of Myanmar. The table displays 10 components of instructional leadership and 4 components of transformational leadership. Each component of high Mean scores are shown if it is 3.5 and above as the followings:

1. In defining and communicating school goals, the expectations are very high almost at all factors. Among these factors, the highest expectation is at communicating school academic goals to teachers, students, parents and community (mean = 4.63).

2. In building collaborative culture in school, the expectations are high at all factors. Among these factors, the highest expectation is at a climate of trust and respect (mean = 4.78).

3. In promoting relationship, the expectations are high at all factors. Among these factors, the highest expectation is at making educational networks with other institutions and educators (mean = 4.60).

4. In managing the curriculum and instruction, the expectations are high at all factors but among these factors, the highest expectation is at classroom objectives of
teachers (mean=4.54) and the review and selections of curriculum materials (mean=4.54).

5. In creating a school culture that contribute to learning, the expectations are very high at all factors but among them, the highest expectation is at opportunities for teachers to innovate and experiment with strategies to enhance student learning (mean=4.75).

6. In motivating students to learn in school, the expectations are high at all factors but among these factors, the highest expectation is at teachers being caring, enthusiastic, consistent and impartial when dealing with students (mean=4.76).

7. In teaching and learning, the expectations are very high almost at all factors but among these factors, the highest expectation is at student-centered instruction (mean=4.73).

8. In teacher motivation, the expectations are very high at all factors but among them, the highest expectation is at teachers opportunities for professional growth (mean=4.72).

9. In establishing school-wide professional development, the expectations are very high almost at all factors but among them the highest expectation is at useful professional materials and resources to teachers, including upgrading school library (mean=4.72).

10. In promoting teachers professional growth, the expectations are very high almost at all factors but among them the highest expectation is at collaborative communities of practitioners (mean=4.59).
11. In idealize influence, the expectations are very high at all factors but among them the highest expectation is at a change agent of transferring the school vision (mean=4.63).

12. In inspirational motivation, the expectations are very high at all factors but among them the highest expectation is at instructional leader to be inspiring leader (mean=4.67).

13. In intellectual motivation, the expectations are very high at all factors but among them the highest expectation is at instructional leader using new approaches (mean=4.66).

14. In individualized consideration, the expectations are very high almost at all factors but among them the highest expectation is at instructional leader creating a supportive climate (mean=4.70) and autonomous working environment in school (mean=4.70).

3.1. The different Gap Score between the Current and Expectations of Instructional Leadership

In this section the Mean scores of different gap score between the current and expectations of instructional leadership are presented. The researcher selected only the different scores that are higher than average Mean score to be the priority development of instructional leadership while the rest of different scores are considered that they are practicing at schools in the Kachin area of Myanmar.
Table 4.10: Instructional leadership focuses on defining and communicating school goals

<table>
<thead>
<tr>
<th>Defining and communicating school goals</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
<td>Current</td>
<td>Difference</td>
</tr>
<tr>
<td>1. Develop school academic goals based on data-driven academic in collaboration with teachers, parents, experts and community</td>
<td>4.62</td>
<td>3.70</td>
<td>0.92</td>
</tr>
<tr>
<td>2. Ensure school academic goals promote current level of academic performance and high expectations for all students</td>
<td>4.60</td>
<td>3.76</td>
<td>0.84</td>
</tr>
<tr>
<td>3. Use school goals for academic decision making.</td>
<td>4.51</td>
<td>3.79</td>
<td>0.72</td>
</tr>
<tr>
<td>4. Communicate school academic goals to teachers, students, parents and community.</td>
<td>4.63</td>
<td>3.82</td>
<td>0.84</td>
</tr>
<tr>
<td>5. Make sure school academic goals can be applied easily by teachers in classroom objectives</td>
<td>4.38</td>
<td>3.67</td>
<td>0.71</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.74</td>
<td>18.74</td>
<td>4.03</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.55</td>
<td>3.75</td>
<td>0.81</td>
</tr>
</tbody>
</table>

Table 4.10 the Kachin school teachers considered that the priority development of defining and communicating school goals must focus on academic goals based on data-driven academic in collaboration (mean = 0.92), academic goals promote current level of performance and high expectations for all students (mean = 0.84) and communicate school academic goals to teachers, students, parents and community (mean = 0.84).
Table 4.11: Instructional leadership focuses on building collaborative culture in school

<table>
<thead>
<tr>
<th>Building collaborative culture in school</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>6. Encourage a climate of trust and respect</td>
<td>4.78</td>
</tr>
<tr>
<td>7. Establish multiple forms of teacher/family/student teams that collaborate regularly to improve</td>
<td>4.45</td>
</tr>
<tr>
<td>teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>8. Actively seek feedback and input from others</td>
<td>4.61</td>
</tr>
<tr>
<td>9. Provide collective responsibilities among all teachers toward a success of every student</td>
<td>4.71</td>
</tr>
<tr>
<td>10. Involve all teachers in decision making.</td>
<td>4.45</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>23</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.6</td>
</tr>
</tbody>
</table>

Table 4.11 the Kachin school teachers responded that the priority development of building collaborative culture in school must focus on multiple forms of teacher/family/student teams that collaborate regularly to improve teaching and learning (mean=1.92) and involve all teachers in decision making (mean=1.27).

Table 4.12 Instructional leadership focuses on promoting relationship

<table>
<thead>
<tr>
<th>Promoting relationship</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>11. Establish multiple two-way communications with parents, community and other schools.</td>
<td>4.51</td>
</tr>
<tr>
<td>12. Capitalize on the potential benefits of a leadership advisory council, consisting of family,</td>
<td>4.47</td>
</tr>
<tr>
<td>district education department and administrative department.</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.12 Instructional leadership focuses on promoting relationship (continued)

<table>
<thead>
<tr>
<th>Promoting relationship</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>13. Making educational network with other institutions and educators</td>
<td>4.60</td>
</tr>
<tr>
<td>14. Having link between different countries.</td>
<td>4.48</td>
</tr>
<tr>
<td>15. Use media and up-to-date technology to expedite and improve communication.</td>
<td>4.57</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.63</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.53</td>
</tr>
</tbody>
</table>

Table 4.12 the Kachin school teachers perceived that the priority development of promoting relationship must focus on link between different countries (mean=2.58), media and up-to-date technology to expedite and improve communication (mean=2.49) and the potential benefits of a leadership advisory council, consisting of family, district education (mean=2.15).

Table 4.13 Instructional leadership focuses on managing the curriculum and instruction

<table>
<thead>
<tr>
<th>Managing the curriculum and instruction</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>16. Ensure that the classroom objectives of teachers are consistent with the stated goals of the school</td>
<td>4.54</td>
</tr>
<tr>
<td>17. Meet with teachers to identify curriculum or learning goals at subject department levels</td>
<td>4.52</td>
</tr>
<tr>
<td>18. Evaluate teachers on academic objectives directly related to the 21st century skills and knowledge and approved national curriculum</td>
<td>4.46</td>
</tr>
</tbody>
</table>
Table 4.13 Instructional leadership focuses on managing the curriculum and instruction (continued)

<table>
<thead>
<tr>
<th>Managing the curriculum and instruction</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>19. Make clear who is responsible for coordinating the curriculum across grade levels.</td>
<td>4.43</td>
</tr>
<tr>
<td>20. Participate actively in the review and selection of curriculum materials.</td>
<td>4.54</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.49</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.50</td>
</tr>
</tbody>
</table>

Table 4.13 the Kachin school teachers believed that the priority development of managing the curriculum and instruction must focus on clear responsibility for coordinating the curriculum across grade levels (mean = 1.91), academic objectives directly related to the 21st century skills and knowledge and approved national curriculum (mean = 1.61) and the review and selection of curriculum materials (mean = 1.46).

Table 4.14: Instructional leadership focuses on creating school culture that contribute to learning

<table>
<thead>
<tr>
<th>Creating a school culture that contribute to learning</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>21. Set high expectations for learning among students.</td>
<td>4.73</td>
</tr>
<tr>
<td>22. Encourage students’ evolving independence as learners</td>
<td>4.72</td>
</tr>
<tr>
<td>23. Establishes clear rules and expectations for the use of time allocated to instruction and monitors the effective use of classroom time.</td>
<td>4.64</td>
</tr>
</tbody>
</table>
Table 4.14: Instructional leadership focuses on creating school culture that contribute to learning (continued)

<table>
<thead>
<tr>
<th>Creating a school culture that contribute to learning</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>24. Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning.</td>
<td>4.75</td>
</tr>
<tr>
<td>25. Have open-door policy for family and community involvement in students’ learning.</td>
<td>4.51</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>23.35</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.67</td>
</tr>
</tbody>
</table>

Table 4.14 the Kachin school teachers considered that the priority development of creating a school culture must focus on open-door policy for family and community involvement in students’ learning (mean=2.09) and opportunities for teachers to innovate and experiment with strategies to enhance student learning (mean=1.24).

Table 4.15: Instructional leadership focuses on motivating students to learn in school

<table>
<thead>
<tr>
<th>Motivating students to learn in school</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>26. Design school programs in terms of students’ interests and needs</td>
<td>4.42</td>
</tr>
<tr>
<td>27. Provide students opportunities to initiate and direct their own learning by using a variety of teaching methods.</td>
<td>4.68</td>
</tr>
<tr>
<td>28. Provide students positive feedback in the context of perceived autonomy by them</td>
<td>4.43</td>
</tr>
<tr>
<td>29. Allow students to pursue learning tasks which are moderately difficult to accomplish.</td>
<td>4.38</td>
</tr>
</tbody>
</table>
Table 4.15: Instructional leadership focuses on motivating students to learn in school
(continued)

<table>
<thead>
<tr>
<th>Motivating students to learn in school</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td></td>
<td>Current</td>
</tr>
<tr>
<td>30. Teachers are caring, enthusiastic, consistent</td>
<td>Difference</td>
</tr>
<tr>
<td>and impartial when dealing with students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grand mean</td>
</tr>
<tr>
<td></td>
<td>Average Mean</td>
</tr>
</tbody>
</table>

Table 4.15: The Kachin school teachers considered that the priority development of motivating students to learn in school must focus on school programs in terms of students' interests and needs (mean=1.37), opportunities to initial and direct their own learning by using a variety of teaching methods (mean=1.29) and positive feedback in the context of perceived autonomy by them (mean=1.18).

Table 4.16: Instructional leadership focuses on teaching and learning

<table>
<thead>
<tr>
<th>Teaching and learning</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td></td>
<td>Current</td>
</tr>
<tr>
<td></td>
<td>Difference</td>
</tr>
<tr>
<td>31. Encourage teachers to use student-centered instruction (e.g., problem-based learning, inquiry learning, cooperative learning, etc)</td>
<td></td>
</tr>
<tr>
<td>32. Use technology to achieve teaching and learning goals.</td>
<td></td>
</tr>
<tr>
<td>33. Use up-to-date instructional materials that are appropriate to learning context.</td>
<td></td>
</tr>
<tr>
<td>34. Use up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process.</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.16: Instructional leadership focuses on teaching and learning (continued)

<table>
<thead>
<tr>
<th>Teaching and learning</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>35. Plan teaching activities for both short-term and long-term.</td>
<td>4.55</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.94</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.59</td>
</tr>
</tbody>
</table>

Table 4.16 the Kachin school teachers perceived that the priority development of teaching and learning must focus on the use of technology to achieve teaching and learning goals (mean=2.31) and up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process (mean=1.39).

Table 4.17: Instructional leadership focuses on teacher motivation

<table>
<thead>
<tr>
<th>Teacher motivation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>36. Provide salary enough for living.</td>
<td>4.71</td>
</tr>
<tr>
<td>37. Provide teachers opportunities for professional growth.</td>
<td>4.72</td>
</tr>
<tr>
<td>38. Provide teachers self-determination and autonomy for their teaching.</td>
<td>4.56</td>
</tr>
<tr>
<td>39. Reinforce or reward excellent performance by teachers with opportunities for professional development.</td>
<td>4.64</td>
</tr>
<tr>
<td>40. Provide incentives for teachers.</td>
<td>4.64</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>23.27</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.65</td>
</tr>
</tbody>
</table>

Table 4.17 the Kachin school teachers responded that the priority development of teacher motivation must focus on enough salary for living (mean=2.59), incentives
for teachers (mean=2.14) and reward excellent performance by teachers with opportunities for professional development (mean=1.98).

Table 4.18: Instructional leadership focuses on establishing school-wide professional development

<table>
<thead>
<tr>
<th>Establishing school-wide professional development</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>41. Support useful professional materials and resources to teachers, including upgrading school library.</td>
<td>4.72</td>
</tr>
<tr>
<td>42. Give training for up-to-date instructional practice, including in-service and pre-service</td>
<td>4.70</td>
</tr>
<tr>
<td>43. Facilitating technology for searching new knowledge and skills.</td>
<td>4.48</td>
</tr>
<tr>
<td>44. Financial support for individual development.</td>
<td>4.53</td>
</tr>
<tr>
<td>45. Schedule time for teachers to attend professional development activities.</td>
<td>4.53</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.96</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.59</td>
</tr>
</tbody>
</table>

Table 4.18 the Kachin school teachers believed that the priority development of establishing school-wide professional development must focus on technology for searching new knowledge and skills (mean=2.61) and useful professional materials and resources to teachers, including upgrading school library (mean=2.46).
Table 4.19: Instructional leadership focuses on promoting teachers professional growth

<table>
<thead>
<tr>
<th>Promoting teachers professional growth</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>46. Involve teachers in teaching, assessing, observing and reflecting that lead to understanding of development about teaching and learning.</td>
<td>4.51</td>
</tr>
<tr>
<td>47. Responds to needs of teachers as described through inquiry, reflection and experimentation.</td>
<td>4.58</td>
</tr>
<tr>
<td>48. Focus on collaborative communities of practitioners</td>
<td>4.59</td>
</tr>
<tr>
<td>49. Sustain and supports teachers through collaborative problem solving.</td>
<td>4.46</td>
</tr>
<tr>
<td>50. Provide practice of 21st century skills and knowledge such as risk taking, innovation and creativity.</td>
<td>4.55</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.69</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.54</td>
</tr>
</tbody>
</table>

Table 4.19 the Kachin school teachers considered that the priority development of promoting teachers professional growth must focus on practice of 21st century skills and knowledge (mean=1.76), responds to needs of teachers as described through inquiry, reflection and experimentation (mean=1.58) and sustain and supports teachers through collaborative problem solving (mean=1.45).

Table 4.20: Idealized influence

<table>
<thead>
<tr>
<th>Idealized influence</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
</tr>
<tr>
<td>51. Support instructional leader to be able to act as strong role model for teachers, students and parents.</td>
<td>4.56</td>
</tr>
</tbody>
</table>
Table 4.20: Idealized influence (continued)

<table>
<thead>
<tr>
<th>Idealized influence</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>52. Develop instructional leader to have high morality and ethics</td>
<td>4.56 3.32 1.24</td>
</tr>
<tr>
<td>53. Develop instructional leader to have a strong intention to do the right thing.</td>
<td>4.59 3.21 1.38</td>
</tr>
<tr>
<td>54. Promote the ability of instructional leader to be respected by teachers, parents and community.</td>
<td>4.59 3.35 1.24</td>
</tr>
<tr>
<td>55. Encourage Instructional leader to be a change agent of transferring the school vision to district education department, teachers, parents and school community.</td>
<td>4.63 3.51 1.12</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>22.93 16.77 6.16</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.59 3.35 1.23</td>
</tr>
</tbody>
</table>

Table 4.20 the Kachin school teachers considered that the priority development of idealize influence must focus on instructional leader to have a strong intention to do the right thing (mean=1.38), the ability of instructional leader to be respected by teachers, parents and community (mean=1.24) and high morality and ethics (mean=1.24).

Table 4.21: Inspirational motivation

<table>
<thead>
<tr>
<th>Inspirational Motivation</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>56. Develop instructional leader to be skillful in communicating the school’s goals.</td>
<td>4.62 3.22 1.40</td>
</tr>
<tr>
<td>57. Develop capable instructional leader for collaborative working skills.</td>
<td>4.65 3.34 1.31</td>
</tr>
</tbody>
</table>
Table 4.21: Inspirational motivation (continued)

<table>
<thead>
<tr>
<th>Inspirational Motivation</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
<td>Current</td>
<td>Difference</td>
</tr>
<tr>
<td>58. Encourage instructional leader to be inspiring leader.</td>
<td>4.67</td>
<td>3.31</td>
<td>1.36</td>
</tr>
<tr>
<td>59. Develop and support instructional leader to make networking with other schools and educators.</td>
<td>4.59</td>
<td>2.88</td>
<td>1.71</td>
</tr>
<tr>
<td>60. Support and encourage instructional leader to be able to enhance team spirit of the school.</td>
<td>4.62</td>
<td>3.39</td>
<td>1.23</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>23.15</td>
<td>16.14</td>
<td>7.01</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.63</td>
<td>3.23</td>
<td>1.40</td>
</tr>
</tbody>
</table>

Table 4.21 the Kachin school teachers believed that the priority development of inspirational motivation must focus on networking with other schools and educators (mean=1.71).

Table 4.22: Intellectual stimulation

<table>
<thead>
<tr>
<th>Intellectual Stimulation</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
<td>Current</td>
<td>Difference</td>
</tr>
<tr>
<td>61. Encourage instructional leader to use the 21st century skills and knowledge in supporting teaching and learning.</td>
<td>4.60</td>
<td>3.12</td>
<td>1.48</td>
</tr>
<tr>
<td>62. Encourage instructional leader to have challenge of their own beliefs and values</td>
<td>4.63</td>
<td>3.55</td>
<td>1.08</td>
</tr>
<tr>
<td>63. Promote instructional leader’s skills to be a role model in teaching and learning</td>
<td>4.55</td>
<td>3.29</td>
<td>1.26</td>
</tr>
<tr>
<td>64. Develop instructional leader as a motivator in creating teaching and learning tools</td>
<td>4.58</td>
<td>3.03</td>
<td>1.55</td>
</tr>
</tbody>
</table>
Table 4.22: Intellectual stimulation (continued)

<table>
<thead>
<tr>
<th>Intellectual Stimulation</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
<td>Current</td>
<td>Difference</td>
</tr>
<tr>
<td>65. Support and encourage instructional leader to use new approaches and develop innovative ways of dealing with school issues.</td>
<td>4.66</td>
<td>3.18</td>
<td>1.48</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>23.02</td>
<td>16.17</td>
<td>6.85</td>
</tr>
<tr>
<td>Average Mean</td>
<td>4.60</td>
<td>3.23</td>
<td>1.37</td>
</tr>
</tbody>
</table>

Table 4.22 the Kachin school teachers considered that the priority development of intellectual stimulation must focus on instructional leader as a motivator in creating teaching and learning tools (mean=1.55), use new approaches and develop innovative ways (mean=1.48) and use the 21st century skills and knowledge in supporting teaching and learning (mean=1.48).

Table 4.23: Individualize consideration

<table>
<thead>
<tr>
<th>Individualized Consideration</th>
<th>Mean</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectation</td>
<td>Current</td>
<td>Difference</td>
</tr>
<tr>
<td>66. Encourage instructional leader to create a supportive climate in school.</td>
<td>4.70</td>
<td>3.55</td>
<td>1.15</td>
</tr>
<tr>
<td>67. Develop instructional leader to be able to act as coaches and advisers of teachers</td>
<td>4.45</td>
<td>3.22</td>
<td>1.23</td>
</tr>
<tr>
<td>68. Encourage instructional leader to consider individual needs of teachers.</td>
<td>4.68</td>
<td>3.45</td>
<td>1.23</td>
</tr>
<tr>
<td>69. Encourage instructional leader to create autonomous working environment in school</td>
<td>4.70</td>
<td>3.42</td>
<td>1.28</td>
</tr>
<tr>
<td>70. Promote the positive team-working in school.</td>
<td>4.69</td>
<td>3.43</td>
<td>1.26</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>23.22</td>
<td>17.07</td>
<td>6.15</td>
</tr>
<tr>
<td>Average</td>
<td>4.64</td>
<td>3.41</td>
<td>1.23</td>
</tr>
</tbody>
</table>
Table 4.23 the Kachin school teachers believed that the priority development of individualized consideration must focus on instructional leader to create autonomous working environment (mean=1.28) and the positive team-working in school (mean=1.26).

Summary of the Different Gap Score

The different gap score from 3.1 is summarized as the followings.

1. Defining and communicating schools
   (1) Develop school academic goals based on data driven academic in collaboration with teachers, parents, experts and community.
   (2) Ensure school academic goals promote current level of academic performance and high expectations for all students.
   (3) Communicate school academic goals to teachers, students, parents and community.

2. Building collaborative culture in school
   (1) Establish multiple forms of teams that collaborate regularly to improve teaching and learning.
   (2) Involve all teachers in decision making.

3. Promoting relationship
   (1) Capitalize on the potential benefits of a leadership advisory council, consisting of family, district education department and administrators.
   (2) Having link between different countries.
   (3) Use media and up-to-date technology to expedite and improve communication.
4. Managing the curriculum and instruction

(1) Evaluate teachers on academic objectives directly related to the 21st century skills and knowledge and approved national curriculum.

(2) Make a clear responsibility for coordinating the curriculum across grade levels.

(3) Participate actively in the review and selection of curriculum materials.

5. Creating a school culture that contributes to learning

(1) Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning.

(2) Have open-door policy for family and community involvement in students' learning.

6. Motivating students to learn in school

(1) Design school programs in terms of students' interests and needs.

(2) Provide students opportunities to initiate and direct their own learning by using a variety of teaching methods.

(3) Provide students positive feedback in the context of perceived autonomy by them.

7. Teaching and Learning

(1) Use technology to achieve teaching and learning goals.

(2) Use up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process.

8. Teacher motivation

(1) Provide enough salary and incentives for teachers.

(2) Reinforce or reward excellent performance by teachers with opportunities for professional development.
9. Establishing school-wide professional development

(1) Support useful professional materials and resources to teachers, including upgrading school library.

(2) Give training for up-to-date instructional practice.

(3) Facilitating technology for searching new knowledge and skills.

10. Promoting teachers professional growth

(1) Responds to needs of teachers as described through inquiry, reflection and experimentation.

(2) Sustain and support teachers through collaborative problem solving.

(3) Provide practice of 21st century skills and knowledge such as risk taking, innovation and creativity.

11. Idealized influence

(1) Develop instructional leader to have high morality and ethics.

(2) Develop instructional leader to have a strong intention to do the right thing.

(3) Promote the ability of instructional leader to be respected by teachers, parents and community.

12. Inspirational motivation

(1) Develop and support instructional leader to make networking with other schools and educators.

13. Intellectual stimulation

(1) Encourage instructional leader to use the 21st century skills and knowledge in supporting teaching and learning.

(2) Develop instructional leader as a motivator in creating teaching and learning tools.

(3) Encourage instructional leader to use new approaches and develop innovative ways of dealing with school issues.
14. Individualized consideration

(1) Encourage instructional leader to create autonomous working environment in school.

(2) Promote the positive team-working in school

3.2 Suggestion for Instructional Leadership Development

In this section the findings about suggestions of respondents from questionnaire part (3) are presented as the followings but the suggestions are given only by some of the respondents.

<table>
<thead>
<tr>
<th>Srn.</th>
<th>Suggestion</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Building collaborative culture in school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Encourage a climate of trust and respect</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(2) Multiple forms of teacher/family/student teams</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>(3) Increase involvement of parents</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>(4) Provide collaborative responsibilities among all teachers</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Promoting relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Educational network with other institutions and educators</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(2) Having link between different countries</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Managing the curriculum and instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Classroom objectives are consistent with the stated goals of the school</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(2) Academic objectives directly related to the 21st century</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Creating school culture that contribute to learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Opportunities for teachers to innovate and experiment</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(2) Have open-door policy for family and community involvement</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(3) Have safety building and teaching context</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Motivating Students to Learn in School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Design school programs in terms of students’ interest and needs</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(2) Teachers give love, caring, enthusiastic, consistent and impartial</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(3) Provide educational incentives</td>
<td>5</td>
</tr>
</tbody>
</table>
6. Teaching and Learning
   (1) Encourage teachers to use student-centered instruction  
   (2) Use up-to-date instructional materials 
   (3) Seek and invent new strategies and methods for teaching

7. Teacher Motivation
   (1) Provide enough salary for living 
   (2) Provide teachers opportunities for professional growth 
   (3) Reinforce or reward excellent performance by teachers 
   (4) Provide incentives for teachers

8. Establishing School-Wide Professional Development
   (1) Support useful professional materials and resources to teachers, 
      including upgrading school library 
   (2) Give training for up-to-date instructional practice 
   (3) Facilitating technology for searching new knowledge and skills 
   (4) Schedule time for teachers to attend professional development

9. Promoting Teachers Professional Growth
   (1) Provide teachers opportunity for sharing experiences among teachers 
   (2) Exposure trip for teachers 
   (3) Provide teacher opportunity to do further study

10. Instructional Leadership Skills
    (1) Give training to headmasters 
    (2) Give awareness training to parents 
    (3) Networking with other schools and educators 
    (4) Use the 21st century skills and knowledge in supporting teachers 
    (5) Establish suggestion group for teaching and learning in school 
    (6) Act as coaches and advisers of teachers

Summary of suggestion for instructional leadership development

The summary of suggestion is made by depending on the most frequent suggestions and they are as the followings.

(1) Multiple forms of team
(2) Collective responsibility among all teachers

(3) Educational network with other institutions and educators and (2) having link between different countries

(4) Design school programs in terms of students' interests and needs

(5) Use up-to-date instructional materials and seek new strategies for teaching

(6) Encourage teachers to use student-centered instruction.

(7) Provide enough salary and incentives for teachers and reward excellent performance by teachers

(8) Support professional materials and resources to teachers

(9) Give training for up-to-date instructional practice

(10) Facilitate technology for searching new knowledge

(11) Provide teacher opportunity for further study

(12) Use 21st century skills and knowledge in supporting teachers

3.3 Interview with three Education Officers and a Director of Central education Department

The interview was conducted with three education officers and a director of central education department. The interview protocol can be seen in appendix J.

Their responses to interview questions are as the followings.

1. What types of administrative role do you use in managing school? How much do the schools have autonomy under your administration?

   All education officers admitted that top down management style is used but this centralization will be reduced after they obtain more involvement of parents according Director of central education department. Besides, they all mentioned that schools have authority to conduct professional development and they have also autonomy to promote teaching and learning of school without deviation of Central
education department’s policy. However, all school activities must be discussed in school committee.

2. How do you work with headmasters and teachers to enhance the school achievement?

Two education officers mentioned that they give training and opportunity for sharing experiences among schools to enhance school achievement. Besides, they give encouragement and suggestions to have passion on their job. Director of central education department stated that they do monitoring regularly on school management, teaching and learning, and they support the needs of teachers and students as well. One education officer said that they make decision and support according to report from schools.

3. What types of curriculum and assessment are you using in schools? Are all schools using the same curriculum and the same assessment?

All education officers, including Director of central education department stated that they are using the same curriculum and assessment in all schools. They test four times in one academic year; first-test in August, second-test in October, third-test in December and last-test in March. However, continue assessment progressive system is used in primary level since 2007. Besides, they all admitted that the present curriculum is based on teacher-centered curriculum so that it doesn’t prepare students for the 21st century skills and knowledge.

4. What are the things you do in managing schools in order to promote student academic achievement?

Three education officers mention that they do the followings in order to promote student academic achievement.

(1) Give training to headmasters, teachers and students’ parents
(2) Conduct review meeting and experience sharing in school

(3) Assess and evaluate on teaching and learning

(4) Support the resources and materials but we can support just a little.

(5) Support the needs of teachers and headmasters by providing accommodation, water and electricity charges and giving them relief which is dependent on case.

(6) Give them opportunity to do further study but only a few teachers.

(7) Give them mental support by visiting and giving them encouragement.

5. What kinds of support do you provide schools in order to promote the quality of teaching and learning?

All of them described that they send teachers and headmaster to training and they also invite experts to upgrade teaching and learning. Besides, they conduct panel discussion and experience sharing according to one education officer. They support textbook, materials and stationeries to very poor students.

6. What is the organization of school?

All education officers stated that the organization of the school system in the Kachin area is 5-4-2 system that includes:

- Grade 1 to 5 (6 to 11 years old) in primary school
- Grade 6 to 9 (12 to 16 years old) in middle school
- Grade 10 and 12 (17 to 19 years old) in high school
- 17 years old onward are in vocational and technical institutes and universities

7. How do you upgrade curriculum and instruction of school for the 21st century?

All education officers admitted that they are unable to provide students with 21st century skills and knowledge but they are giving training in which experts are invited to upgrade curriculum and instruction. Besides, they provide teaching and
learning materials and technology, including upgrading library but just in some schools.

8. Is there any relationship between your education and political issue? If yes, please tell me about that and how political issue affected on education?

All education officers revealed that political issue affected on education. Three education officers described that long-term planning is unable to accomplish due to difficulty of transportation and communication. Besides, two education officers mentioned that upgrading curriculum and instruction is very limited because we are difficult to obtain teaching and learning materials and technology. One education officer also stated that they lose education opportunity and children lose mental support.

9. How do you motivate headmasters and teachers to promote the school achievement?

Three education officers mentioned that they support the needs of teachers and headmasters by encouraging parents, school committee and all stakeholders to involve more in school activities. They also give teachers opportunity to continue study. Two education officers stated that they give frequently encouragement and suggestions and give award to excellent performance by teachers and headmasters.

10. How is parents’ involvement in education?

All education officers admitted that although most of the parents have desire to involve in school activities, they have financial difficulty in family. However, some parents give supplementary support to school, for example, by supporting rice and vegetable for teachers, and teaching and learning materials, and supporting accommodation for teachers.
11. Please provide your suggestion about the way how to develop instructional leadership in schools in the Kachin area of Myanmar.

In order to develop instructional leadership in schools in the Kachin area of Myanmar, education officers provided suggestions as the followings.

(1) Encourage teachers to use child centered approach
(2) Provide teaching and learning materials for schools
(3) Provide up-to-date technology for schools
(4) Give training for up-to-date instruction and enrich teachers with a variety of teaching methods
(5) Support the needs of teachers
(6) Collaborate with parents, other institutions, organization, including schools from other countries
(7) Make educational network with other schools, educators and countries
(8) Recognize the efforts of teachers and give award to excellent performance by teachers
(9) Upgrade curriculum that prepare students for the 21st century skills and knowledge
(10) Provide teachers opportunity for professional development and send them to do further study
(11) Provide teachers enough salary
(12) Motivate students to learn in school
(13) Promote the involvement of parents in education
(14) Increase all stakeholders' involvement
Summary of finding from interview

The summary of this finding is focused on factors that suggest for instructional leadership development at schools in the Kachin area of Myanmar. They are as the followings.

(1) Provide teaching and learning materials for schools
(2) Provide up-to-date technology for schools
(3) Give training for up-to-date instruction
(4) Make educational network with other schools, educators and countries
(5) Give award to excellent performance by teachers
(6) Provide teachers opportunity for professional development and send them for further study
(7) Provide teachers enough salary
(8) Motivate students to learn in school
(9) Increase the involvement of all stakeholders, including parents

Part 4: The Instructional Leadership Model for Schools in the Kachin Area of Myanmar

A development of instructional leadership model for schools in the Kachin area of Myanmar is a study that focuses on the four research objectives as to develop instructional leadership model. The findings for a development of instructional leadership model are dependent on content analysis, questionnaire and interview.

The researcher started the journey of this study by applying content analysis to obtain the desirable characteristics of instructional leadership and conducting informal interview to reveal the needs for school improvement. Later, a development of instructional leadership model is created by depending on the desirable characteristics
of instructional leadership and the needs for the Kachin school improvement, and by applying transformational leadership.

Philosophy
It is crucial to understand school as an organization is a prerequisite for effective leadership and management because schools are comprised of groups of people who work together in different ways to obtain shared goals. Therefore, an instructional leadership is required in schools because it can maximize the improvement of school through sharing leadership matters together by headmasters/ headmistress and teachers, including all stakeholders. Besides, the responsibility of instructional leader becomes bigger than before due to the fact that schools have to prepare students for technology, cultural competency, information and demographic changes as we are in the 21st century.

Mission
Through applying the instructional leadership model properly will enable the Kachin schools teachers to be professionally competent in teaching and healthy and open-minded teachers, characterized by patriotic spirit, independent mind and creative thinking. They will create the Kachin society beautifully and lead education with global knowledge and skills. In addition, the model provides students with 21st century knowledge and skills and value in each curriculum area.

Objectives
The instructional leadership model is developed to help every school in the Kachin area of Myanmar at the following issues.

(1) Promoting motivation of teachers and students
(2) Promoting the quality of teaching and learning and changing paradigm of teacher-centered to student-centered

(3) Reducing power distance and sharing leadership matters together by headmasters and teachers.

(4) Promoting students’ achievement.

(5) Increasing the involvement of all stakeholders, including parents in teaching and learning

(6) Preparing students for 21st century and ASEAN community

(7) Promoting professional development of teachers and headmasters

Explanation of model development

There are many issues that need to be developed in the Kachin schools according to the research findings. However, implementing the above objectives and providing students with 21st century skills and knowledge are the main purposes for developing instructional leadership model for schools in the Kachin area of Myanmar. Therefore, the transformational leadership and instructional leadership will be applied as a tool for achieving the purposes because this tool is a guide for headmasters and teachers in promoting the student achievement in schools. In addition, the priority of improvement is given to factors that help headmasters and teachers and that cover the needs for school improvement as well.

The model includes the processes and factors of instructional leadership and transformation leadership which promote the professional development of teachers and headmasters and increase the student academic achievement in schools in the Kachin area of Myanmar. The four components of transformational leadership such as, idealized influence, inspirational motivation, intellectual stimulation and
individuated consideration and the five components of instructional leadership such as motivation for teachers and students, relationship with other countries and inside the country, managing teaching and learning, developing collaborative cultures and professional development for headmasters and teachers will be applied. The reasons for becoming five components from 10 components of instructional leadership are as the following.

(1) Defining and communicating school goals; the Kaching schools are already developing this component according to the research results, and it will be maintained as a continuous improvement in the Kaching schools. Therefore, this component is not included in the priority of development on model.

(2) The components of building collaborative culture and creating a school culture that contribute to learning are combined together and used them as developing collaborative culture on model.

(3) The components of managing curriculum and instruction and teaching and learning are combined together and used them as managing teaching and learning on model.

(4) The components of establish school-wide professional development and promoting teachers professional growth are combined together and used them as professional development for headmasters and teachers on model.

(5) The components of teacher motivation and motivating students to learn in school are combined together and used them as motivation for teachers and students on model.

(6) Promoting relationship is indicated as the weakest factor in current practice in school. Therefore, this factor is used as relationship with other countries and inside the country on model.
Therefore, the five issues such as developing collaborative culture, managing teaching and learning, professional development for headmasters and teachers, motivation for teachers and students, and relationship with other countries and inside the country will be applied in developing model. In addition, the priority of development in the Kachin schools are based on the factors that are common in three summaries of findings such as summary of finding from interview, summary of suggestion for instructional leadership development and summary of the gap analysis between the current practices and expectations of instructional leadership in school.

The most common factors are found as the followings.

1. In motivation for teachers and students
   (1) Provide teacher enough salary and incentives.
   (2) Design school programs in terms of students' interests and needs.
   (3) Provide students opportunities to initiate and direct their own learning.
   (4) Provide students positive feedback.
   (5) Use new approaches and innovative ways of dealing school issues.

2. In Managing teaching and learning
   (1) Upgrade curriculum and instruction.
   (2) Clear responsibility for coordinating curriculum.
   (3) Encourage instructional leader to use 21st century skills and knowledge in supporting teaching and learning.
   (4) Support technology and up-to-date instructional materials.
   (5) Encourage teachers to use student-centered instruction.

3. In developing collaborative culture
   (1) Involve all teachers in decision making.
   (2) Establish multiple forms of teams.
(3) Encourage instructional leader to create autonomous working environment in school.

(4) Promote positive-team working environment in school.

(5) Increase the involvement of all stakeholders.

4. In relationship with other countries and inside the country

(1) Have link between different countries.

(2) Educational network with other institutions and educators.

(3) Use media and up-to-date technology to expedite and improve communication.

(4) Two-way communications

5. In professional development for headmasters and teachers

(1) Promote the ability of headmasters.

(2) Develop headmaster to have high morality and ethics.

(3) Give training for up-to-date instructional practice.

(4) Support professional materials and resources.

(5) Facilitating technology

Therefore, the above factors are the priority of improvement for the Kachin schools and they will be applied in developing instructional leadership model for schools in the Kachin area of Myanmar. Besides, these factors are from both transformational leadership and instructional leadership in order to make model more solid and explicit.

To make validation of the model, the researcher proposed the model to the experts in focus group by conducting workshop in which 12 education officers and 12 headmasters, including a Director and a Minister of Central education department attended in order to consider the possibility of using the model at schools in the Kachin area of Myanmar as display in figure 4.1
Figure 4.1 A Proposed Model of A Development of Instructional Leadership

Model for Schools in the Kachin Area of Myanmar

Figure 4.1 illustrates that a development of instructional leadership model for schools in the Kachin area of Myanmar has six circles: the central one represents the final outcome. The other circles represent the issues that need to be developed in the Kachin schools in order to promote the quality of teaching and learning and student achievement. As the model is intended a guide for implementing the objectives of the
Kachin schools, only the priority of improvement are shown on model and the rest of improvements are maintained as a continuous improvement for the Kachin schools.

The application of model is explained as the following below.

An application of Model

In order to achieve objectives, the five issues shown on model such as, motivation for teachers and students, managing teaching and learning, developing collaborative culture, relationship with other countries and inside the country and professional development for headmasters and teachers are developed in application of model in the Kachin schools. The application of model can start from any issue, and there is no ending and no starting point because it is a continuous process of development. These developments can be done by conducting five functions as the followings:

Function (1) Motivation for teachers and students
Function (2) Managing teaching and learning
Function (3) Developing collaborative culture
Function (4) Relationship with other countries and inside the country
Function (5) Professional development for headmasters and teachers

Function (1) Motivation for teachers and students

Purpose

This function is intended to promote motivation in schools, especially to teachers and students. The purpose of motivation is to strengthen teachers to have more passion on their job and to help them reach their highest potentiality. On the
other hand, the motivation is to increase students’ learning and to provide students opportunities to initiate and direct their own learning.

**Implementing the Function**

(1) The Kachin schools must provide teachers enough salary for living and give incentives in order to motivate teachers and for the retention of qualified teachers.

(2) The Kachin schools must design the school programs in terms of students’ interests and needs. Besides, the schools must conduct activities of motivation that make students to learn in school.

(3) The headmasters must use new approaches and innovative ways of dealing school issues so that the teachers will be activated in performing the school activities.

(4) The Kachin teachers must provide students opportunity to initiate and direct their own learning.

(5) The Kachin teachers must provide students positive feedback in the context of perceived autonomy by them.

**Evaluation**

Evaluating on function can be conducted by distributing, for example, questionnaire to teachers and students, and by conducting meeting for evaluation as necessary. Therefore, implementing the function can be adjusted or upgraded by depending on the results of assessment and the need of schools.
Function (2) Managing teaching and learning

Purpose

This function is intended to promote the quality of teaching and learning through changing paradigm of teacher-centered to student-centered, and to provide students with 21st skills and knowledge.

Implementing the Function

(1) The Kachin schools must upgrade curriculum and instruction by adding the 21st century curriculum contents and practices at every three years.

(2) The Kachin schools must provide teachers a clear responsibility for coordinating curriculum across grade levels.

(3) The Kachin schools must encourage instructional leader to use the 21st century skills and knowledge in supporting teaching and learning.

(4) The Kachin schools must support technology and up-to-date instructional materials to promote quality of teaching and learning and to achieve the goals of teaching.

(5) The Kachin schools must encourage teachers to use student-centered instruction.

Evaluation

Regularly reviewing and reporting the situations of teaching and learning, and seeking feedback from teachers and students can be done.
Function (3) Developing Collaborative Culture

Purpose

The purpose of conducting this function is to reduce power distance in school and to increase sharing leadership matters together by headmasters and teachers, including all stakeholders of the school. The other intention is to obtain more collaboration in promoting the quality of teaching and learning.

Implementing the Function

(1) The Kachin schools must establish multiple forms of teacher/family/student teams that collaborate regularly to improve teaching and learning.

(2) The Kachin schools must involve all teachers in decision making.

(3) The Kachin schools must encourage instructional leader to create autonomous working environment in school.

(4) The Kachin schools must promote positive-team working environment in school.

(5) The Kachin schools must increase the involvement of all stakeholders in promoting the student achievement.

Evaluation

The evaluation can be done at the end of academic year by distributing feedback questionnaire to teachers, students and all stakeholders of the school and by conducting review meeting. The function can be upgraded or adjusted according to the feedback and the need of schools.
Function (4) Relationship with other countries and inside the country

Purpose

The purpose of this function is to promote not only the relationship of school but also to increase the relationship with other institutions, experts and educators.

Implementing the Function

(1) The Kachin schools must have link between different countries.

(2) The Kachin schools must make educational networks with other institutions, experts and educators.

(3) The Kachin schools must use media and up-to-date technology to expedite and improve communication.

(4) The Kachin schools must have two-ways communication with teachers, parents and all stakeholders of the school.

Evaluation

Regularly reporting and reviewing situations of relationship can be conducted to evaluate the relationship with other countries and inside the country. Therefore, a better relationship can be established by depending on needs for relationship.

Function (5) Professional Development for headmasters and teachers

Purpose

The purpose of this function is to promote the professional development of teachers and headmasters and to enhance the student achievement.
Implementing the Function

(1) The Kachin schools must promote the ability of headmasters and teachers by giving training for up-to-date skills and knowledge.

(2) The Kachin schools must develop headmasters to have high morality and ethics.

(3) The Kachin schools must send teachers to do further study. For example, the Kachin schools send teachers to do master degree and Ph.D degrees to foreign countries.

(4) The Kachin schools must support professional materials and resources to teachers, including upgrading library.

(5) The Kachin schools must facilitate technology for searching new knowledge.

Evaluation

Need assessment and review meeting can be conducted to evaluate the professional development. Therefore, the professional development can be upgraded according to the feedback and the need of schools.

The Model Validation by Experts

In order to confirm the possibility of using the model at schools in the Kachin area of Myanmar, the researcher proposed the model of “A Development of An Instructional Leadership Model for Schools in the Kachin Area of Myanmar” to experts in the focus group by conducting workshop at Laiza Middle school in which 12 education officers and 12 headmasters, including a director and a Minister of central education department attended. The workshop started at 9.00 am and ended
evening at 5.00 pm. The researcher explained the process of model development and the application of model in schools to experts group from 9.00 to 11 am, and discussion about the possibility of using this model was started from 1.00 pm and accomplished at 5.00 pm. In workshop, the experts group agreed to modify the factor of promote the ability of headmasters as promote the ability of headmasters and teachers with up-to-date knowledge and skills, and removed factor of give training for up-to-date instructional practice from professional development for teachers and headmasters because the modified one already covers this factor as well. The experts group also added one factor “send teachers for further study” in professional development for teachers and headmasters. Therefore, the final model becomes different from a proposed one because in the function of professional development for teachers and headmasters, modification and addition were conducted by the experts group as previously mentioned. Regarding to structure of model, the experts suggested for another one which has one circle and five arrows but this one is almost the same with the proposed one except structure. Finally, all experts have signed on the model validation approval form as approved to the model with some suggestions (See appendix K). The final model to be applied at schools in the Kachin area of Myanmar is shown in Figure (4.2).
Figure 4.2 A Development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Figure 4.2 is the final model for schools in the Kachin area of Myanmar. It has one circle and five arrows. The circle which is surrounded by arrows represents the final outcome of this model, and the five arrows indicate the issues that need to be developed in the Kachin schools in order to obtain the final outcome of student achievement. The arrow that represents managing teaching and learning includes, upgrading curriculum and instruction, clearing responsibility for coordinating curriculum, using 21st century skills and knowledge in supporting teaching and learning, support technology and up-to-date instructional materials and encouraging teachers to use child-centered instruction. The arrow that represents for developing collaborative culture includes involving all teachers in decision making, establishing
multiple forms of teams, encouraging instructional leader to create autonomous
working environment, promoting positive-team working environment and increasing
the involvement of all stakeholders. The arrow that represents for relationship with
other countries and inside the country includes having link between different
countries, building educational network with other institutions and educators, using
media and up-to-date technology to expedite and improve communication and two-
way communication. The arrow with professional development for headmasters and
teachers includes promoting the ability of headmasters and teachers with up-to-date
knowledge and skills, developing headmasters to have high morality and ethics,
sending teachers for further study and supporting professional materials and
resources. The arrow with motivation for teachers and students includes providing
teachers enough salary and giving incentives, designing school program in terms of
students' interest and needs, using new approaches and innovative ways of dealing
school issues, providing students opportunities to initiate and direct their own learning
and providing students positive feedback in the context of perceived autonomy by
them.

Summary of Findings

The findings of the research showed factors that must be focused in application of
transformational leadership approaches and in development of instructional leadership
for schools in the Kachin area of Myanmar. The research findings are presented
according to research objectives as the followings.

Part one for the research objective 1, to explore the desirable characteristics of
instructional leadership and the needs for school improvement. The researcher did
content analysis for this objective through depending on instructional leadership.
The researcher found 10 components such as, (1) defining and communicating school goals, (2) building collaborative culture in school, (3) promoting relationship, (4) managing the curriculum and instruction, (5) creating a school culture that contribute to learning, (6) motivating students to learn in school, (7) teaching and learning, (8) teacher motivation, (9) establishing school-wide professional development, (10) promoting teachers professional growth. Besides, the informal interview was conducted with some headmasters and education officers in order to reveal the needs for school improvement of the Kachin schools, which is part of the research objective (1).

Part two the research objective 2, to identify the current practices of instructional leadership in schools. The researcher found that the current practice focuses on at all factors of defining and communicating schools goals, a climate of trust, respect, collective responsibilities among all teachers, feedback and input from others, the classroom objectives of teachers, at nearly all factors of creating a school culture, caring, enthusiastic, consistent and impartial, pursue learning tasks, student-centered instruction, teaching activities for both long-term and short-term, up-to-date instructional materials, self-determination and autonomy for their teaching and collaborative communities of practitioners. Significantly, the current practice is low at all factors of establishing school-wide professional development and promoting relationship. In addition, the current practice with regarding to transformational leadership focuses on a change agent of transferring the school vision, challenge of their own beliefs and values and creating a supportive climate in school but the current practice is not high at all factors of inspirational motivation.

Part three the research objective 3, to identify the expectations of instructional leadership in schools. The researcher found that the expectations are very high at all
factors of instructional leadership such as defining and communicating school goals, building collaborative culture in school, promoting relationship, managing curriculum and instruction, creating a school culture that contribute to learning, motivating students to learn in school, teaching and learning, teacher motivation, establishing school-wide professional development and promoting teachers professional growth. In addition, the expectations with regarding to transformational leadership are very high at all factors such as, idealize influence, inspirational motivation, intellectual motivation and individualized consideration.

Part four, the research objective 4, to develop the instructional leadership model for schools in the Kachin area of Myanmar. The model was developed based on the priority of improvement, and it has one circle which is surrounded by five arrows. The circle represents the final outcome of the model. The five arrows represent the issues that need to be developed in the Kachin schools for promoting the quality of teaching and learning and student achievement. For instance, the issue of developing collaborative culture indicated that the priorities of improvement must be given to factors such as establishing multiple forms of teams, involving all teachers in decision making, creating autonomous working environment, promoting positive-team working environment and increasing the involvement of all stakeholders respectively. These priorities of improvement factors are placed under developing collaborative culture. This means that the school leader or headmaster of the Kachin schools must pay more attention to the priority of improvement factors on model first while others are continuously maintained the quality in schools.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study was to develop Instructional leadership model for schools in the Kachin area of Myanmar. The development of model was based on the findings from content analysis, interview answers, questionnaire and the priority of improvement for schools in the Kachin area of Myanmar. The intention of this model was to ensure that headmasters and teachers, including all stakeholders of the school share together leadership matters and promote the quality of teaching and learning in school. The research was conducted in February 2013, where 364 questionnaires were distributed to fourteen schools. 364 questionnaires were collected at a return rate of 100%. Besides, three education officers and a director of central education department were interviewed to support the development of instructional leadership model. The research was conducted to ascertain the following research objectives:

1. To explore the desirable characteristics of Instructional leadership and the needs for school improvement.
2. To identify the current practices of Instructional leadership in schools.
3. To identify the expectations of Instructional leadership in schools.
4. To develop the Instructional leadership model for schools in the Kachin area of Myanmar.

This study applied both qualitative and quantitative methods in order to obtain the research objectives under the four stages of research procedures: stage I- content analysis and informal interview, stage II-developing the research instrument, stage III-collecting data and stage IV- developing the instructional leadership model.
Conclusions

The main purpose of this research is to develop the Instructional leadership model for schools in the Kachin area of Myanmar. The development of this model is based on the research findings from content analysis and informal interview, questionnaire and interview. The journey of the research is initiated from searching the characteristic of instructional leadership and the needs for school improvement. Next, the current practice and expectations of instructional leadership in school system are explored, and the gap analysis is decided from the scores of two variables. Then, the Mean of the different gap scores of the current practices and expectations are shown. Eventually, the priority of improvement is selected from the different gap scores that are higher than the average Mean score. However, the development of model is not only dependent on the gap scores of these two variables but also relies on the interview results and suggestions from respondents. The research findings are presented into four parts as the follow information.

Part one for the research objective 1, to explore the desirable characteristics of instructional leadership and the needs for school improvement. The researcher did content analysis for this objective through depending on instructional leadership. The researcher found 10 components such as, (1) defining and communicating school goals, (2) building collaborative culture in school, (3) promoting relationship, (4) managing the curriculum and instruction, (5) creating a school culture that contribute to learning, (6) motivating students to learn in school, (7) teaching and learning, (8) teacher motivation, (9) establishing school-wide professional development, (10) promoting teachers professional growth. Besides, the informal interview was also conducted with some headmasters and education officers.
Part two and part three, for the research objective 2, to identify the current practices of instructional leadership in schools and for the research objective 3, to identify the expectations of instructional leadership in schools. For these two objectives, the questionnaire is distributed to 364 teachers from 14 schools, and the findings are presented as three sections. The section one includes the personal information about the research participants. The majority of participants have attended short-course with working experience of 6-10 years. The section two is the current practices and expectations of instructional leadership in schools and section three is suggestions from the respondents. Besides, the interview’s results from three education officers and a director of central education department are presented in part three. The factors of instructional leadership and transformational leadership are presented as the priority of improvement for development of instructional leadership in the Kachin schools.

Part four, the research objective 4, to develop the instructional leadership model for schools in the Kachin area of Myanmar. The model was developed based on the priority of improvement, and it has one circle which is surrounded by five arrows. The circle represents the final outcome. The five arrows represent the issues that need to be developed in the Kachin schools for promoting the quality of teaching and learning and student achievement. For instance, the issue of developing collaborative culture indicated that the priorities of improvement must be given to factors such as establishing multiple forms of teams, involving all teachers in decision making, creating autonomous working environment, promoting positive-team working environment and increasing the involvement of all stakeholders respectively. These priorities of improvement factors are placed under developing collaborative culture. This means that the school leader or headmaster of the Kachin schools must
pay more attention to the priority of improvement factors on model first while others are continuously maintained the quality in schools.

**Discussion**

In this section the research findings, literature suggestions and research related are discussed through depending on the priority of improvement for schools in the Kachin area of Myanmar.

According to interview's results, top down management style is applied in all schools, that makes domination of centralization in schools and education system in the Kachin area of Myanmar because all school policies, including instructional strategies are controlled by the education officers and central education department. Consequently, management style is based on listening to superior due to respect. This indicates that the Kachin schools have high power distance because large power distance can also be called respect cultures (Hofstede, 2007). The power distance can be reduced by applying instructional leadership model because leadership matters are shared together by headmasters and teachers, including all stakeholders of the school in promoting the quality of teaching and learning in school (Hoy and Hoy, 2013), and instructional leaders maintain collaborative practices as a natural part of the daily activities in school (Sahin, 2011). In addition, the instructional leader forms a partnership that has a system of two-way communication and collaboration between the school, families and community (Gupton, 2010).

As research findings, most of the teachers just attended short-course training. This shows that pre-service and in-service training still need to be given in order to promote the professional development of teachers in the Kachin area of Myanmar. Besides, the activity for professional development of teacher is limited according to
the interview results because although education officers and a director of central education department mentioned that schools have authority to conduct professional development of teachers, all policies of schools are controlled by them and no school conduct this activity.

According to the research objective one, the researcher conducted content analysis to find the desirable characteristic of instructional leadership. The findings show 10 components of instructional leadership such as, defining and communicating school goals (Gupton, 2010; Hallinger & Murphy, 1985; Alig-Mielcarek, 2003), building collaborative culture in school (Gupton, 2010), promoting relationship (Gupton, 2010; Sharma and Roy 1996), managing curriculum and instruction (Weber 1996; Hoy and Hoy, 2013), creating a school culture that contribute to learning (Gupton, 2010), motivating students to learn in school (Hoy and Hoy, 2009), teaching and learning (Hoy and Hoy, 2009), teacher motivation (Hoy and Hoy, 2009), establish school-wide professional development (Blase and Blase, 2004) and promoting teachers professional growth (Blase and Blase, 2004).

The findings of research objective two and three are discussed together by depending on the priority of improvement for schools in the Kachin area of Myanmar as the followings.

The findings indicated that the Kachin school leader must develop the goals of school by depending on the data-driven academic and by collaborating with teachers, experts, parents and school community, and it is also important to ascertain that the goals promote current level of academic performance and have high expectations for both teachers and students in terms of defining and communicating school goals. These findings are consistent with suggestion of Gupton (2010) that the goals must be developed through relying on data-driven, collaboration and goal that promote the
current level of performance. These findings also support that the school leader shows how to frame school goals by collaborating with parents and teachers to describe the areas that need to be improved within the school and to develop the performance goals of these areas (Hallinger and Murphy, 1985; Alig-Mielcarek 2003), and a study conducted by Lee et al (2012) in Hong Kong by using OECD's conceptual framework also found that the leadership practices which set goals and establish shared vision are obviously linked to school improvement, and leadership practices that focused on vision, mission and goals help to school management effectively.

Regarding building collaborative culture in school, the respondents believe that the Kachin school leader must establish multiple forms of teams that collaborate regularly to improve teaching and learning. This finding supports Fishbough (1997) that Collaboration includes the interaction between teachers, students, parents and principals who deliberately share their opinions and experiences in working toward the goal of school. Besides, the respondents indicate that the Kachin school leader must involve all teachers in decision making and give collective responsibility among all teachers because one of the effective ways to work together with teachers is to create structures that encourage collaboration because it helps teachers focus on instruction improvement (Miller, Goddard, Larsen and Jacob 2010). The findings also indicate that the Kachin school leader must increase the involvement of all stakeholders due to the fact that collaborative teamwork can only be formed by the willingness of school members to achieve the purpose of school, and to obtain the highest level of performance so that effective instructional leaders build shared teamwork in which teachers, parents, students, staff and community are involved as true partners for developing school (Gupton, 2010).
The respondents believe that the Kachin schools are required to have link between different countries, use media and up-to-date technology, form leadership advisory council and make educational network with other schools and educators in terms of promoting relationship. These findings support a study conducted by Sharma and Roy (1996) that the activities such as having links between schools in different countries, making educational network with other institutions and educators and conducting international faculty exchange are effective in promoting relationship of school.

The findings indicate that the Kachin school leader must give teachers a clear responsibility for coordinating the curriculum, evaluate academic objectives directly related to 21st century skills and knowledge, involve actively in review and selection of curriculum materials and upgrade curriculum and instruction in terms of managing curriculum and instruction. These findings are consistent with Hoy and Hoy (2013) suggestions that the instructional leader also ensures that students are taught with up-to-date skills and knowledge, and thus, the instructional leader develops curriculum and instruction by working with teachers, experts and other schools in order to prepare students for the 21st century. In addition, Blase and Blase (1998, 1999a) suggested that when instructional leaders give and supervise teaching and learning process, there are some increases, such as teacher reflection and instructional behaviors, new ideas, teaching strategies, response to diversity of students, lesson preparation and focus on instructional process.

Regarding creating a school culture that contribute to learning, the respondents believe that the Kachin schools must have open-door policy for family and community involvement in students' learning and have opportunities for teachers to innovate and experiment with strategies to enhance student learning. These findings
are consistent with Gupton (2010) suggestions that the effective instructional leaders have open-door policy for family and community involvement in students' learning, and they encourage teachers to use new strategies in promoting students' independent skills.

The findings indicate that the Kachin school must design school programs in terms of students' interests and needs, provide students opportunities to initiate and direct their own learning, provide positive feedback in the context of perceived autonomy by them and give caring, enthusiastic, consistent and impartial when dealing with students in terms of motivating students to learn in school. CEP (2012) also suggested that there are some major aspects that affect students' motivation to learn in schools such as, for example, school climate, the use of teaching methods, school programs, curriculum, class schedules, school environment, administrators, teachers and parents. Besides, we are here to empower students by giving them autonomy and helping them improve skills for self-directed learning because student's motivation is increased if they feel that they have control of their learning outcomes (Mart, 2011).

The respondents believe that the Kachin schools must provide technology to achieve teaching and learning goals, use up-to-date curriculum, including 21st century curriculum contents, use student-centered instruction and use up-to-date instructional materials in terms of teaching and learning. Hoy and Hoy (2013) also suggest that the instructional leaders should also pay great attention to the use of technology in school because it can be used in a variety of purposes for school, for example, it can make school more engaging students, increase student achievement and support reform-oriented instructional aims in developing high-order thinking skills. In addition, the instructional leader must ensure that students are taught with up-to-date skills,
knowledge and thus, the instructional leader develops curriculum and instruction by working with teachers, experts and other schools in order to prepare students for the 21st century (Hoy and Hoy, 2013).

The findings indicate that the Kachin schools must provide sufficient salary for living, opportunities for teachers' professional growth, incentives for teachers, and reinforce or reward excellent performance by teachers in terms of teacher motivation. These findings are consistent with Hoy and Hoy (2009) suggestions that teacher motivation can be increased by both external factors such as providing salary enough for living, reinforcing or rewarding excellent performance by teachers with giving opportunity to do further study and providing incentives, and internal factors such as needs, interests and enjoys. As teachers are the key players in promoting the quality of teaching in classroom, teacher motivation must considered by the instructional leader as one of the most important issues in the Kachin schools in order to enhance students' achievement. Besides, the finding also showed that the collective leadership includes leadership matters from multiple sources and dominate on school produce a higher level of student achievement through teacher motivation (Hackett, 1992).

The respondents believe that the Kachin schools must provide technology for searching new knowledge and skills, support professional materials and resources, including upgrading library and give training for up-to-date instructional practice in terms of establishing school-wide professional development. The findings also suggested that the program of professional includes in-service training, upgrading library, workshop, teacher centers, faculty meetings, visit to other schools, attendance at local state and national conferences, travel for cultural enrichment and readings, video and cassette and professional development school but the purposes of this professional development are beyond skills training, for example, facilitation of

The findings indicate that the Kachin schools must provide teachers' professional growth focusing on practice of 21st century, respond to needs of teacher as described through inquiry, reflection and experimentation, sustain and support teachers through collaborative problem solving and provide teachers opportunity to do further study in terms of promoting teachers professional growth. These findings support Blase and Blase (2004) findings. They found that in promoting teachers professional growth, the school leader includes teachers in the work of teaching, assessing, observing and reflecting that direct to understanding of development about teaching and learning, responds to needs of teachers as described through inquiry, reflection and experimentation, bases on collaborative communities of learners, strengthens and provides teachers through collaborative problem solving and makes connection to school achievement.

In order to promote the school improvement, the transformational leadership approaches are applied into school system because transformational leaders promote the performance of followers and develop them to their entire potential. They encourage their followers to observe old problems from a new perspective, and they always inspire their followers to achieve higher than before (Northouse, 2010).

In regarding to idealized influence, the respondents believe that the Kachin school leader must have a strong intention to do the right thing, promote their ability and have high morality and ethics. These are true because the Kachin schools leaders are hesitate to implement their beliefs and values due to high power distance and cultural value influence. Besides, the leaders with idealized influence have high
moral standards and ethical behavior and thus this type of leader provide followers with a sense of mission (Greiman et al, 2007).

In regarding to inspirational motivation, the findings show that the Kachin schools leaders must make educational networks with other schools and educators. This finding is consistent with Sharma and Roy (1996) finding that school leader must make educational network with other institution and educators in order to promote the achievement of school.

In regarding to intellectual motivation, the findings show that the Kachin schools leader must be a motivator in creating teaching and learning tools, use new approaches and develop innovative ways of dealing with school issues and use the 21st century skills and knowledge in supporting teaching and learning. These findings support Northouse (2010) and Jandaghi et al (2009) suggestions that leader supports followers to be creative and innovative in problem-solving skills. The point is to be learning organization through paying attention to creative and developing ideas. Besides, the school leader must use the 21st century skills and knowledge to prepare students for the 21st century. Therefore, the schools must have the 21st century standards in the areas of assessments, curriculum, instruction, professional development and learning environment in order to produce the 21st century outcomes for today’s students (Hoy and Hoy, 2013)

In regarding to individualized consideration, the respondents believe that the Kachin schools leaders must create autonomous working environment and promote the positive team-working in school. The activity of school leader includes developing warm, autonomy and independence, and thus teachers’ sense of empowerment is the main role in developing teachers professional and their
performance but context seems to be the best to predict overall satisfaction (Zembylas and Papanastasiou, 2004).

In school, therefore, teachers and leaders work together in order to develop effective instructional practices, they study together what things work effective in classroom and pay strong attention to improve not only for one's own practice but also for others (Mourshed et al, 2010).

Research objective four, the model was developed through depending on the findings from content analysis and informal interview, questionnaire and interview. Later, the model was created by applying instructional leadership and transformation leadership as a tool for promoting the quality of teaching and learning and student academic achievement. The model has one circle which is surrounded by five arrows. The circle represents the final outcome and the five arrows represent the issues that need to be implemented in Kachin schools to increase the student achievement. The five issues that shown on model such as motivation for teachers and students, managing teaching and learning, professional development for headmasters and teachers, developing collaborative culture and relationship with other countries and inside the country are also the characteristics of instructional leadership and they can promote the student achievement according to (Gupton, 2010; Sharma and Roy, 1996; Weber 1996; Hoy and Hoy, 2009 & Blasé and Blasé, 2004).
Recommendations

I believe that the development of instructional leadership model for schools in the Kachin area of Myanmar has the benefit to all levels of people, including central education department, education officers and schools such as, headmaster, teachers, and students. After the development of instructional leadership model has been applied properly, the quality of headmasters and teachers is increased and thus, they can promote the quality of teaching and learning in schools. Consequently, the achievement of students is increased. From this study the recommendations are provided to central education department, education officers and school such as, headmasters, teachers and students as well as the future researcher.

Recommendation to the Central education department and Education officers

The Central education department and education officers must reduce centralization in managing schools and should give autonomy to schools because the professional development of teachers must be emphasized in schools. The Central education department and education officers must give up-to-date training to headmasters and awareness training to parents. In addition, the central education department and education officers must encourage headmasters to apply transformational leadership approaches in school system, and give the priority of improvement for headmasters at the following issues:

1. Develop headmasters to have high morality and ethics.
2. Promote the ability of headmasters to be respected by teachers, parents and community.
3. Develop and support headmasters to make networking with other schools and educators.
(4) Support and encourage headmasters to use new approaches and develop innovative ways of dealing with school issues.

**Recommendation to Headmasters**

The development of instructional leadership as shown on the priority of improvement recommend that the headmasters must share leadership matters together with teachers, parents and all stakeholders of the school. As priority of improvement indicates that the headmasters must concentrate on the following issues of school in order to increase student achievement.

1. Establish multiple forms of teams that collaborate to improve teaching and learning, create autonomous working environment, increase the involvement of all stakeholders, involve all teachers in decision making and promote positive-team working environment in developing collaborative culture in school.

2. Have link between different countries and use media and up-to-date technology to expedite and improve communication and two-way communication in promoting relationship.

3. Provide teachers sufficient salary and give incentives, design school programs in terms of students’ interests and needs in motivation.

4. Upgrade curriculum and instruction, use 21st century skills and knowledge in supporting teaching and learning, and support technology, up-to-date instructional materials and give a clear responsibility for coordinating curriculum in managing teaching and learning.

5. The school must support useful professional material and resources to teachers, including upgrading school library as well as technology for searching new
knowledge and skills. In addition, promote the ability of teachers by giving training for up-to-date instructional practice.

**Recommendation to Teachers**

As teachers are the key players in promoting the quality of teaching and learning, they must have creative mind, collaborative spirit and innovative ideas in dealing with students and in developing the curriculum and instruction. In addition, they must provide students opportunity to initial and direct their own learning by using a variety of teaching methods and give positive feedback in the context of perceived autonomy by them.

**Recommendation to Students**

The students must have opportunity to express and report their feeling on school management, teacher-student relationship and teaching and learning in order to enhance their achievement.

**Recommendation to the Future Researcher**

As this is the first research paper, the future researcher can adjust or use the instrument for this study for the future study. Besides, it would be more benefits if the future researcher could use more research instruments for conducting like this research because this research mainly relies on questionnaire.
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APPENDICES

APPENDIX A

Interview Questions for Statement of Research Problem

In order to explore reasons that make student academic achievement lower and cause the school unable to achieve the desirable outcomes, the following questions are designed for headmasters of the Kachin schools in the Kachin area of Myanmar. The interview is conducted by via email and it is translated into the Kachin language as well.

Ndai ga san ni gaw jawng ma ni hpa majaw anhte chye shangun mayu ai daram n chye lu ai lawng lam ni hpe san ai ga san ni re. Ndai lawng lam (reasons) ni hpe sung sung jut shagu de nna myit yu let htai ya rit.

1. What kinds of administrative difficulties do you have in supporting teaching and learning and in promoting student academic achievement? (Jawng ma ni chye lu ai madang hpe sharawt ya lu na matu hte sara ni hpe madi shadaw garaum ya ai kaw, Jawng up langai hku nna uphkang yu reng ai bungli hte seng nna hpa baw yak hikak ai lam ni nga ai?).

2. What are the goals of your school? Do all teachers and students know these goals clearly? (Na jawng a yaw shada ai lam ni gaw hpa baw rai? Ndai yaw shada ai lam ni hpe sara ni hte jawng ma ni asan sha chye na ma ai kun?)

3. What are the main reasons that make teachers incompetent in teaching? (sara ni laika sharin ai hta kungkyang ai lam gawng kya shangun ai madung gaw hpa baw ni re?)
4. Do you think your teachers have enough pedagogical skills in order to promote student academic achievement? (Jawng ma ni a atsam ningja ni hpe sharawt ya lu na matu, chye ging ai jawng sara hpaji hpe sara ni kaw nga ma ai kun?)

5. What kinds of teaching and learning approaches are your teachers using in your school? Do you think they are able to apply these approaches properly? (Kaning re ai sharin ladat ni hpe lang taw nga ai. Ndai lang taw nga ai sharin ladat ni hpe sara ni tang du hkra chye lang ma ai kun?)

6. What are the things that concerned with students obtaining lower academic achievement? (Jawng ma ni chye ging ai daram n chye la lu ai gaw, shanhte kaw mung ra rawng ai lam ni nga ai kun? Nga ai rai yang, hpa baw ni?)

7. What kinds of materials do you support your teachers for their teaching? (Kaning re ai sharin madi shadaw rungrai ni hpe sara ni sharin ai kaw lang lu na matu garum ya lu ai?)

8. Please tell me your students exam pass rate for three years. (Jawng ma ni a sanpoi awng jahpan ginjaw (3) ning na hpe tsun dan rit. (Ga shadan, 2010-2011 hpaji ladaw kaw, marai (600) htaai ai kaw nna, marai (500) awng ai. Ndai hku htaai ya jang rai sai. Jahpan hku nna n ra ai).

9. Your opinion: do you think why the students from your school are unable to reach your desirable outcomes? (Na ningmu: hpa majaw jawng ma ni hpe chye shangun mayu ai ram n chye lu ai? Na a ningmu ni hpe ka ya rit).
APPENDIX B

Questionnaire for Headmasters and Teachers

Topic: The current practices of instructional leadership and the expectations of instructional leadership development for schools in the Kachin area of Myanmar.

Explanation: This questionnaire is intended to study the current practices of instructional leadership and the expectations of instructional leadership development for schools in the Kachin area of Myanmar. The questionnaire is divided into three parts, namely; part (1) includes the conditions of the respondents with 6 questions; part (2) includes questions about the current practices of instructional leadership and the expectations of instructional leadership development in schools in the Kachin area of Myanmar; and part (3) includes the open-ended questions about the suggestions for development of instructional leadership model for schools in the Kachin area of Myanmar.

The respondent who will answer the question are headmasters and teachers. The answer you provided will not affect yourself and your job in any circumstances but it will be great help to this research to ascertain the way how to develop instructional leadership model for schools in the Kachin area of Myanmar.

The researcher appreciate that your contribution for this research is invaluable.

Part I-Information about the status of the respondents

Directions: Please tick (√) in the box □ according to what is true to yourself and fill in the following form.

1. School ____________________________

2. Gender    □ Male    □ Female
3. Age

- □ 20-25
- □ 26-30
- □ 31-35
- □ 36-40
- □ 41-45
- □ 46-50
- □ 51-55
- □ 56 years and above

4. Pedagogical Attainment

- □ Short-course training
- □ Teacher Training School
- □ Teacher Training College
- □ B. Ed
- □ M. Ed
- □ Ed. D

5. Work Experience

- □ 1-2 years
- □ 3-5 years
- □ 6-10 years
- □ more than 10 years

6. Position of the respondents

- □ Primary Assistant Teacher
- □ Deputy Headmaster
- □ Junior Assistant Teacher
- □ Headmaster
- □ Senior Assistant Teacher

Part II. This part includes the questions about the current practices of instructional leadership and the expectations of instructional leadership development in schools in the Kachin area of Myanmar.

Direction: Please (✓) the box the level of performance at your school in the development of instructional leadership. Please tick only once.

Note: Level (5) = strongly agree
Level (4) = agree
Level (3) = moderate.
Level (2) = disagree
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<th>Expectations of development</th>
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<td>Level (1) = strongly disagree</td>
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<td>Defining and communicating school goals</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>1. Develop school academic goals based on data-driven academic in collaboration with teachers, parents, experts and community.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>2. Ensure school academic goals promote current level of academic performance and high expectations for all students.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>3. Use school goals for academic decision making.</td>
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<td>4. Communicate school academic goals to teachers, students, parents and community.</td>
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<td>5. Make sure school academic goals can be applied easily by teachers in classroom objectives.</td>
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<td>Building collaborative culture in school</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>6. Encourage a climate of trust and respect.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>7. Establish multiple forms of teacher/family/student teams that collaborate regularly to improve teaching and learning.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>8. Actively seek feedback and input from others.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>9. Provide collective responsibilities among all teachers toward a success of every student.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>10. Involve all teachers in decision making.</td>
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<td>Promoting relationship</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>11. Establish multiple two-way communication with parents, community and other schools.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>12. Capitalize on the potential benefits of a leadership advisory council, consisting of family, district education department and administrative department</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>13. Making educational network with other institutions and educators.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>14. Having link between different countries.</td>
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<td>☐ ☐ ☐ ☐ ☐</td>
<td>15. Use media and up-to-date technology to expedite and improve communication.</td>
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### Managing the curriculum and instruction

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<td>16. Ensure that the classroom objectives of teachers are consistent with the stated goals of the school.</td>
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<td>17. Meet with teachers to identify curriculum or learning goals at subject department levels.</td>
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<td>18. Evaluate teachers on academic objectives directly related to the 21st century skills and knowledge and approved national curriculum.</td>
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<td>19. Make clear who is responsible for coordinating the curriculum across grade levels.</td>
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<td>20. Participate actively in the review and selection of curriculum materials.</td>
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### Creating a school culture that contribute to learning

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<td>21. Set high expectations for learning among students.</td>
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<td>22. Encourage students’ evolving independence as learners.</td>
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<td>23. Establishes clear rules and expectations for the use of time allocated to instruction and monitors the effective use of classroom time.</td>
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<td>24. Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning.</td>
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<td>25. Have open-door policy for family and community involvement in students’ learning.</td>
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### Motivating students to learn in school

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<td>26. Design school programs in terms of students’ interests and needs.</td>
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<td>27. Provide students opportunities to initial and direct their own learning by using a variety of teaching methods.</td>
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<td>28. Provide students positive feedback in the context of perceived autonomy by them.</td>
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<td>29. Allow students to pursue learning tasks which are moderately difficult to accomplish.</td>
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<td>30. Teachers give caring, enthusiastic, consistent and impartial when dealing with students.</td>
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Continued
### Current practices | Instructional Leadership | Expectations of development
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| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
#### Teaching and learning
- 31. Encourage teachers to use student-centered instruction (e.g., problem-based learning, inquiry learning, cooperative learning, etc.).
- 32. Use technology to achieve teaching and learning goals.
- 33. Use up-to-date instructional materials that are appropriate to learning context.
- 34. Use up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process.
- 35. Plan teaching activities for both short-term and long-term.
#### Teacher motivation
- 36. Provide salary enough for living.
- 37. Provide teachers opportunities for professional growth.
- 38. Provide teachers self-determination and autonomy for their teaching.
- 39. Reinforce or reward excellent performance by teachers with opportunities for professional development.
- 40. Provide incentives for teachers.
#### Establishing school-wide professional development
- 41. Support useful professional materials and resources to teachers, including upgrading school library.
- 42. Give training for up-to-date instructional practice, including in-service and pre-service.
- 43. Facilitating technology for searching new knowledge and skills.
- 44. Financial support for individual development.
- 45. Schedule time for teachers to attend professional development activities.

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<td>Promoting teachers professional growth</td>
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<td>46. Involve teachers in teaching, assessing, observing and reflecting that lead to understanding of development about teaching and learning.</td>
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<td>47. Responds to needs of teachers as described through inquiry, reflection and experimentation.</td>
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<td>48. Focus on collaborative communities of practitioners.</td>
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<td>49. Sustain and supports teachers through collaborative problem solving.</td>
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<td>50. Provide practice of 21st century skills and knowledge such as risk taking, innovation and creativity.</td>
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<td>Idealized influence (Transformational Leadership)</td>
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<td>51. Support instructional leader to be able to act as strong role model for teachers, students and parents.</td>
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<td>52. Develop instructional leader to have high morality and ethics.</td>
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<td>53. Develop instructional leader to have a strong intention to do the right thing.</td>
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<td>54. Promote the ability of instructional leader to be respected by teachers, parents and community.</td>
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<td>55. Encourage Instructional leader to be a change agent of transferring the school vision to district education department, teachers, parents and school community.</td>
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<td>56. Develop instructional leader to be skillful in communicating the school’s goals.</td>
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<td>57. Develop capable instructional leader for collaborative working skills.</td>
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<td>58. Encourage instructional leader to be inspiring leader.</td>
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<td>59. Develop and support instructional leader to make networking with other schools and educators.</td>
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<tr>
<td>Inspirational Motivation</td>
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<td>60. Support and encourage instructional leader to be able to enhance team spirit of the school.</td>
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<td>Intellectual Motivation</td>
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<td>61. Encourage instructional leader to use the 21st century skills and knowledge in supporting teaching and learning.</td>
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<td>62. Encourage instructional leader to have challenge of their own beliefs and values.</td>
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<td>63. Promote instructional leader’s skills to be a role model in teaching and learning.</td>
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<td>64. Develop instructional leader as a motivator in creating teaching and learning tools.</td>
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<tr>
<td>65. Support and encourage instructional leader to use new approaches and develop innovative ways of dealing with school issues.</td>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>66. Encourage instructional leader to create a supportive climate in school.</td>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>67. Develop instructional leader to be able to act as coaches and advisers of teachers.</td>
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<td>1  2  3  4  5</td>
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<tr>
<td>69. Encourage instructional leader to create autonomous working environment in school.</td>
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<td>1  2  3  4  5</td>
</tr>
<tr>
<td>70. Promote the positive team-working in school.</td>
<td></td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

Part III. Suggestions for instructional leadership development for schools in the Kachin area of Myanmar.
APPENDIX C

The Interview Questions with Three Education Officers and a Director

In order to explore the education system of schools in the Kachin area of Myanmar, education officers will be asked the following questions and follow-up questions will also be used during the interview if necessary.

1. What types of administrative role do you use in managing school? How much do the schools have autonomy under your administration? For example, do the schools have authority to conduct professional development of teachers?

2. How do you work with headmasters and teachers to enhance the school achievement? Please tell me.

3. What type of curriculum and assessment are you using in schools? Are all schools using the same curriculum and the same assessment? Please tell me about that.

3. What are the things you do in managing schools in order to promote student academic achievement? Please tell me.

4. What kinds of support do you provide schools in order to promote the quality of teaching and learning?

5. What is the organization of school? Please tell me.


7. Is there any relationship between your education and political issue? If yes, please tell me about that and how political issue affected on education?

8. How do you motivate headmasters and teachers to promote the school achievement? Please tell me.

9. How is parents' involvement in education? Please tell me.
10. Please provide your suggestion about the way how to develop instructional leadership in schools in the Kachin area of Myanmar.
APPENDIX D

The Questionnaire Validated by Three Experts
GRADUATE SCHOOL OF EDUCATION

VALIDITY APPROVAL FORM

Student Name: Mr. KhunSeng

Contact Information (phone/email): 080 292 5340 / lhp.khunseng@gmail.com

Dissertation Title: A Development of Instructional Leadership Model for Schools in the Kachin area of Myanmar

Questionnaire Title: Instructional leadership model for schools in the Kachin area of Myanmar

Validity Approval

Do you approve the validity of this questionnaire?

☐ Yes. I, Dr. SangobLaksana, have read and certify the validity of this Instructional leadership model for schools in the Kachin area of Myanmar questionnaire. My comments, suggestions are noted below.

☐ No. I, Dr. Sangob Laksana, have read and cannot certify the validity of this Instructional leadership model for schools in the Kachin area of Myanmar questionnaire. My comments, suggestions are noted below.

Comments/ suggestions:

1. Too many items, 50 items are optimal number

2. Items 51-70 should be checked with standard instrument developed by Bass & Avolio.
Validity expert Signature

Date: 30 Jan 2013
GRADUATE SCHOOL OF EDUCATION

VALIDITY APPROVAL FORM

Student Name: Mr. Khun Seng

Contact Information (phone/email): 080 292 5340 / Ihp.khunseng@gmail.com

Dissertation Title: A Development of Instructional Leadership Model for Schools in the Kachin area of Myanmar

Questionnaire Title: Instructional leadership model for schools in the Kachin area of Myanmar

Validity Approval

Do you approve the validity of this questionnaire?

☑ Yes. I, Mr. Sumlut Garn, have read and certify the validity of this Instructional leadership model for schools in the Kachin area of Myanmar questionnaire. My comments, suggestions are noted below.

☐ No. I, Mr. Sumlut Garn, have read and cannot certify the validity of this Instructional leadership model for schools in the Kachin area of Myanmar questionnaire. My comments, suggestions are noted below.

Comments/ suggestions:

Most of the questions measure the need of the context.

Validity expert Signature

Date: 2.3.2013
GRADUATE SCHOOL OF EDUCATION

VALIDITY APPROVAL FORM

Student Name: Mr. Khun Seng

Contact Information (phone/email): 080 292 5340 / lhp.khunseng@gmail.com

Dissertation Title: A Development of Instructional Leadership Model for Schools in the Kachin area of Myanmar

Questionnaire Title: Instructional leadership model for schools in the Kachin area of Myanmar

Validity Approval

Do you approve the validity of this questionnaire?

☐ Yes. I, Mr. Thein Naing, have read and certify the validity of this Instructional leadership model for schools in the Kachin area of Myanmar questionnaire. My comments, suggestions are noted below.

☐ No. I, Mr. Thein Naing, have read and cannot certify the validity of this Instructional leadership model for schools in the Kachin area of Myanmar questionnaire. My comments, suggestions are noted below.

Comments/ suggestions:

The questionnaire reflects the educational needs in Kachin area, esp. for instructional leadership.

Validity expert Signature

Date: 1 Feb. 2013
APPENDIX E

The Item Objective Congruence Form

Content Validity for Questionnaire

This questionnaire is intended to study the current practices of instructional leadership and the expectations of instructional leadership development for schools in the Kachin area of Myanmar. The questionnaire is divided into three parts, namely; part (1) includes the conditions of the respondents with 6 questions; part (2) includes questions about the current practices of instructional leadership and the expectations of instructional leadership development in schools in the Kachin area of Myanmar; and part (3) includes the open-ended questions about the suggestions for development of instructional leadership model for schools in the Kachin area of Myanmar.

The questionnaire includes two sides: the respondent may tick (✓) left side for the current practices of instructional leadership and right side for the expectations for instructional leadership development.

Please determine the content validity score as the followings:
The score = 1, if you are sure that this item really measure the attribute.
The score = -1, if you are sure that this item does not measure the attribute.
The score = 0, if you are not sure that the item does measure or does not measure the expected attribute.
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Question</th>
<th>Appropriateness</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop school academic goals based on data-driven academic in collaboration with teachers, parents, experts and community.</td>
<td>1 0 -1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ensure school academic goals promote current level of academic performance and high expectations for all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Use school goals for academic decision making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Communicate school academic goals to teachers, students, parents and community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Make sure school academic goals can be applied easily by teachers in classroom objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Building collaborative culture in school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Encourage a climate of trust and respect.</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Establish multiple forms of teacher/family/student teams that collaborate regularly to improve teaching and learning.</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Actively seek feedback and input from others.</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Provide collective responsibilities among all teachers toward a success of every student.</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Involve all teachers in decision making.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Promoting relationship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Establish multiple two-way communication with parents, community and other schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Capitalize on the potential benefits of a leadership advisory council, consisting of family, district education department and administrative department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Making educational network with other institutions and educators.</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Having link between different countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Use media and up-to-date technology to expedite and improve communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Managing the curriculum and instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Ensure that the classroom objectives of teachers are consistent with the stated goals of the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Meet with teachers to identify curriculum or learning goals at subject department levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Evaluate teachers on academic objectives directly related to the 21st century skills and knowledge and approved national curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item No</td>
<td>Question</td>
<td>Appropriateness</td>
<td>Comment</td>
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<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>19</td>
<td>Make clear who is responsible for coordinating the curriculum across grade levels.</td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>Participate actively in the review and selection of curriculum materials.</td>
<td></td>
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</tr>
<tr>
<td>21</td>
<td>Set high expectations for learning among students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Encourage students’ evolving independence as learners.</td>
<td></td>
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<tr>
<td>23</td>
<td>Establishes clear rules and expectations for the use of time allocated to instruction and monitors the effective use of classroom time.</td>
<td></td>
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</tr>
<tr>
<td>24</td>
<td>Provide opportunities for teachers to innovate and experiment with strategies to enhance student learning.</td>
<td></td>
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</tr>
<tr>
<td>25</td>
<td>Have open-door policy for family and community involvement in students’ learning.</td>
<td></td>
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<tr>
<td>26</td>
<td>Design school programs in terms of students’ interests and needs.</td>
<td></td>
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</tr>
<tr>
<td>27</td>
<td>Provide students opportunities to initial and direct their own learning by using a variety of teaching methods.</td>
<td></td>
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<tr>
<td>28</td>
<td>Provide students positive feedback in the context of perceived autonomy by them.</td>
<td></td>
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</tr>
<tr>
<td>29</td>
<td>Allow students to pursue learning tasks which are moderately difficult to accomplish.</td>
<td></td>
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</tr>
<tr>
<td>30</td>
<td>Teachers give caring, enthusiastic, consistent and impartial when dealing with students.</td>
<td></td>
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</tr>
<tr>
<td>31</td>
<td>Encourage teachers to use student-centered instruction (e.g., problem-based learning, inquiry learning, cooperative learning, etc).</td>
<td></td>
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</tr>
<tr>
<td>32</td>
<td>Use technology to achieve teaching and learning goals.</td>
<td></td>
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<tr>
<td>33</td>
<td>Use up-to-date instructional materials that are appropriate to learning context.</td>
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</tr>
<tr>
<td>Item No.</td>
<td>Question</td>
<td>Appropriateness</td>
<td>Comment</td>
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<td>---------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td><strong>Instructional Leadership</strong></td>
<td></td>
<td></td>
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<tr>
<td>34</td>
<td>Use up-to-date curriculum, including 21st century curriculum contents in the teaching and learning process.</td>
<td></td>
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<tr>
<td>35</td>
<td>Plan teaching activities for both short-term and long-term.</td>
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</tr>
<tr>
<td></td>
<td><strong>Teacher motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Provide salary enough for living.</td>
<td></td>
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</tr>
<tr>
<td>37</td>
<td>Provide teachers opportunities for professional growth.</td>
<td></td>
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</tr>
<tr>
<td>38</td>
<td>Provide teachers self-determination and autonomy for their teaching.</td>
<td></td>
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<tr>
<td>39</td>
<td>Reinforce or reward excellent performance by teachers with opportunities for professional development.</td>
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</tr>
<tr>
<td>40</td>
<td>Provide incentives for teachers.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Establishing school-wide professional development</strong></td>
<td></td>
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</tr>
<tr>
<td>41</td>
<td>Support useful professional materials and resources to teachers, including upgrading school library.</td>
<td></td>
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</tr>
<tr>
<td>42</td>
<td>Give training for up-to-date instructional practice, including in-service and pre-service.</td>
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<tr>
<td>43</td>
<td>Facilitating technology for searching new knowledge and skills.</td>
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<tr>
<td>44</td>
<td>Financial support for individual development.</td>
<td></td>
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<tr>
<td>45</td>
<td>Schedule time for teachers to attend professional development activities.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Promoting teachers professional growth</strong></td>
<td></td>
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</tr>
<tr>
<td>46</td>
<td>Involve teachers in teaching, assessing, observing and reflecting that lead to understanding of development about teaching and learning.</td>
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<tr>
<td>47</td>
<td>Responds to needs of teachers as described through inquiry, reflection and experimentation.</td>
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</tr>
<tr>
<td>48</td>
<td>Focus on collaborative communities of practitioners.</td>
<td></td>
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<tr>
<td>49</td>
<td>Sustain and supports teachers through collaborative problem solving.</td>
<td></td>
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<tr>
<td>Item No.</td>
<td>Question</td>
<td>Appropriateness</td>
<td>Comment</td>
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<tr>
<td></td>
<td><strong>Instructional Leadership</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Promoting teachers professional growth</td>
<td></td>
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</tr>
<tr>
<td>50</td>
<td>Provide practice of 21\textsuperscript{st} century skills and knowledge such as risk taking, innovation and creativity.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Idealized influence (Transformational Leadership)</td>
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</tr>
<tr>
<td>51</td>
<td>Support instructional leader to be able to act as strong role model for teachers, students and parents.</td>
<td></td>
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<tr>
<td>52</td>
<td>Develop instructional leader to have high morality and ethics.</td>
<td></td>
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<tr>
<td>53</td>
<td>Develop instructional leader to have a strong intention to do the right thing.</td>
<td></td>
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</tr>
<tr>
<td>54</td>
<td>Promote the ability of instructional leader to be respected by teachers, parents and community.</td>
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<tr>
<td>55</td>
<td>Encourage Instructional leader to be a change agent of transferring the school vision to district education department, teachers, parents and school community.</td>
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</tr>
<tr>
<td></td>
<td>Inspirational Motivation</td>
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<tr>
<td>56</td>
<td>Develop instructional leader to be skillful in communicating the school’s goals.</td>
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<tr>
<td>57</td>
<td>Develop capable instructional leader for collaborative working skills.</td>
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<td>58</td>
<td>Encourage instructional leader to be inspiring leader.</td>
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<td>59</td>
<td>Develop and support instructional leader to make networking with other schools and educators.</td>
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<tr>
<td>60</td>
<td>Support and encourage instructional leader to be able to enhance team spirit of the school.</td>
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<tr>
<td></td>
<td>Intellectual Stimulation</td>
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<td>61</td>
<td>Encourage instructional leader to use the 21\textsuperscript{st} century skills and knowledge in supporting teaching and learning.</td>
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</tr>
<tr>
<td>62</td>
<td>Encourage instructional leader to have challenge of their own beliefs and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Promote instructional leader’s skills to be a role model in teaching and learning.</td>
<td></td>
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</tr>
<tr>
<td>64</td>
<td>Develop instructional leader as a motivator in creating teaching and learning tools.</td>
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<tr>
<td>65</td>
<td>Support and encourage instructional leader to use new approaches and develop innovative ways of dealing with school issues.</td>
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<td></td>
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<tr>
<td>Item No.</td>
<td>Question</td>
<td>Appropriateness</td>
<td>Comment</td>
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<td>---------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td><strong>Transformational Leadership</strong></td>
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<td></td>
<td><strong>Individualized Consideration</strong></td>
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<td>Develop instructional leader to be able to act as coaches and advisers of teachers.</td>
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<td>Encourage instructional leader to consider individual needs of teachers.</td>
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<tr>
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<td>Encourage instructional leader to create autonomous working environment in school.</td>
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<tr>
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<td>Promote the positive team-working in school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

The Reliability of the Cronbach Coefficient (α)

[DataSet1] C:\Users\SONY\Documents\real reliability. sav

Scale: ALL VARIABLES

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<tr>
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<th>N</th>
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a. Listwise deletion based on all variables in the procedure.

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Scale Statistics

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<th>Variance</th>
<th>Std. Deviation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>225.72</td>
<td>630.579</td>
<td>25.111</td>
<td>70</td>
</tr>
</tbody>
</table>
### APPENDIX G

**The School which Pass Criteria**

<table>
<thead>
<tr>
<th>Srn.</th>
<th>Schools</th>
<th>No. of teachers</th>
<th>No. of students</th>
<th>School selected according to the criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Laiza high school</td>
<td>4 M 40 F</td>
<td>567 M 646 F</td>
<td>1,213 Total</td>
</tr>
<tr>
<td>2</td>
<td>Laiza middle school</td>
<td>3 M 33 F</td>
<td>407 M 370 F</td>
<td>777 Total</td>
</tr>
<tr>
<td>3</td>
<td>Nawng middle school</td>
<td>5 M 11 F</td>
<td>81 M 88 F</td>
<td>169 Total</td>
</tr>
<tr>
<td>4</td>
<td>Hpunlum yang middle school</td>
<td>18 M 235 F</td>
<td>217 Total</td>
<td>452 Total</td>
</tr>
<tr>
<td>5</td>
<td>Je yang middle school</td>
<td>31 M 822 F</td>
<td>879 Total</td>
<td>1701 Total</td>
</tr>
<tr>
<td>6</td>
<td>Dum bung primary school</td>
<td>6 M 88 F</td>
<td>87 Total</td>
<td>175 Total</td>
</tr>
<tr>
<td>7</td>
<td>Maisak pa middle school</td>
<td>16 M 213 F</td>
<td>198 Total</td>
<td>411 Total</td>
</tr>
<tr>
<td>8</td>
<td>Pajau primary school</td>
<td>6 M 55 F</td>
<td>39 Total</td>
<td>94 Total</td>
</tr>
<tr>
<td>9</td>
<td>Naru primary school</td>
<td>5 M 43 F</td>
<td>51 Total</td>
<td>94 Total</td>
</tr>
<tr>
<td>10</td>
<td>Hpalaap primary school</td>
<td>4 M 24 F</td>
<td>17 Total</td>
<td>41 Total</td>
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<td>11</td>
<td>Maga yang middle school</td>
<td>29 M 376 F</td>
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<td>729 Total</td>
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<td>12</td>
<td>Zaiawng middle school</td>
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<td>540 Total</td>
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<td>13</td>
<td>Maga zup primary school</td>
<td>6 M 67 F</td>
<td>63 Total</td>
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M = male  
F = female  
X = it does not fix to the criteria  
√ = It fits to the criteria
Appendix H

Lists of book reading for content analysis


11. Bolukbas, F, Keskin, F and Polat, M. (2011). The effectiveness of cooperative learning on the reading comprehension skills in Turkish as a foreign language. The Turkish online journal of educational technology; Volume 10, No, 4


15. Center on Education Policy (2012). What can schools do to motivate students? George Washington University; Graduate School of Education and Human Development.


52. Kan, O. S. (2011). Cooperative learning environment with the web 2.0 tool e-portfolios. Badnar Barat; English language department. Turkish online journal of distance education, Volume,12, No.3


63. Martinez, E. M. (2010). Learning and cognition; the design of the mind. New Jersey; Columbus; Ohio; Pearson education.


66. McQuown, A. (2011). Focus and motivation; two contributing factors that lead a student to academic success, Mary grove college.


80. Ryan, D.H (2005). Principal leadership qualities that affect teacher efficacy. Instructional leadership; Volume 18, No. 5


Appendix I
Content analysis for characteristics of instructional leadership

School goals
  Instructional goals
  Supportive goals
  Performance goals
  Communicating goals
  Explaining goals
  Forming goals
  Framing goals
  Defining goals
  Tailoring goals

Culture in school
  Building culture
  Building teamwork
  Building collaboration
  Teacher collaboration
  Student collaboration
  Collaborative networks
  Collaborative instruction
  Facilitating collaboration

Home-school relationship
  Facilitating relationship
  Relationship with other schools
  Relationship with other countries
  Promoting school relationship
  Promoting parents' involvement
  Promoting student achievement

Instructional supervision
  Instructional problem-solving
  Providing feedback to teachers
  Monitoring objectives of teachers
  Instructional schedule
  Instructional development
  Instructional resources
  Instructional practices
  Curriculum development
  Reviewing curriculum materials

Create

Involvement of parents
Integration of support
Relation of school
Engage family and student
Solving problem collaboratively
Help student learn
Increase student achievement
Maximum achievement of student
Greater effect on achievement

Defining and communicating school goals

building collaborative culture in school

Promoting relationship

Managing curriculum and instruction

Creating a school culture that contribute to learning
Needs
Interests
Curiosity
Enjoyment
Reward
Social pleasure
Punishment

School climate
Curriculum
School program
Use of teaching methods
Class schedule
School environment
Administrator
Teachers and parents

Qualification of teachers
Curriculum materials
Teaching strategies
Motivating students
Instructional materials and resources
Change in behavior
Change in knowledge
Change in attitude
Reward
Interest and enjoyment
Giving opportunity
Increase reflection of teacher
Self-determination
Teacher efficacy
Teacher job satisfaction
Professional growth of teacher

Establish
Upgrading library
Training
Facilitating technology
Visit to other schools
Schedule time for professional development activities
Support professional materials and resources
Promote
Study literature
Support practice of new skills
Provide resources and time
Give feedback and suggestion
Promote coaching
Enhance teacher motivation
Collaborative opportunities
Using inquiry

Teacher

motivating students to learn in school

Instructional leadership characteristic

Teaching and learning

Teacher motivation

Teacher motivation

Teacher motivation

Establishing school-wide professional development

Promoting professional growth

Promoting teacher professional growth

Teachers
APPENDIX J

The Interview Protocol

Interviewee 1: Mr. Tang Gun (Education officer of Northern division)

1. What types of administrative role do you use in managing school? How much do the schools have autonomy under your administration? For example, do the schools have authority to conduct professional development of teachers?

   Top down management style is used. For example, instruction and order go to from top to bottom. However, if there is urgent and important issue, the instruction and order are given direct to schools from division office. The school committee takes the responsibility for implementing the activities of school. The schools can implement the school activities under the policy of Central education office. For the professional development of teachers, in-service and pre-service training are being given to teachers and some teachers are sent for further study.

   The schools have autonomy to conduct professional development teachers, and division office will also support they will do professional development of teachers.

2. How do you work with headmasters and teachers to enhance the school achievement? Please tell me.

   We provide training to headmasters and teachers, including teaching methods and give opportunity to share experiences among them in order to enhance the school achievement. To have passion on their job, we give encouragement and suggestion. If they requested something, we tried to help them as much as possible.

3. What types of curriculum and assessment are you using in schools? Are all schools using the same curriculum and the same assessment?
The curriculum from Ministry of Myanmar government is used but it is not reached the needs of our children and besides, this curriculum is based on teacher-centered curriculum. We test 4 times a year all schools. To use child centered approach effectively, workshop and review meeting must be conducted at least 3 times a year.

4. What are the things you do in managing schools in order to promote student academic achievement?

   (1) Give training to headmasters and teacher with child centered approach and reading and writing for critical thinking (2) Assessing and evaluating students (3) conduct review meeting and experience sharing in school(4) support the resources and materials as much as possible and encourage school committee to obtain the needs of schools (5) To be able implement the school activities, meeting for school committee is conducted two times a year.

5. What kinds of support do you provide schools in order to promote the quality of teaching and learning?

   We conduct in-service training in summer and we send our teachers to attend teacher training college. We also support travelling cost for those who attend in-service training and teacher training college. If we are able to support teaching and learning materials more than now, it would be helpful to school.

6. What is the organization of school?

   5 years in primary the age between 6-12, 4 years in middle school the age between 12-15 and 2 years in high school the age between 16-18.


Please tell me.
To upgrade curriculum and instruction, we can only do giving training for child centered approach and reading and writing for critical thinking. We are still using teacher-centered curriculum.

8. Is there any relationship between your education and political issue? If yes, please tell me about that and how political issue affected on education?

Yes, because the civil war between the Myanmar government and the Kachin Independence Organization, we are unable to obtain the materials that are needed to use in schools. Besides, the communication and transportation are also not smooth. Therefore, the dropout rate is still significant in our area. Consequently, some long-term planning are unable to implement and supporting the needs of teachers are also absent frequently.

9. How do you motivate headmasters and teachers to promote the school achievement? Please tell me.

To be able to support the needs of headmasters and teachers, we have school committee who give help to teachers and headmaster. Besides, we encourage parents to support the needs of headmasters and teachers by providing rice, and vegetables.

10. How is parents' involvement in education? Please tell me.

(1) They support rice and vegetable to teachers

(2) Some schools are completely supported by parents if education department is unable to cover the needs of school.

(3) They give supplementary support for teachers.

(4) They help building houses for teachers.

11. Please provide your suggestion about the way how to develop instructional leadership in schools in the Kachin area of Myanmar.
To promote teaching and learning in schools, the following activities need to be done.

1. If we were able to use native language as a medium of instruction in school, teaching and learning would be better.

2. Many educated person from abroad are required to work in schools.

3. Upgrade the curriculum and instruction.

4. Skillful educational officers are required in education department

Interviewee 2: Mr. Bawk Tawng (Education officer of Western division)

1. What types of administrative role do you use in managing school? How much do the schools have autonomy under your administration? For example, do the schools have authority to conduct professional development of teachers?

   Top down management style is used. For example, instruction and order go to from top to bottom. Every school has school committee in which the school activities, professional development of teachers and all the needs for school are discussed. The chairman of school committee is usually from general administration department. Therefore, the decision of school is usually done in school committee.

   However, we have difficulty of communication and transportation. Although we have top down management style, the school also has authority to conduct the professional development of teachers.

2. How do you work with headmasters and teachers to enhance the school achievement? Please tell me.

   As a policy of Central education department we support the needs of school by giving suggestion, making evaluation, giving award to excellent performance by teachers. Besides, we give both short course and long course training to them in order to promote teaching and learning in schools.
3. What types of curriculum and assessment are you using in schools? Are all schools using the same curriculum and the same assessment?

The curriculum from Ministry of Myanmar government is used but it is not reached the needs of our children and besides, this curriculum is based on teacher-centered curriculum. However, we use this curriculum after we have some contents that are incompatible with our context. Students are given four tests in each academic year; first in August, second in October, third in December and fourth in March. However, in primary level, continue assessment system is being used since 2007. In all schools, the same curriculum and assessment system are used.

4. What are the things you do in managing schools in order to promote student academic achievement?

To promote student academic achievement, we give training such as, child centered approach training, reading and writing for critical thinking training and we conduct educational workshop. Some teachers and headmasters are also sent to attend teacher training college. We also support the needs of teachers and headmasters by providing accommodation, water and electricity charges and giving them relief which is dependent on case. We also give them opportunity to do further study. On the other hand, we give them mental support by visiting and giving them encouragement. We also encourage them to develop the Kachin language and use it in school as a medium of instruction.

5. What kinds of support do you provide schools in order to promote the quality of teaching and learning?

We give training, support the needs of teachers and send them further study. On the other hand, we support textbook, materials and stationeries to some of the students who cannot afford for these.
6. What is the organization of school?

5 years in primary the age between 6-12, 4 years in middle school the age between 12-15 and 2 years in high school the age between 16-18.


We are trying to upgrade curriculum and instruction for the 21st century but we can only provide training for child centered approach to all teachers who are working in our schools. We have a plan to upgrade our curriculum and instruction. Therefore, we are now preparing to set up technology in schools.

8. Is there any relationship between your education and political issue? If yes, please tell me about that and how political issue affected on education?

Yes, meanwhile, because of the civil war between Burmese government and Kachin Independence Organization, some of the schools have been closed down and communication and transportation become difficult. The following factors affect education due to political issue:

(1) Some teachers are reluctant to work at our schools.

(2) Difficult to obtain teaching and learning materials, including teaching aids.

(3) Teachers and students get disappointed frequently

(4) Long-term planning are unable to accomplish.

9. How do you motivate headmasters and teachers to promote the school achievement? Please tell me.

In order to motivate headmasters and teachers, we do activities such as,
1. Inculcate nationalism to headmasters and teachers

2. Encourage school committee to help the needs of teachers

3. Give award to excellent performance by teachers.

10. How is parents’ involvement in education? Please tell me.

Parents’ involvement in education is still weak. Just very few parents support teaching and learning materials for school in our area. They seldom involve in the school activities, and contact to teachers even for their children education.

11. Please provide your suggestion about the way how to develop instructional leadership in schools in the Kachin area of Myanmar.

In order to develop instructional leadership for schools, the Kachin schools need up-to-date technology and teaching and learning materials in schools. All schools must have library and give teachers opportunity for professional development. Besides, sending teachers for further study and promoting the involvement of parents in education are also necessary.

Interviewee 3: Mr. Zau Hkyen (A director of central education department)

1. What types of administrative role do you use in managing school? How much do the schools have autonomy under your administration? For example, do the schools have authority to conduct professional development of teachers?

Top down management style is applied and instruction is given from top to bottom as well. The schools can do exam, students’ parents meeting, sport activity, meeting of school committee and evaluation on teaching without the permission from Central education department. There are some complains from school because sometime instruction from responsible education department is delayed. Therefore, if
there is an important issue, school can also report directly to central education department. 

Centralization will be reduced after we have obtained more involvement of parents.

2. **How do you work with headmasters and teachers to enhance the school achievement? Please tell me.**

   We encourage education officers to make evaluation and monitoring every three month in schools. They will inspect school management, teaching and learning, difficulty of teachers, the needs for students and give necessary suggestions during the visit. They have to submit their report to the central education department. According to this report, they do meeting and make decision for next plan. In term of school improvement, we give opportunity for teacher professional development, support the needs of teachers.

3. **What types of curriculum and assessment are you using in schools? Are all schools using the same curriculum and the same assessment?**

   We are using the same curriculum and assessment in all schools. We are still using teacher-centered curriculum but since 2007 we were giving training for child centered approach to 1400 teachers and in primary level we use continue assessment system. However, in middle and high schools, we do exam four times a year; first in August, second in October, third in December and last in March.

4. **What are the things you do in managing schools in order to promote student academic achievement?**

   We support for library in some schools and encourage school to conduct school activities such as competition of proverbs, essay, sport, inviting guess speakers and panel discussion.
5. What kinds of support do you provide schools in order to promote the quality of teaching and learning?

To increase teaching and learning in schools, library, training, internet are supported. However, we can only support for just a few schools. To update teaching and learning, we invite experts. For example, we are giving training for child centered approach.

6. What is the organization of school?

5 years in primary the age between 6-12, 4 years in middle school the age between 12-15 and 2 years in high school the age between 16-18.


We are unable to prepare students for the 21st century skills but we are changing from teacher centered to child centered since 2007. Now we have given training to 1400 teachers and getting successful in most of the schools. On the other hand, education officers make monitoring for child centered approach and given necessary suggestions as well. To upgrade teaching methods, refresher training is given once a year in summer.

8. Is there any relationship between your education and political issue? If yes, please tell me about that and how political issue affected on education?

Yes, we have policy and plan to implement many things but because of political instability we are unable to accomplish. Due to civil war between Burmese government and Kaching Independence Organization, the necessary school materials are unable to obtain. The Kachin students seldom get into professional university like
medical university. Transportation and communication difficulty also make monitoring delay.

9. How do you motivate headmasters and teachers to promote the school achievement? Please tell me.

(1) Give suggestion, encouragement, training, promotion
(2) give opportunity to do further study at foreign countries.
(3) give support for some teachers who are really finding difficulty.
(4) give award to outstanding students and hard-working teachers.
(5) Give present to teachers and students come to school without being absent the whole year
(6) service allowances

10. How is parents’ involvement in education? Please tell me.

(1) They help students to reach school
(2) Support the needs of students
(3) Support for teaching and learning materials
(4) Attend for school meeting

11. Please provide your suggestion about the way how to develop instructional leadership in schools in the Kachin area of Myanmar.

To promote teaching and learning in schools, the followings need to be done.

(1) Encourage teachers to use child centered approach
(2) Support for teaching and learning materials
(3) Change the contents of curriculum that are appropriate with the 21st century
(4) Give training for up-to-date instruction
(5) Support the needs of teachers
(6) Promote relationship with other organization, institutions, including foreign countries

(7) Recognize the effort of teachers

(8) Give hopes for teachers

(9) Education officers must make monitoring schools regularly.

(10) Upgrade curriculum and instruction based on the results of evaluation

(11) Promote the involvement of all stakeholders

Interviewee 4: Mr. Zau Li (Education officer of central region division)

1. What types of administrative role do you use in managing school? How much do the schools have autonomy under your administration? For example, do the schools have authority to conduct professional development of teachers?

   We follow the Central education department instructions such as office procedure, rules of teachers and rules of schools. These instructions are given to schools from top to bottom. For example, Central education department to Division education department, then go to District education and Township education office and finally to schools. To promote teaching and learning, teachers are given autonomy to promote teaching and learning in schools but all school activities need to be done with only the agreement of school committee. However, the school committee doesn’t have authority to conduct professional development teachers.

2. How do you work with headmasters and teachers to enhance the school achievement? Please tell me.

   Usually, I give them instruction. If they don’t understand my instruction, I teach them how to work step by step until they are clear enough. I also listen to them when they report me about the work. They have autonomy to develop and promote
teaching and learning on their own way under the policy of Central education department.

3. What types of curriculum and assessment are you using in schools? Are all schools using the same curriculum and the same assessment?

   We use the same curriculum and assessment in all schools. The curriculum we are using is based on teacher-centered curriculum and instruction. We are on the journey of changing teacher centered to child centered approach. We test four times in each academic year; once in August, second in October, third in December and last in March. However, in primary schools, continue assessment system is being applied since 2007. Besides, the contents of present curriculum are inappropriate to the 21st century and we should upgrade our curriculum by adding global contents and knowledge.

4. What are the things you do in managing schools in order to promote student academic achievement?

   Give training to teachers, panel discussion, sharing experience among teachers. Support school to earn supplementary fund by providing farms.

5. What kinds of support do you provide schools in order to promote the quality of teaching and learning?

   We support the followings:

   (1) Give training to teachers

   (2) Panel discussion and experience sharing

   (3) Support the needs of teachers

   (4) Constructing school buildings which are safe for teaching and learning.

   (5) Motivate students to come to school.
6. What is the organization of school?
5 years in primary the age between 6-12, 4 years in middle school the age between 12-15 and 2 years in high school the age between 16-18.


To provide the 21st century skills, we give child centered approach training to primary schools and reading and writing for critical thinking training to middle and high schools. We invite experts to training that can upgrade our curriculum and instruction. Therefore, we are now embarking from teacher centered curriculum to student centered curriculum. On the other hand, we provide teaching and learning materials, including upgrading library.

8. Is there any relationship between your education and political issue? If yes, please tell me about that and how political issue affected on education?

Yes, if we lose our political right we will also lose our education. Because of civil war between Burmese government and Kachin Independence Organization, our teachers and children lost mental support. In addition, we lost educational opportunity and our children are not motivated to be educated person. Civil war affect education;

(1) children have to leave from school
(2) parents are unable to support their children’s school cost

9. How do you motivate headmasters and teachers to promote the school achievement? Please tell me.

(1) Give encouragement and suggestions to headmasters and teachers frequently.
(2) Support the needs of teachers and give opportunity to continue study.
(3) Encourage all stakeholders to involve more in school activities.
10. How is parents’ involvement in education? Please tell me.

Although most of the parents have desire their children to be educated person, they have financial difficulty in family. However, some parents give financial support. Parents provide accommodation for teachers and come to school and talk about their children education. To promote parents involvement, give awareness training to parents.

11. Please provide your suggestion about the way how to develop instructional leadership in schools in the Kachin area of Myanmar.

(1) Motivate students to learn

(2) Provide teachers opportunity to learn

(3) Enrich teachers with a variety of teaching methods

(4) Increase all stakeholders’ involvement

(5) Provide salary enough to live

(6) provide teaching and learning materials, including technology

(7) provide accommodation for teachers

(8) Collaborate with parents, other organizations and schools.

(9) The school campus must be big enough, including sport ground.
APPENDIX K

The Model Validation Approval Form
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/jhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approve

Do you approve this instructional leadership model?

☐ Yes, I, [Student Name], have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No, [Student Name] have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

[Handwritten comments]

Name and address of Model validation expert

[Handwritten signature]
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Do you approve this instructional leadership model?

☐ Yes. I, Zau Hkeyen, have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I, Zau Hkeyen, have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

If we apply practically this model which will enhance the development of K.1.0 Education. From now we should introduce this model to all education officers, headmasters and teachers.

Name and address of Model validation expert

Mr. Zau Hkeyen
Director

Contral Education Department of K.1.0
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseog@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

I support that if we apply this model, our education will be improved.

Name and address of Model validation expert

Marip Naw Htoi
South Division

Signature: ________________________________
Date: 24/5/2015
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/ suggestion:

I support that this model is useful and helpful to promote the nationality development

Name and address of Model validation expert

Mr. Khaung Lantmau
EaShene Division
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng
Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com
Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I, [Model Validation Expert's Name] have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below:

☐ No. [Model Validation Expert's Name] have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below:

Comments/reservations/suggestion:

I assume that if we practically apply this model which will enhance the student achievement!

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name and address of Model validation expert

[Signature]
[Name]
[Position]
[Date]
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802923540/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I, Lahuai Zaung, have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I, Lahuai Zaung, have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

I support that this model is appropriate of using at our schools

[Signature]

Name and address of Model validation expert

Lahuai Zaung
Centre Division Education Department
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval
Do you approve this instructional leadership model?

☑ Yes. I, have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. Have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

I support that this model is usable at schools in the Kachin area.

Name and address of Model validation expert

Mr. Khun Seng
K Law Bin High School.
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I [Name] have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. [Name] have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

I support that this model will promote the quality of education at our area.

[Signature]

Name and address of Model validation expert

Mr. [Name]

Sading District
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes. I...[signature]... have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. ...[signature]... have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

1. This model is appropriate to apply at schools in our area.
2. This model supports the development of our nationality.

Name and address of Model validation expert

[Signature]

Tine Zone (Yangon)
Central Div Education Office
A.E.O 611/2
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

The model is useful for schools in the Kachin area of Myanmar.

Name and address of Model validation expert

(We Zawng Lwin)
Lai La E.O.

Date: 26/2/2013
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng
Contact Information (Phone/email): 0802925340/lhp.khunseang@gmail.com
Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

If we can apply this model properly, the student achievement will be increased at schools in the Kachin area of Myanmar.

Name and address of Model validation expert

[Signature]
教育官员
教育负担
2013年6月
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng
Contact Information (Phone/email): 0802925340/llp.khunseng@gmail.com
Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestions:

This model is useful to support the professional development of students.

Name and address of Model validation expert
G. U. I. Ta
I. M. Mya
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservations, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservations, suggestions are noted below.

Comments/reservations/suggestion:

I support that this model is appropriate to use at our schools.

Name and address of Model validation expert

Mr. Ladjian Zau San

Lorza District
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/ suggestion:

If we apply this model, it will increase the achievement of student.

Name and address of Model validation expert

Miss Ta Mai

Basic education high school,

Lai Za
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Do you approve this instructional leadership model?

☐ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/ suggestion:

This model provides the development of our nationalinity.

Name and address of Model validation Expert:

Dashi Lwm Tawng
Laira Middle School
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes. I.....sumlut.....Semun have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

I believe that if we use this model which will make improvement of teaching and learning in our area.

Sumbul Semun
Lapran Tung Juang
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes, I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No, have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

If we use this model practically at our schools which will promote the quality of teaching and learning...

Name and address of Model validation expert

[Signature]
[Location: Daw Phum Yong Township, Eo]
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng
Contact Information (Phone/email): 0802925340/lhp.khunse@gmail.com
Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approve

Do you approve this instructional leadership model?

☑ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

I support this model because it promotes the quality of teachers and students.

Name and address of Model validation expert

Mrs. Bok Ein (Labya)
Special Ban Dawng Education officer
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Do you approve this instructional leadership model?

☐ Yes. I, Newhpang Khun San... have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. ................... have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

This model is appropriate to apply...at school...in...
our area...

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Name and address of Model validation expert

Newhpang Khun San
Te Yong Middle School
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I, Mark Bauck Taung, have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

[Handwritten comments are noted here.]

Name and address of Model validation expert

Mark Bauck Taung
Spring Lay Yang primary school
Student Name: Mr. Khun Seng
Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com
Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval

Do you approve this instructional leadership model?

☑ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:
This model supports the development of each region of the Kachin area.

Name and address of Model validation expert:
Myitung Roi Ti
Te Yang Middle School
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

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Model Validation Approval

Do you approve this instructional leadership model?

☐ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

This model has a possibility of using at school in our area...

---

Name and address of Model validation expert

Maran Lu Lu
Loiza Primary School
Graduate School of Education

Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/ thor.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approve

Do you approve this instructional leadership model?

☑ Yes, I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestions:

This model is considered as important for development of Kachin schools.

Name and address of Model validation expert

Labang Ji Bu

Mung Song Yang primary school.
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Do you approve this instructional leadership model?

☐ Yes. I have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestion:

This model is one of the ways to develop our region.

Name and address of Model validation expert

Laizum Hlaun Mai
Ja Htu kaung primary school.
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approve

Do you approve this instructional leadership model?

Yes. I, Mr. Khun Seng, have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

No. I have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/ suggestion:

This model is useful for schools in the Kachin area of Myanmar.

Name and address of Model validation expert

(Mr. Khun Seng)
Mission School Naung Y. E Hku
Graduate School of Education
Model Validation Approval Form

Student Name: Mr. Khun Seng

Contact Information (Phone/email): 0802925340/lhp.khunseng@gmail.com

Dissertation Title: A development of Instructional Leadership Model for Schools in the Kachin Area of Myanmar

Model Validation Approval
Do you approve this instructional leadership model?

☐ Yes. I, Khun Seng, have read and approve this professional development model. I confirm that this professional development model is able to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

☐ No. I, Khun Seng, have read and cannot approve this instructional leadership model. I confirm that this instructional leadership model is unable to apply for schools in the Kachin area of Myanmar. My comments, reservation, suggestions are noted below.

Comments/reservations/suggestions:

I believe that we will obtain school improvement if we apply this model.

Name and address of Model validation expert

Maung Pi Seng
Primary school
Lanka Yang
Mr. Khun Seng is the Kachin from Northern part of Myanmar. He started the job of teaching at Laiza high school since 1997. He received his Bachelor's degree in philosophy of education in 2003 from University of Newcastle, UK. He worked as assistant principal at teacher training school from late 2003. In 2007, he completed Master of Arts in applied linguistics and TESOL from University of Newcastle, UK. From 2008 he was working as a principal of teacher training college until he came for study at Assumption University of Thailand 2011.