LEADERSHIP BEHAVIORS OF SCHOOL LEADERS IN PANN PYO LAT
MONASTIC EDUCATION SCHOOL, PAGO DIVISION, MYANMAR

JATILA, ASHIN

An Independent Study Submitted in Partial Fulfillment of the
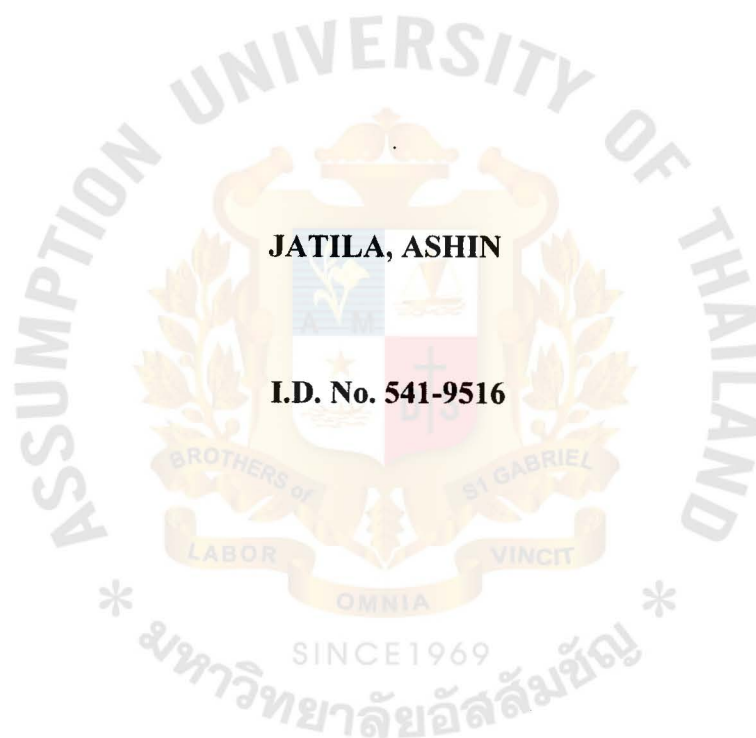Requirements for the Degree of
MASTER OF EDUCATION
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I.D. No. 541-9516

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Independent Study Title: LEADERSHIP BEHAVIORS OF SCHOOL LEADERS

IN PANN PYO LAT MONASTIC EDUCATION SCHOOL, PAGO

DIVISION, MYANMAR

By: VEN. ASHINJATILA

Field of Study: EDUCATIONAL ADMINISTRATION

Independent Study Advisor: ASSOC. PROF. DR. SUWATTANA EAMORAPHAN

Accepted by the Graduate School of Education, Assumption University in

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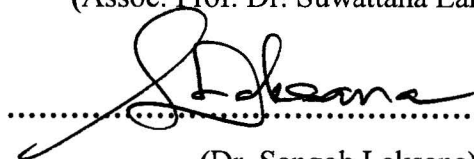
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ABSTRACT

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Key Words: LEADERSHIP BEHAVIOR/SOCHOOL LEADERS

Name: JATILA, ASHIN

Independent Study Title: LEADERSHIP BEHAVIORS OF SCHOOL LEADERS
IN PANN PYO LAT MONASTIC EDUCATION
SCHOOL, PAGO DIVISION, MYANMAR

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EAMORAPHAN

This Study intended to describe the demographic data and the response of Pann Pyo Lat monastic schools leaders and to analyze the leadership behaviors of school leaders in Pago division in Myanmar.

This study conducted at only one monastic school and used one administrator and twenty leaders of Pann Pyo Lat monastic school. This study was primarily based on three leadership behaviors: Instructional leadership, Shared leadership and Trust. Questionnaires using Likert scale included two kinds of part: demographics and leadership behaviors. The collected questionnaires were computed by the descriptive statistics including frequency, percentage, mean and standard deviation.

This study found which leadership behavior the school leaders most practice when they encouraged to apply leadership behavior concerning high quality teaching and school development in Pann Pyo lat monastic school. The leaders' demographic

results showed that the 35% leaders in Pann Pyo Lat monastic school were between 20-30 years-old, 55% between 31-40, and 10% between 41-50 with more than 5 years' work experience and the most leaders (70%) had got B.A. degree. Average of getting both M.A and Ph.D degree were only 30%. Meanwhile, the Instructional leadership behavior was found as the most preferred leadership behavior in the study.

Discussion and recommendations on how to provide leaders effective leadership behavior for the monastic school were provided in the last part of the study.

Field of Study: Educational Administration   **Student's signature**.......................

Graduate School of Education   **Advisor's signature** ....

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CONTENTS

CHAPTER I   INTRODUCTION

CHAPTER II   REVIEW OF RELATED LITERATURE

Page

CHAPTER III METHODOLOGY

CHAPTER IV FINDINGS, CONCLUSION, DISCUSSION, AND

RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

This chapter is implied to describe a brief statement of the study which remains the background of the study, statement of the problem, research questions, research objectives, theoretical framework, and conceptual framework, definition of the term and significance of the study.

Background of the Study

In this study, administrator referred to Buddhist monk and leaders referred to laypeople teachers including Buddhist monk teachers. It is right that every parents and every teacher had same kindness or love on idea which was their children successes. One key to success in students' achievement is related to how teacher takes responsibility to his pupils. Likewise one key to school success is related to how teacher or administrator lead to school with good behavior. For performance of the student in a classroom and good behavior in a school, a teacher's or administrator's standard is of very great importance.

U Kaung who was the late commissioner of education and an expert in Myanmar education once said that monastic education system in Myanmar is one thing that created morality and deputized Myanmar culture in students (Nyunt Win, 2008). Myanmar education system today is characterized by the Ministry of Education with two-main sub- sectors—the basic education sub-sector and higher education sub-sector. The Myanmar basic education system is run by creating the division into 4 parts by the Ministry of Education—

- 3 years of lower primary level,

- 2 years of upper primary level,

- 4 years of lower secondary level and

- 2 years of upper secondary level (**See Figure 1**).

Though some parents in Myanmar were needy, they wanted their children to be educated. But in their financial they could not afford to send all of their children to the public schools. In this condition, monastic education schools were established in many places in Myanmar by some monks who can afford to support because they were worried that if the children didn't get education, they would become street kids and irresponsible adult on their parents. Monastic schools have generally a significant amount of qualified teachers who train some programs such as Reading and Writing for Critical Thinking (RWCT) and Child-centered Approach teaching Method (CCA). (MOE, 2007).

Primarily, the monastic schools were places where relied for the children who cannot go to the public schools that run under the government. For the poor families, they don't have any choice but to take their children to monastic schools where they can get free education. According to official figures of 2013 academic year, over 200,000 students had been studying at over 2500 monastic schools. This figure was of 16 percent of Myanmar's schools age children. So the Irrawaddy Paper (2013) reported that monastic schools assist in providing important educational needs for poor children and play a significant role in Burma's education sector.
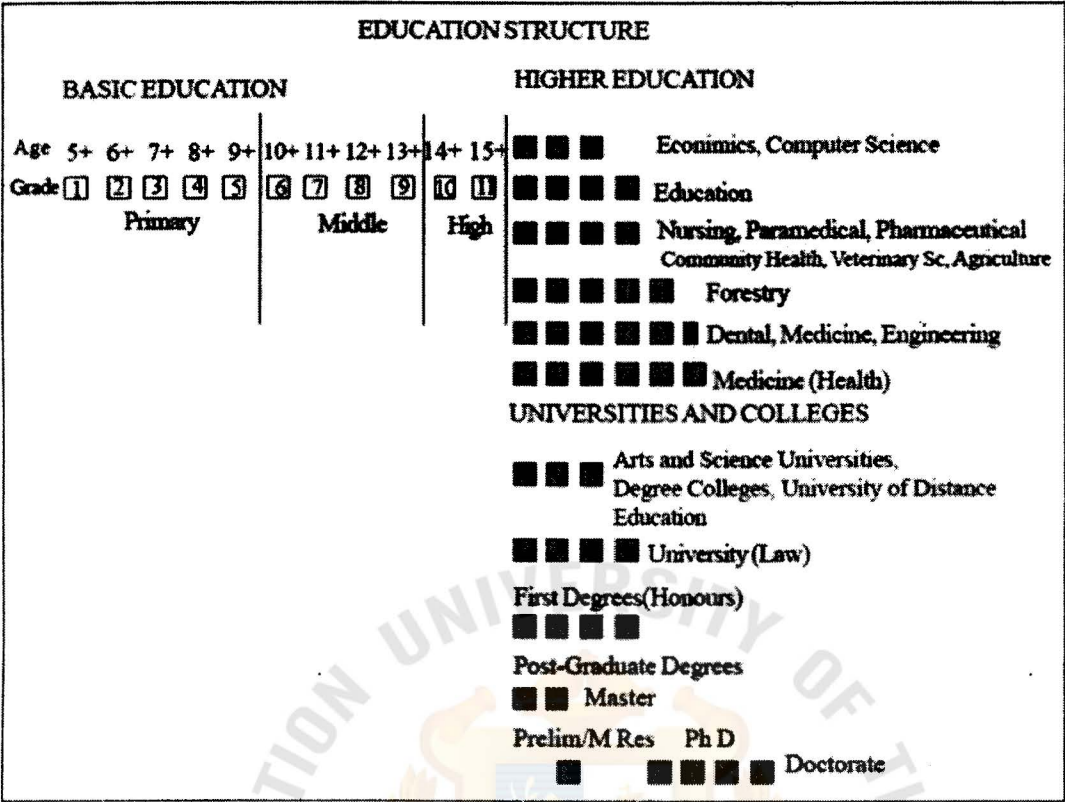
Figure 1:The Academic Structure and Organization of the Education System in Myanmar

Source: Ministry of Education (2007). Ministry of Education, Union of Myanmar: *Education of all (EFA). Mid-decade assessment report.* Yangon. August,2007

Statement of the Problem

The leadership behaviors characterized in monastic educational instruction is much influent to desired educational outcomes and student achievement. As a result, it is needed to describe which leadership behavior most are applied in monastic schools. Another reason of operating this research is to know the leaders demographics which encourage the student to follow and trust in the leaders and their behaviors and to describe leadership behaviors as important parts in how well a student is able to follow. By demonstrating appropriate leadership behavior, a leader could enhance and elevate his behavior.

In addition, the previous researchers did not conduct any research on study such leadership behaviors of school leaders as focused in this research targeted places although they mostly pay attention to several leadership behaviors except for the special focusing of the three leadership behaviors modeled by Karen Seashore Louis: instructional leadership behavior, shared leadership behavior and trust.

Another reason why this study is targeted to monastic education school is that there is also no any wider explanation of instructional leadership behaviors among three with exception of the instructional leadership behavior which is implied in most of the previous research. The last reason of conducting this study is also to describe there is no any research conducted on leadership behaviors of school leaders in Pann Pyo Lat (PPL) monastic education school.

Research Question

In this study, the research problem was investigated to answer the following question:

1) What is the demographic data of school leaders in Pann Pyo Lat monastic education school in Pago Division, Myanmar?

2) What are the leadership behaviors of school leaders in Pann Pyoe Lat monastic education school in Pago Division, Myanmar?

Objective of the Study

This research is conducted in accordance with the following objectives:

1) To identify the demographic data of school leaders in Pann Pyo Lat monastic education school in Pago Division, Myanmar.

2) To identify the leadership behaviors of school leaders in Pann Pyoe Lat monastic education school in Pago Division, Myanmar.

Theoretical Framework

The structure of the leadership behaviors of school leader's strategy in this study was based on Karen Seashore Louis's theory. Leadership behaviors of school leaders could be considered as causal factors of students' achievement. The achievement of monastic schools students in Myanmar notes the need for effective leadership behaviors. They require school leaders who can support their purpose as they proof challenges of adult development and unique environmental solution in their monastic school community.

Administrators and leaders in monastic education schools could afford to promote students' achievement and school development by changing their style or using leadership behaviors to their students. Therefore, leadership behavior was related to students' achievement. In fact, leadership behavior did make leaders different because leaders would have in markedly different behaviors under environment that they confront.

Louis, K. S., Beverly Dretzke and Kyla Wahlstrom examined to interview and survey teachers and leaders in many schools. They believed that three leadership behaviors of school leaders was one way to be succeeded in schools. To promote student achievement and school development, leaders or administrators of monastic schools should know which leadership behaviors of school leader to use in given situation. So this study was used by Louis, K.S., Beverly Dretzke and Kyla Wahlstrom (2010) three leadership behaviors:

(1) Instructional leadership

(2) Shared leadership

(3) Trust.

leadership is a behavior which focuses on improving classroom pedagogy. Shared leadership is a behavior which emphasizes on engagement of leaders at many levels. And then Trust is a behavior which focuses on the importance of emotions and emotional intelligence in motivation high performance.

Those three leadership behaviors might support to identify the leadership behaviors of Pann Pyoe Lat monastic education school in Pago Division, Myanmar. This study was analyzed into epitome. First, the study consists of information on different leadership styles and the relationship between leadership behaviors and students' achievement. Second, it contains theories of content. Third, it focused on about recent situation of monastic education in Myanmar. Further, some leadership behaviors of school leader to support students' achievement were proposed as possible crux in complex problem. Finding, conclusions, recommendations, and suggestions concerning with leadership behaviors of school were differentiated and mentioned.

Conceptual Framework

This research is conducted for describing which leadership behavior is most applied by the leaders in the monastic education school as to issues they confront and who the monastic school leaders are most among genders, ages, educational levels work experience. There is, therefore, no dependent and independent variables. Theoretical framework is figured as follow:
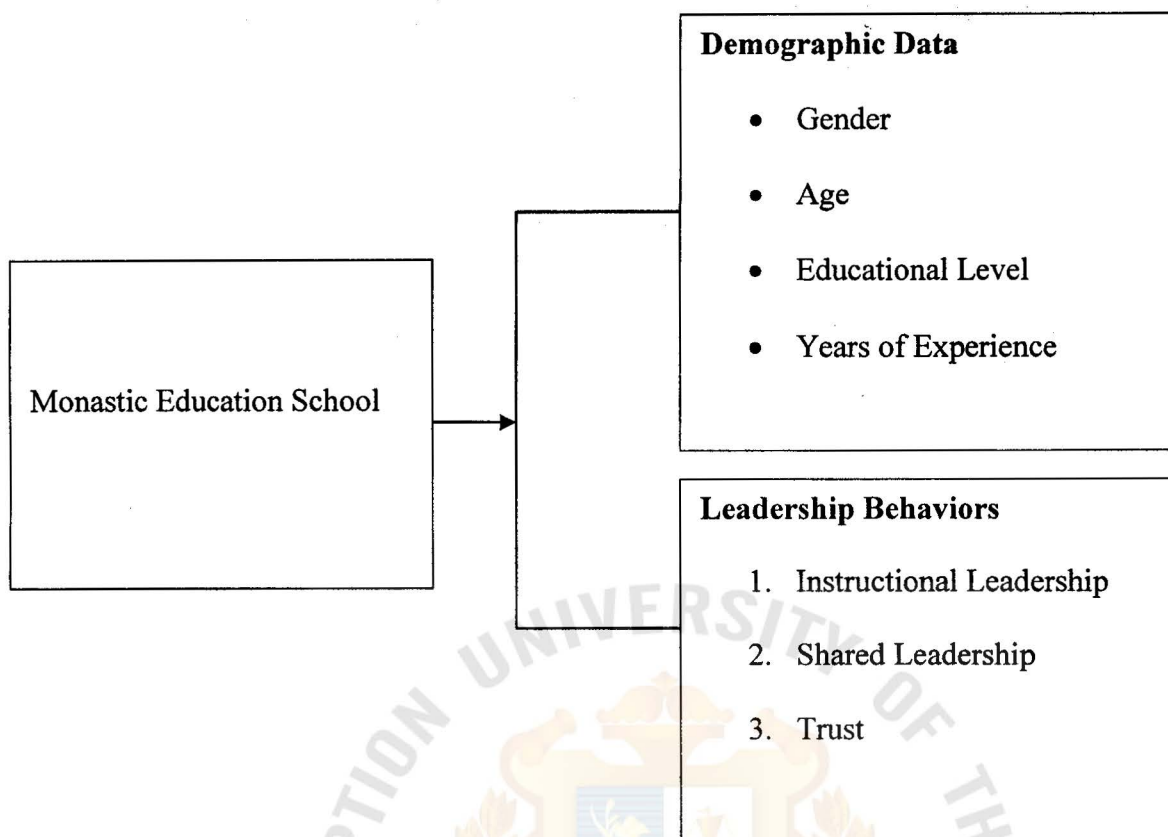
Figure 2: Conceptual Framework

Scope of the Study

This study analyzed respondents from Pann Pyo Lat monastic education school in Pago Division in Myanmar and the researched targeted only the leaders of Pann Pyo Lat monastic education school as the respondents but not others monastic education schools.

The demographic data include gender, age, educational level and years of experience. The core of this research is focused on three leadership behaviors of school leaders developed by Louis, K. S., Beverly Dretzke and Kyla Wahlstrom although there are various kinds of leadership behaviors such as transformational leadership and so on.

Definitions of Terms

In this study, the concerned terms were conducted as follow:

Leadership behaviors refer to the behaviors, actions traits, and abilities of monastic administrator and monastic teachers towards students and to the behavior loved on student by the monastic leaders in teaching with kindness. Different behavior might be effective under different conditions.

Instructional Leadership refers to belief on administrator who emphasizes improving classroom pedagogy and emphasizes on suggestion of teachers to improve class-room behavior or class-room management in the school, mentioned by the questionnaire items 1-6.

Shared Leadership refers to leaders' ability in school-decision making and in many levels such hard work, changing rapidly suitable teaching method in their classroom and so on, mentioned by the questionnaire item 7-12.

Trust refers to teachers' strong belief on principal who support to the teachers and who give insurance for student to get high quality teachers, mentioned by the questionnaire item 13-17.

School Leaders refer to administrators and, full-time teachers, and part-time teacher teaching in Pann Pyo Lat monastic education school, Pago Division, Myanmar.

Pann Pyo Lat refers to one of the monastic schools name situated in Kyauk Tann Township near the Pago Division at Lower Myanmar. This monastic school was founded by Sayadaw (Head Monk) Dr. Pannyobasa U twelve years ago who embraced the policy of a free education and free thought.

Monastic Schools refers to schools where offer Myanmar basic educational needs and supporting especially children who cannot afford to attend as they are very poor in Myanmar by using the same curriculum as government schools. They support the any ethic and religion children from needy families.

Significance of the Study

The result of this study would be useful for monastic schools, leaders, teacher, administrators and educators of monastic schools and this study might help schools in the development of teaching programs and other. Teachers, leaders and administrator have to support individual student in applying for the success of each student. Leadership behaviors can lead monastic schools in success. The school leaders or teachers were very important persons who were responsible for supporting achievement of students who attend in their schools. A leader called also teacher should spend full time and full attention to the student development. A monastic school flowed and contributed as voluntary work should have good administrator or teachers or leaders. To possess a successful leaders' life and to create a successful school, school leaders and students needed to work together and leaders needed to have attentive behavior to the student as well. Leadership included an important sector of process on influencing student. A school leader who does not lead to a classroom and who does not administrate to the school could not attain maximum successful life and maximum satisfaction whereas students would get unpleasant and unsatisfied results.

The results of this study would be creditable contributing leadership behaviors of school leaders to student achievement and would help monastic school leaders or teachers to use a decent leadership behavior. This study also mentioned that leadership behaviors were the most very useful in supporting student achievement. This study analyzed knowledge and information which recommended that a monastic leader or teacher use a decent leadership behavior to support, affect or motivate student achievement according to the students' needs in Myanmar. For different

schools omission monastic schools, different styles and different behaviors should be used.

Conclusion

In this chapter, the researcher firstly introduced the study background of the study and then defined statement of the problem, research question, objective of the study, theoretical framework related to the study, conceptual framework, Definitions of the study and significance of the study. The researcher continued to the discuss the related academic papers, articles and published books about the leadership behaviors of school leaders in Pann Pyo Lat monastic education school and benefits of leadership behaviors of school leaders to help improving both students and monastic school.
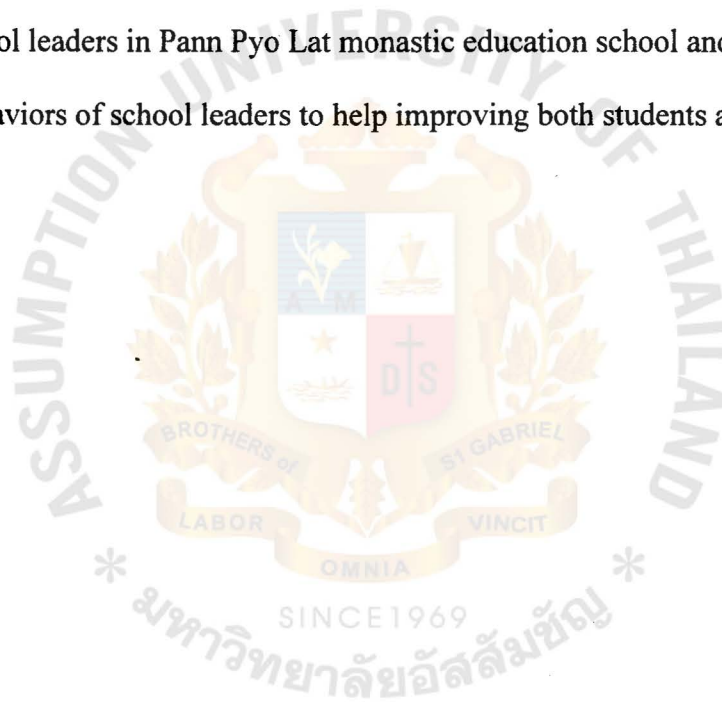
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher was to explore and explain theory of leadership behaviors mentioned in chapter 1 as conceptual and theoretical framework on which this part intended to describe the important theoretical approach to this research theme. Moreover, this study aimed to identify significance of leadership behaviors at Pann Pyo Lat (PPL) monastic education school in Myanmar. In the review of related literature, the researcher would discuss Theories of Leadership, Myanmar basic education system, Background history of monastic schools and Pann Pyo Lat monastic school and leaders as well.

Leadership Behavior

Barnett (2006) stated an important sector regarded to behavioral view studied rather than physical, mental, or emotional traits. An indirect relationship included three kinds of factors—traits, values and attitudes with leadership behavior. Some leadership behaviors are easier to describe effectively than others because of certain traits, values, and attitudes. Yukl (2005) said that researchers researched over 1800 questionnaires to state different types of leadership behavior. Responses to questions from thousands of subordinates lead to the development of a survey of leadership behaviors, the Leader Behavior Description Questionnaires.

After launching to combine the understanding points of subordinates about leadership behavior, researchers assumed to describe so many types and characteristic of leader behavior, rather than leader traits.

In studying of Northouse (2004), he stated that the Leader Behavior Description Questionnaire was checked by college administrators, student leaders, military personnel and individuals in manufacturing companies. Results from the research were classified to determine if general leader behaviors appeared. Finding of indicated leader behavior was geared originally to two areas—consideration and initiation of structure. According to Piccolo, et al (2004) these characteristics depended on leaders' intimate condition, on helping to follower and on how they mention and build their role and followers to achieve goals as well.

Louis, K.S. (2010) investigated that three different school leader behaviors connects to student achievement through teachers' impact on their work (see table 2).

Table 1: Louis' three Leadership behaviors

Leadership Behaviors	
Instructional Leadership Behavior	focuses on improving classroom pedagogy
Shared Leadership	emphasizes the engagement of leaders at many levels
Trust	focuses on the importance of emotions and emotional intelligence in motivating high performance

Instructional Leadership

Hillinger (2005) noted as a review of literature that the idea of instructional leadership theory was begun since about 1970. As main building of this theory,

understanding the cults of quality instruction is an expectation of formal school leaders, likewise, knowing suitable title for all students is also a sufficient knowledge of curriculum for them (Marzano, et al., 2005). In the describing of authors, Hallinger (2005) and Mosenthal, et al (2004), instructional leadership is ability managed constructive feedback to improve teaching or ability designed a system in which others provide this support. As result, school leaders increased pressure that they must do to be butter in support instruction and consistent and knowledgeable favors from different school leaders. The traditional instructional leadership literature emphasizes teaching and learning aspects of school leadership. This research generally concludes that a strong, directive principal, focused on curriculum and instruction, is essential for effective schools. Writers in this tradition have characterized successful instructional leaders as "hands-on" leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms.

While Stein (2003) believed that instructional leadership distinguishes deeply understanding of principles to curricular content and instructional materials, Leithwood (2001) assumed that it is more emphasized in principals' advocacy for improved instruction. According to Burch and Spillane (2003) instructional leadership is the importance of deep content knowledge studied elementary. But Spillane et al (2003) described in their book that instructional leadership is a theory that in elementary schools the principal's ability to draw on effective interactional styles and supportive approach may be more important than their specific content knowledge. Halverson (2007) is said that its theory emphasized that secondary principals cannot be expected to manage substantive support to the multiple disciplines that are taught in middle and high schools. And Halverson continued that there were three key players in instructional leadership:

1. Central office personal (superintendent, curriculum, etc)

2. Principals and assistant principals and

3. Instructional coaches

Key elements of instructional leadership, he stated, are five factors:

- Prioritization: it means that teaching and learning must be at the top of priority factor on a consistent basis. Leadership must be balance of management and vision. If a leader cannot care of duties, teaching and learning should be area where most of the leaders' scheduled time is allocated.

- Scientifically based reading research (SBRR): it means that instructional leaders must be well informed of SBRR and effective reading instruction in order to assist in the selection and implementation of instructional matericals and to monitor implementation.

- Focus on alignment of curriculum, instruction, assessment and standards: it means that if student achievement is the goal and that goal is measured by standards-based assessments, the curriculum, instruction and assessment, all must be aligned with the standards. And if there is a disconnect among these element, student achievement will not be evident.

- Data analysis: it means that active leaders use multiple sources of information to assess performance in their focus on improving achievement. Leaders can use data to help guide the instructional focus and professional development of teachers.

- Culture of continuous learning for adults: it means that effective instruction is a kill that can never he perfected. All teachers can benefit from additional time and support to improve their instruction.

Thus, the summary of instructional leadership can be briefly concluded as theory which emphasized development of improved learning environments for teachers in secondary schools, focusing on the ability of principals to active teachers' creative behaviors rather than on their direct support.

Shared leadership

Sally (2002) stated that shared leadership is an ancient theory used by Republican Rome as a successful system of co-leadership for over four centuries. This system effectively extended from basic level position to class level position in Rome. O'Toole et al. (2002) pointed out that shared leadership is counterintuitive for most people. The main definition of the leadership was individual trait and individual activity. Moreover, adding their concept was that the identities of American corporations are often considered as mere individual response of the leaders and the whole organizations are casted as mere figure of the Great Men Theory. But Bennis (1999) argued that leadership is too often seen as an inherently individual phenomenon in our society.

O'Toole et al. (2002) remarked Bennis' assumption as theory that included side effect viewpoint. They said that common point of view ruled by a leader for everything is responsible for singular manner in which leadership is taught in business schools and the fact that academic research literature on shared leadership is spare. So

they considered shared leadership is not only an individual trait, but also an

institutional trait. (O'Toole et al. 2001)

According to Huber (2004) shared leadership known as interchangeably

another term, distributed leadership, was always thought of as the network of both

formal and informal influential relationships in a school. He added shared leadership,

on the other hand, is typically studied as an organizational ability that reflects

deliberate patterns of commitment and mutual influence among organizational

members. Pounder (1999) informed that reducing teacher separation and promoting

work to the common deed is the greatest impact of shared leadership. As conclusion,

the definition of the shared leadership was teachers' influence over and participation

in school-wide decisions (Louis et at. 2010).

Trust

Driscoll defined that Trust is organizational trust to be stable in organization

and Organizational trust found in the early centuries as that trust makes employee

satisfied with the organization in decision making. Serva et al (2005) remarked with

their research in work team trust that colleagues' competence is a strong predictor of

trust and a significant predictor for rick-taking behaviors.

According to the Ken Blanchard (2010) trust is a fundamental image based on

belief each other in which how people work together. Primary factors of trust included

listening to one another and building effective relationship as well. Trust is a both

personal and professional is an absolute communication to be all good relationship,

both personal and professional. Trust can be created or destroyed through personal

perceptions and behaviors. Trust means different things to different people. It's

predicated on who we are and how we were raised and is shaped by our experiences and perceptions of other's behavior.

There were four characteristics of trust needing leaders to be understood when they build and restore trust with the employee they lead—Able, Believable, Connected, and Dependable.

1. **Able** is about illustrating ability. It means that leaders must understand how to seek the job, have competence to produce benefits of the job done and to make things happen—including knowing the organization and equipping people with resources and information needing to seed their job done.

2. **Believable** is about acting with honestly manner. It means that leaders must have honestly manner in their dealing with employee. Other definition of Believability is also about acting in a consistent, values-driven manner that reassures employees that they can rely on their leaders.

3. **Connected** is about illustrating care and concern for other people. It means that Leaders focusing on their employee and their needs can support critical link skills dealing with one another.

4. **Dependable** is about reliably. It means that people emphasizes what leaders say that they are going to do. If leaders give promise to something, they must do it. Thus, people can see that leaders follow on through their promises.

Moreover, there were eight factors to evaluate the level of trust currently present in our organization and to enhance the trust between people in our company.—Demonstrating trust, Sharing information, Telling it straight, Providing

opportunities for every to win, Providing feedback, Resolving concerns head on, Admitting mistakes and Walking the talk.

1. Demonstrating trust is about establishing rules, policies and procedures to create a trusting work environment.

2. Sharing information is about disclosing sensitive and important information such as competition's activities, future business plans and strategies, financial data, industry issues or problem areas and competitor's best practices.

3. Telling it straight means indicating the number quality that leaders must tell it straight and open honestly even about bad information because people want to follow someone they believe.

4. Providing opportunities for everyone to win is about giving opportunities to compete against each other.

5. Providing feedback is about making sure leaders schedule with their direct report. Thus, leaders can catch problems before they become major issues.

6. Resolving concerns head on is about resolving concerns head on by putting challenges on the table and giving people an opportunity to influence the process.

7. Admitting mistakes is about making apology. An apology is a conditional way to get and restore the trust that makes relationship firmly. People do not want to admit mistakes because it's not acceptable to make them.

8. Walking the talk is that a leader must have certain decision-making to be walked example of the vision and values of the organization. Trusting is a key to be leadership in relationship with others.

As conclusion, trust is very important in both personal and professional organizational relationship. People have to take for long time to be built trust, whereas, only within a moment time, trust can be destroyed by a single action or misconception. The good news is that if trust has been broken, professional or personal relationship can recover. It takes hard work to build trust, especially after it has been betrayed, but it can be done.

Theories of Leadership

There were different definitions of leadership as many as researchers were able to define leadership according to their individual perspective. So there were numerous empirical research about leadership appeared over the past 75 years. The following definitions of leadership were studies researched as affordable as for this chapter. According to Ward, S. (2013) leadership is something essential to any group or organization. Barnard (1996) suggested that leadership is the conjunction of technical competence and moral complexity.

According to Covey (2004) leadership was creating an environment where people want to be a part of the organization rather than just work for it. Schermerhorn et al (2000) noted that leadership style is the perceived approach and behaviors exhibited by a leader. Out of many leadership definition studies, however, Komives, Lucas and McMahon (1998) divided his assumption on leadership definition into the following six foundational principles:

1. Leadership is concern for all of us.
2. Leadership is viewed and valued differently by various disciplines and cultures.

3. Leadership is changing in conventional views.

4. Leadership can be exhibited in many ways.

5. Leadership qualities and skill can be learned and developed.

6. And leadership committed to ethical action is needed to encourage change and social responsibility.

Shana, E (2008) recognized that those above six foundational principles respond essential intention that active teachers must believe, because almost teachers of elementary and secondary accept the vanguard of influencing impressionable students. Witherspoon (1996) remarked about leadership in his book, Communication Leadership: An Organizational Perspective, published September 10th 1996 by Pearson, that leadership is something affected by the expectations flowers had of how a leader should act, by the leader's perception of what behaviors were appropriate for the various role he or she must assume, and what behaviors would produce desired outcomes. The researcher Clark (2004) stated the Concept of Leadership that it is a process he believed that a person influences others to accomplish an objective by this process and directs the organization in a way that makes it more cohesive and coherent. He continued leaders carry out this process by applying their leadership attributes, such as beliefs, values, and skills (Clark, 2004). According to Fred Leadership was not alive without power needed to lead or control someone. If someone had power, which was potential influence, he or she would be able to lead the team/group/organization. In general, power was representative to an agent's voltage to order a target person. A certain leader influenced on followers. Why? The following five reasons were considered by French John R. (1993) cited in Lunenburg Fred C. (2000) answered that there were five reasons why someone would follow a great leader. His first answer was reward power which based on the followers' trust.

Followers believed the leader had access to valued rewards. His second reason was coercive power based also on the followers' trust. However, they believed that the leader could conduct punishments or permissions that were ratiocinated to be unwelcome. The third one was referent power based on the followers' trust as well. They considered that leader had desirable object to be accepted followers' traits if possible. His fourth answer was as "expert power" based on the followers' trust. They accepted that their leader had huge experiences in according with the condition and challenge. His last answer was legitimate power based on the followers' trust as well. They believed that their leader the leader had authority that organization gave him to solve the followers' any problem. Out of five powers, being a principle or teachers was possessing one of the legitimate power. Since these all five powers depended on the followers' trust, its bases had a number of significant features. That is why 'leadership, as an influence process, was an action of the element of sources of leader power and their degree of acceptance compared with the interests and needs of subordinates.
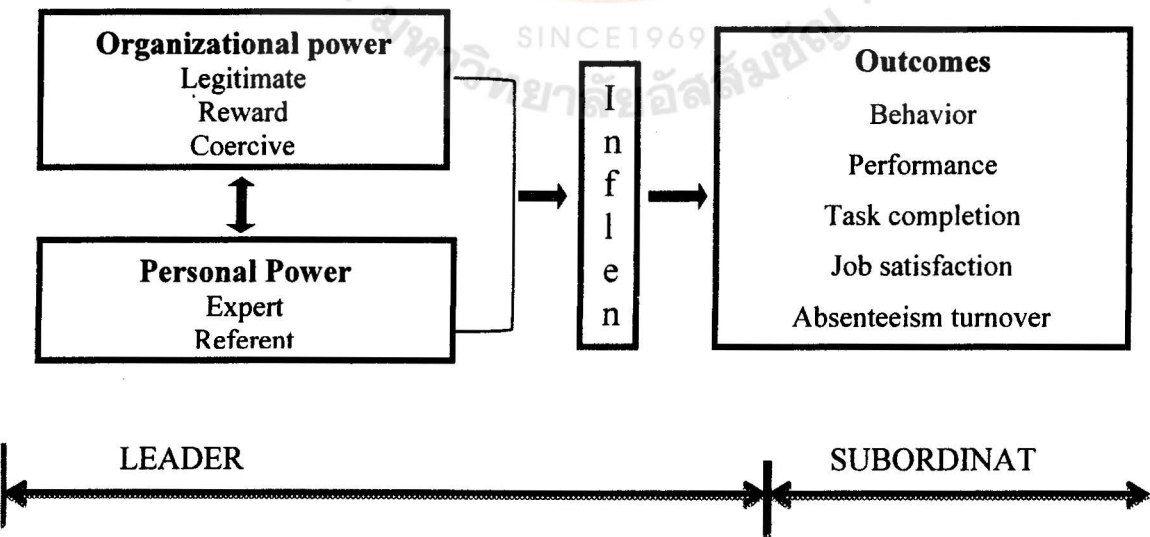
Figure 3: Source of a leader's influence on Subordinates

Source: Lunenburg, Fred C. (2000). *Educational Administration: Concepts and practices*

Although there were many different Leadership kinds of theories, the author Kerry, K (2013) classified that there were eight major types of leadership theories increased during early part of the twentieth century and subsequent periods.

Great Man Theory of Leadership: Kerry, K (2013) believed that Great Man theory was types that leaders were born not made. It often portrayed the nothing but leaders as mythic and heroic to appear in times of need. At the time, the theory of Great Man was specified as theory because leadership was thought to be a male quality. In brief, any kinds of traits, powers characteristics, abilities and behavioral habits of leaders included Great Man theory.

Trait Theories of Leadership: It depended mostly on Great Man theory that persons adopt certain traits that make them excessive to leadership. Moreover, trait theory focused on identifying particular personality to all leaders. But Northouse (2001) argued that consistent set of traits was not found to differentiate leaders from non-leaders. Inherent ideology exhorted the discovery of leaders because traits and physical, social, personal characteristic of all leaders cannot be separated. According to Zaccaro (2007) effective leadership could not discover the ability of identifying traits that can consistently distinguish leaders from followers.

Contingency Theory of Leadership: Fiedler's contingency theory focused on leaders' characteristics in which included as success related to various contingencies in form of environment that might determine the most appropriate style of leadership to fit the particular circumstances. According to UNIVERSITY OF TEWNTE (2013) Fiedler' theory was studied early and extensively. She believed that contingency theory was one of the types that depart from trait and behavioral models because

group performance depended on leader's psychological orientation and depended on three contextual variables—group atmosphere, task structure, and leader's power position.

Situational Theory of Leadership: Cherry, K (2013) assumed situational theory as theory that leaders choose the best course of action based upon situational variables. Yukl (2005) stated situational leadership different style of leadership because it required at different levels in the same organization with accommodation to the needs of follower. In the situational leadership behavior is broadly divided into two—Situational Leadership-task behavior and relationship behavior. Hughes et al., (2002) said that its' theory emphasizes that one style does not fit every situation. Leaders are able to adjust their leadership based on the needs and ability levels of followers.

Behavioral Theory of Leadership: Behavioral theory emerged in the early twenty century as known as a reaction to "mentalistic" psychology and as expressed by John, et al believed on word that great leaders are made, not born. Leader' performance was the core of behavioral theory. According to this theory, it is said that leadership can perform people to solve specific social problems and to create social change with varying ethics as a process of dynamic interaction through teaching and observation. Thus, people can learn to become leaders.

Participative Theory of Leadership: It was also called 'Group leadership theory' which is one of the ideal leadership styles that takes others' raw materials. This style manages group members in participation and contributions and supports them to feel more relevant and committed to the decision-making process. According to Cherry, K the leader, but, maintains the right to permit the raw materials of others in the leadership process.

Management Theory of Leadership: It is also called transactional theory that focused on three dimension—the role of supervision, organization and group performance. This system was to give rewards and punishments for followers. Leadership thought went on to influence some leadership types such as transactional leadership, transformational, democratic leadership and path-goal theory. The essential problem for these theories is the problem of exploitation. Managerial theory was often used in business. For example, when followers were able to be successful, they can get good rewards and when they fail, they must deprive to punishments. It is said that Management theorists undertake two important missions:

(A) To justify the superiority of the leader, and

(B) To get people to accept their role in the economy by inspiration, coercion, exchange of valued things, conformance, etc. and thereby accept their subsequent exploitation.

Relationship Theory of Leadership: It is also called transformational theory that focused on relations between leaders and followers with related with wants and needs. Relationship theory as knows transformational leadership make people motivated and inspired by encouraging followers. This system not only trended to the ability of the group members, but also wanted each person to support their abilities. (Cherry, K. 2013)

Transformational Leadership Theory: Transformational Leadership was identified by Burns (1978) as a theory which is heightening of leaders and followers on the high level of morality and motivation of them. Transformational leadership styles emphasize on team-building, motivation and collaboration with followers at different part of an organization to implement change for the better. This leadership theory was later exaggerated by Bass that leaders can enhance followers' feeling without

acknowledgement to the followers' effects by only appealing: A transformational leader looks beyond day-to-day operations and crafts strategies for taking his company, department or work team to the next level of performance and success. And transformational leader can support incentives to push their followers to higher performance levels, while providing opportunities for personal and professional grouth for each follower.

According to Sager (1992) Transformational Leadership was not only decision-making, but also confederating to understand teaching and learning technique. And then Rosenbach & Taylor (1998) mentioned that followers are motivated to perform beyond expectation because transformational Leaders support desired outcomes as importance. Transformational leadership types can recognize general vision of followers who have creative knowledge. Moreover, the author Leithwood (1992) extended that there were three original purposes in transformational leadership: (1). Assisting sgaff to maintain a professional culture of collaboration, (2). Affording teacher development (3) and assisting with effective problem-solving. He continuously acknowledged that transformational leadership was a kind of which going beyond needs and general aim of followers and which focusing on intrinsic rewards and higher level of psychological needs.

Transactional Leadership Theory: The term "transactional" referred to the fact that this type of leader essentially motivates subordinates by exchanging rewards for performance. Burns (1978) assumed that transactional leadership focused on leaders who obtain interaction form followers by building changing performance and praise in return for goal completion. He continuously stated that it is contingent on meeting and responding to the reactions and changing expectation of followers. Transactional leadership emphasized more on maintaining the general flow of operations. And it can

be assumed as "keeping the ship afloat". A transactional leader does not emphasize ahead in strategically guiding an organization to a position of market leadership; instead these managers are solely concerned with making sure everything flows smoothly today. The core of transactional leadership is based leaders' abilities controlled follower on achieving their outcomes. Burns (1978) approved that concept mentioned above as saying "A less common type of transaction is promises or commitments based on values such as respect and trust, which depend on leaders' control of resources".

There were two kinds of factors in transactional leadership—contingent rewards and management by exception. Clarifying expectation and giving individual who achieve outcomes are fundamental factors of contingent rewards and the next one, management by exception is based on an active and passive manner. It never changes working ways or followers if purposes are met. An active manner occurs from monitoring mistakes to deter problems or to take corrective action. When passage agreements and expectations are avoided, nothing is done until a problem occurs.

Leadership effectiveness theory: the author Avolio (2003) formulated one theory called 'leadership effectiveness theory' which conceptualizes along three dimensions—content, level of analysis, and target of evaluation. According to Kaiser et al. (2008) The core of leadership effectiveness rely on task abilities such as individual and group abilities, effective and relational records such as satisfaction with the leader or overall judgments of effectiveness that encompass both task and relational elements such as overall effectiveness of the leader. She continued there is one thing in analyzing that leadership effectiveness is conceptualized at the individual, dyadic, group, or organizational level. For example, although some views

conceptualize leadership effectiveness as individual-level leader effectiveness but other views focus on dyadic-level relationships, group-level abilities, or organizational abilities (Kaiser, Hogan, & Craig, 2008). As target, criteria of conceptualizing leadership effectiveness depend on whether the leader is the target of evaluation such as leader effectiveness, satisfaction and another benefit that is within the domain of leadership effectiveness but not specific to the leader like group abilities.

Author Yukl (2006) approved the concept mentioned above view in his book, page 11 like "the selection of appropriate criteria depends on the objectives and values of the person making the evaluation, and people have different values... it is usually best to include a variety of criteria in research on leadership effectiveness". By understanding his study leadership effectiveness criteria can be divided into four: (a) individual leader effectiveness, (b) group performance, (c) follower satisfaction with leader, and (d) follower job satisfaction. Out of them, the first one, individual leader effectiveness was to cloud a range of content dimensions, levels analyzing, and target of evaluation. Individual leader effectiveness provided an individual-level and leader effectiveness. Group performance referred to a group level, other ability was assessment of task-related performance, and follower satisfaction covered an affective, individual standard and other-focused assessment of leadership effectiveness (see figure 4).

Content
1. Overall (e.g. performance)
2. Task
3. Affective/relational (e.g. follower, satisfaction, leader-member exchange)
Level of Analysis
1. Individual
2. Dyad
3. Group
4. Organization
Target of Evaluation
1. Leader
2. Other (e.g. follower, group)
3. Organization

Leadership Effectiveness →
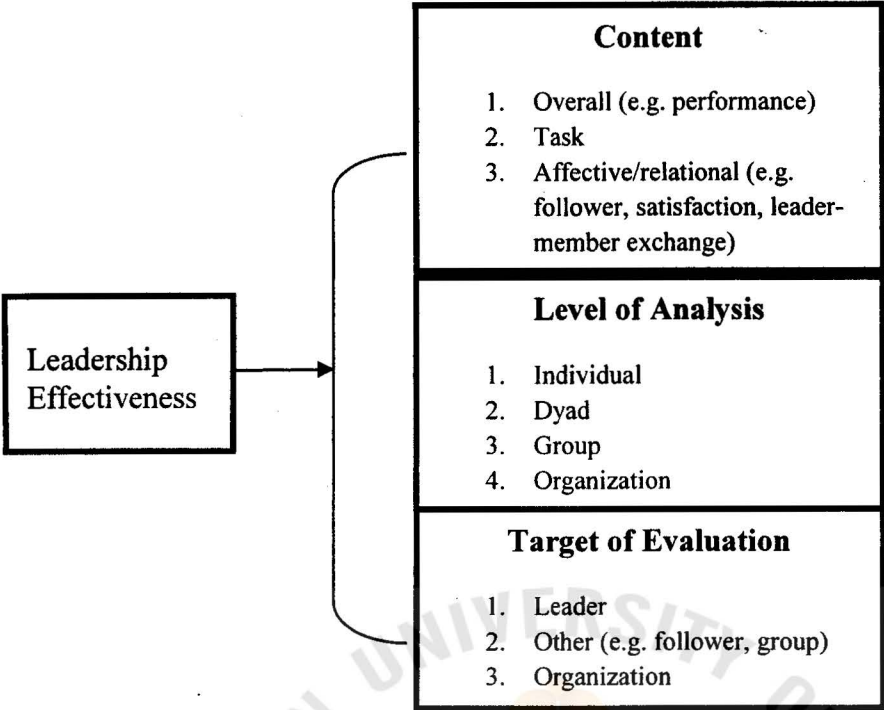
Figure 4: Leadership Effectiveness

Source: Trait and Behavioral Theories of Leadership (Derue, Et al, 2011)

Myanmar Basic Education System

Basic Education System in Myanmar is based to the British Education system. Myanmar Ministry of Education today recovered the system into 11 grades which consists of five years of primary education (Grade 1 to 5 including kindergarten), four years of lower secondary education (Grade 6 to 9), and two years of upper secondary education (Grade 10 to 11) (see table 1). But it is still not consistent with the international education system which consists of twelve grades. So Students have to take one course more for English Proficiency Certificates if they join the undergrad in the abroad universities (Martin Hayden & Richard Martin, 2013). Moreover, Higher Education system consists of three to four years for undergraduate level, and four to six years for vocational Degree (**See Figure 5**). Primary education system in Myanmar is the first stage of compulsory education and it is divided into two cycles—

lower (Kindergarten year and Standards I and II), and upper primary (Standards III and IV). Regarding with the curriculum, Myanmar Language, English and Mathematics are the core subjects. At the lower primary level, general studies include both social and nature studies. In 1998/99 academic years, basic science and social studies (including geography, history, moral and civics, and life skills) were run for the upper level. Life skills education has been introduced at the schools as part of the national curriculum with the objectives of imparting skills to live in conformity with the environment and to practice appropriate basic life skills for a physically and mentally healthy life and to protect from commonly occur preventable diseases. By studying above, Students can promote the psychosocial competencies such as problem solving, creative thinking, critical thinking, decision making, communication, self-awareness, interpersonal skills, empathy, and ability to cope with emotions and stress (report,2013)

Grading System		Credentials		Universities		Resources	

Education System In Myanmar

Education	School/Level	Grade From	Grade To	Age From	Age To	Years	Notes
Primary	Elementary Education	1	5	6	11	5	
Middle	Intermediate School	6	9	12	16	4	
Secondary	Secondary Education	10	12	17	19	2	
Tertiary	Tertiary- Higher Education						

Figure 5: Myanmar Education System
Source: Education Database (2013). Myanmar education system

Table 2: Years for each level of Primary, Secondary and Higher Education

Basic Education Lasts for a total of eleven years	
Primary Level	5
Secondary Level	4
High School Level	2
Higher Education System	
First Degree	3
Honors Degree	4
Diploma	1
Master's Degree	2
Master of Research	1
Doctor of Philosophy	5

Source: The 16th SEAMEO RISHED Governing Board Meeting, University
Governance in Myanmar, 2008, presented by Prof. Dr. Mya Aye, Rector, University
of Mandalay, Mandalay, Myanmar.

Background History of Monastic Schools

The monastic school system in Myanmar is a system that began since about

King Anawrahta period with a very long history, dated back to 11th Century.

Nowadays, the monastic schools provide basic educational needs of the country

especially for children from needy and orphans. Generally, the most primary school

children who cannot afford to go to government schools as their families are poor

attend the Buddhist monastic schools to acquire literacy and numeracy skills as well

as knowledge of the Lord Buddha's teachings. Thus, monastic schools provide not

only government curriculum education but also ethical and moral foundation for the kids and also food and accommodation as well. Furthermore, monastic schools established in many places such Yangon, Mandalay, Pago not only accept children from needy families who live nearby and orphans who are form rural and remote areas, but deliberately also try to fill a gap in the state-run education system by teaching government curriculum to them (WIKIPEDIA).

In the education sector in Myanmar government-controlled areas, monastic schools active prominently, it is sometime called monastic education centers. Jasmin Lorch (2007) stated that although there are many different monastic schools in Myanmar, it is mainly divided into three types of monastic. The first type is schools to teach Buddhist teaching only. The second one schools which impart Buddhist teachings and at the same time teach children basic literacy skills as well. However, the third types of monastic schools are those that contribute the government curriculum. For third type of monastic schools, Volunteerism as an important core principle of the civil society organization can be seen in this institution. Therefore, even though the government did not recognize monastic education as a formal education, this institution is playing a major role in the society for more than a century. According to official figure, the government described their recognized Third types of monastic schools are 1,183 in a kind of co-education system (MOE, 2006). As a Buddhist majority country, Myanmar acquires as thousands of Buddhist monasteries from urban to remote areas of the country. Currently, the monastic education in Myanmar is the second largest educational institution after the government's Ministry of Education. Buddhist monasteries have a long history of establishing the most flexible and accessible schools especially for the children of the needy family and grassroots level family of the country. Even in some remote places

of the country's remote areas where there are no government schools today, the monasteries are playing the big role in providing basic education for the children. Without the accessibility of any form of education, the poor children have to rely on the monastic education that is an institution in need. However, the monastic education's major challenge associated with a number of advantages id the quality of education that the institution can provide to children. Despite this challenge, the monastic education is currently fulfilling the important universal principle of the right to education to all the children in this poverty-striking country.

Pann Pyo Lat Monastic Education School and Leaders

Pann Pyo Lat (PPL) monastic education school is situated in Kyauk Tan Township, Pago Division, Lower Myanmar. Pann Pyo Lat monastic school is one of the organized monastic schools and the famous one in lower Myanmar. Pann Pyo Lat monastic school started with a makeshift hut built in the open field, but five years later after started, it becomes many buildings within offered by the donors where students learn up to basic school level maintains and extent the number of classrooms to meet the demand of the increasing students every year. The school founded by *Sayadaw* Dr. Pyin Nyaw Bha Tha at 2004. The school has been in progress and the number of students increased from over 70 when it was started and now about 400 students are studying. The school is operating with the assistance of non-government organizations in individually. The school also creates ingeneration as workshop for operating the school. Dr. Pyin Nyo Bar Tha, Buddhist monk, who was founder initially this monastic school, total of 20 Pan Pyo Lat monastic schools leaders made up the target subject.

Leaders of Pann Pyo Lat monastic school not only taught daily about 400 elementary students with a typical grades configuration such as K-5 but managed also foods and health care to them. Therefore, it makes sure that Pann Pyo Lat Monastic School is one of the temples where especially reaches out to poor children, is free of any charges and mostly provided teaching materials to the children.

To be good students in ethics, Pann Pyo Lat monastic school leaders contributed also to social systems in their daily lives in accordance with Buddhist teaching on especially weekends. Children had chance to learn normal education whereas they could be change to know how to associate with environment, as leaders indicated social system of Buddhist teaching, and how to apply beneficially the Buddhist teaching in their daily lives. Since there were only about 20 leaders of Pann Pyo Lat monastic school, all of them were selected to participate in the study. Even though there were less men power to teach about 400 students, leaders could run completely in teaching for every standards, because they participate effectively under the management by Dr Pyin Nyo Bar Tha, Buddhist monk.

CHAPTER III

METHODOLOGY

In this chapter, the researcher conducted to describe the research methodology, subject, instrument, data collection, data analysis and design of the study. This research studied the leadership behaviors and different leadership behaviors to support students learning at Pann Pyo Lat monastic school in Pago Division, Myanmar while identifying into leadership behaviors of school leaders—instructional, shared and trust. Both population and sample of this study was only Pann Pyo Lat monastic school teachers.

Subject

This study used descriptive quantitative research by utilizing survey to find out the leadership behaviors in Pann Pyo Lat monastic education school.

This research's targeted-school was Pan Pyo Lat monastic school in Pago Division, Myanmar. The Pan Pyo Lat monastic school was primary school whereby the students had the opportunities to learn only grade 1 up to grade 5. The Pan Pyo Lat monastic school had only 21 school leaders which include one of male administrator, nine of male teacher and eleven of female teacher. Amongst 20 teachers of male and female except for the administrator who was male, the three of male teachers take responsibility of teaching for K-g and grade 1 children, one male and two female teachers for the grade 2 and 3, one male and two female teachers for grade 3 and 4, two male and two female teachers for grade 4 and 3, two female and one male teachers for grade 5 and 3 and one male and two female teachers at the Pann Pyo Lat monastic school.

Table 3: Number of school leaders in Pann Pyo Lat monastic education school

School Leaders	Numbers
Administrator	1
Teachers	20
Total	21

Table 4: Number of School leaders in Pann Pyo Lat monastic education school categorized by Gender

	Male Leaders	Female Leaders	Total
School Leaders	10	11	21

Research Instrument

The researcher used the following instruments: the following research instrument was made a use:

Questionnaire: in order to conduct this research, the researcher prepared a set of questionnaires for the leaders. The questionnaires contain two sections to collect data about leadership behaviors of Pann Pyo Lat monastic education school—part I and part II.

Part I conducts the four items pertaining the demographic factors of the respondents, leaders, regarding to their Gender, age, educational level and work experience. The respondents were asked to describe their leadership b indication the extent in which they normally displayed the behaviors outlined.

Part II conducts 17 items of question which measured leadership behaviors as it relates to three exemplary behaviors and contributed three kinds of leadership behaviors which would be used by the leaders to support student learning in their perspective classroom. The leadership behaviors were instructional Leadership, Shared leadership and Trust.

The Likert Scale concepts of the boundary numbers were used for interpreting the mean value of the leadership behaviors of school leaders in Pann Pyo Lat monastic school.

Table 5: Breakdown of Survey Questions for Leadership Behavior

Leadership Behaviors	Behavioral Statement Item
Instructional Leadership Behavior	1-6
Shared Leadership Behavior	7-12
Trust	13-17
Total Number	17

The researcher ranged scores for the leadership behaviors under each of the three leadership behaviors from 1 to 5. The scores derived from a rating scale that consisted of the following: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly agree. The researcher averaged scores for leadership behaviors to produce a self-rating score for each particular leadership behaviors. All 17 scores of leadership behaviors in the instrument were positively intended positive and desirable behavior. For example, "School administrator provided us the clear

definition of standards for instructional practices" instead of "School administrator did not provide us the clear definition of standards for instructional practices".

Table 6: Score, Interpretation and Scale for Survey Questions of Leadership behaviors

	Score	Interpretation	Scale
Strongly Disagree	1	Very Negative	1.00 - 1.50
Disagree	2	Negative	1.51 - 2.50
Neutral	3	Neutral	2.51 - 3.50
Agree	4	Positive	3.51 - 4.50
Strongly Agree	5	Very Positive	4.51 - 5.00

Validity/Reliability

Regarding with research objectives, the researcher used the questionnaires from article of Louis K. S. et al (2010). The reliability of the instrument is as follow: Instructional leadership is .82, shared leadership is .78 and trust is .92. The researcher modified some grammar and some words and consulted again and again with major advisor and searched the resources to develop and bear for this research from the many materials such as- published book, dissertation and journals. The questionnaires draft before consulting to the experts for contents' validity check was represented to the major adviser for suggestion and adaptation. The researcher and then had also requested another three experts for the content validity of the questionnaires (see appendix)

According to their comments and suggestions, some items of the questions were grammatically changed and some words were replaced. After the validity of the questionnaire had been approved, the researcher went back to Myanmar and conducted the survey. When the researcher distributed 21 set of the questionnaire to targeted teachers, received 20 set of questionnaire back from respondents.

Data Collection

In order to conduct this research, the permission from Administrator of Pann pyo Lat monastic school was asked to deliver the survey question to each leader from that school. With permission of administrator, the researcher delivered a set of questions and explained the purpose of study to 21 leaders in Pann Pyo Lat monastic education school. 20 leaders of them returned the ticked-Survey questions to the researcher.

During the second week of February, data collection is begun after going to Myanmar back. It took about 10 days to complete data collection process. Return rate was 95.24%.

Data Analysis

The data collected were computed by utilizing the descriptive statistics for ease and accuracy.

For Research objective 1: the demographic factors of respondents, leaders were analyzed by frequency and percentage.

For Research objective 2: the Leadership behaviors of school leaders in PPL monastic education school were also analyzed by frequency, percentage, mean and standard deviation.

Table 7: Analysis of Quantitative Data

	Contents	Analysis of Data
Part I, Leaders' Demographic Data	Gender Age Education Experience	Descriptive Statistic -Frequency - Percentage
Part II Likert Scale	Statement No: no 1- 17 with five Scale to measure leadership behavior of school leaders	Descriptive Statistic Mean Standard Deviation Frequency Percentage

Table 8: Summary of Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1.To identify the leaders' demographic data	20 school leaders' demographic data Gender Age Educational level Years of experience	Questionnaires	Frequency percentage
2.To identify the leadership behaviors of school leaders	20 school leaders	Questionnaires	Mean Standard Deviation Frequency

CHAPTER IV

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this final chapter, the researcher will provides to display the analysis and interpretation of the data responded by the 20 leaders. A total of 21 questionnaires were distributed to the intensive leaders. In spite of not acceptance of all the distributed questionnaires, the returned-valid-questionnaires' rate reached 95%. The report of data analysis and the interpretation produced the information to give answer to the research objective. The findings are illustrated and stated regarding to tow research objective follows:

1. To identify the leaders' demographic data including leaders' gender, age, years of experience, and educational level.

2. To identify the leadership behaviors of school leaders in PPL monastic education school in Pago Division, Myanmar.

Interpretation of Finding

1. The whole 20 questionnaires were distributed to the intensive leaders. The report of data analysis and the interpretation produced the information to give answer to the research objectives. The findings are illustrated and stated regarding research objectives as follows:

To identify the leaders' demographic data including leaders' gender, age, years of experience, and educational level,

To identify the leadership behaviors of school leaders in Pann Pyoe Lat monastic education school in Pago Division, Myanmar

According to demographic questionnaire, these tables below figure out the demographic data of PPL monastic school. Demographic data refers to Gender, Ages, Education and Experiences of leaders who are working current school.

Table 9: Table Gender of Leaders

Gender	Frequency	Percentage
Male	9	45.0
Female	11	55.0
Total	20	100.0

Table 9 described that 45% were male leaders and female leaders were also 55%.

Table 10: Age of Leaders

Age	Frequency	Percentage
20-30 years	7	35.0
31-40 years	11	55.0
41-50 years	2	10.0
Total	20	100.0

Table 10 described that leaders between ages of 20-30 were 35% and leaders between age of 31-40 were 55% and leaders between 41-50 were only 2%.

Table 11: Educational Level of Leaders

Educational Level	Frequency	Percentage
B.A	14	70.0
Master	5	25.0
Doctorate	1	5.0
Total	20	100.0

Table 11 identified that B.A degree of leaders were 70%, M.A degree of leaders were 25% and doctorate leader was only 5% in PPL monastic school.

Table 12: Experience of Leaders

Years of Experience	Frequency	Percentile
3 years	3	15.0
3-5 years	6	30.0
6-8 years	6	30.0
9-11	5	25.0
Total	20	100.0

Table 12 showed that 15% of leaders had 3 years experiences, 30% of leaders had 3-5 years experiences, 30% of leaders were 6-8 years experiences and 25% of leaders were 9-11 years experiences.

According to questionnaire part 11, the researcher presented the leadership behaviors of school leaders as prescribed in this research. To identify which leadership behaviors preferred to use to solve the daily concerned issue in the classroom, the researcher also added the scores of leadership behaviors applied by the school leaders to find out the total scores.

The highest total scores of leadership behaviors were hereby presented as leaders' behaviors. The researcher distributed questions of 1- 17 items as evaluated by previous researchers and asked the preferred leadership behaviors of school leaders in PPL monastic school. 20 school leaders answered the questions based on their preference of leadership behaviors by choosing from a range of 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree and 5 – Strongly Agree. To interpret the level of means, the numbers were presented as in the following table.

Table 13: Instructional Leadership Behaviors of School Leaders Item

ILBI	Items	Mean	S.D	Interpretation
IQ1	School administrator provided us the clear definition of standards for instructional practices.	4.40	.753	Positive
IQ2	I usually involved in administrator's discussion of instructional issues in this school year.	4.30	.571	Positive
IQ3	My school administrator regularly came and observed my class-room instruction in this school year.	4.10	.788	Positive
IQ4	My school administrator always attended the teacher planning meeting in this school year.	4.25	.786	Positive
IQ5	My school administrator regularly made suggestion to improve class-room behavior or class-room management in this school year.	4.30	.732	Positive
IQ6	My administrator usually buffered teachers from distractions to their instruction in this school year.	4.05	.944	Positive
	Total	4.23	.762	Positive

According to result of table 13, average responses of monastic School leaders in Pann Pyo Lat to their preferred instructional leadership behavior stood at value of "positive" for the mean for total scale rate are 4.23 in the range of scale 3.51~4.50.

Table 14: Shared Leadership Behavior of school leaders item

SLBI	Item	Mean	S.D	Interpretation
SQ7	The department chairs/ grave level team leaders influenced the allocation of money spent in this school.	4.10	.718	Positive
SQ8	Teachers have an effective role in school-wide decision making.	3.65	1.262	positive
SQ9	Teachers have significant input into plans for professional development and growth.	4.05	.944	Positive

SLBI	Items	Mean	S.D	Interpretation
SQ10	School principals ensure wide participation in decision about school improvement.	4.30	.801	Positive
SQ11	Students have direct influence on school decision.	4.15	.587	Positive
SQ12	School teams have direct influence on school decision	3.90	1.119	Positive
	Total	4.02	.905	Positive

Table 14 shows that average responses of monastic School leaders in Pann Pyo Lat to their preferred shared leadership behavior stood at value of "positive" for the mean for total scale rate are 4.02 in the range of scale 3.51 - 4.50.

Table 15: Trust of School leaders

TBI	Items	Mean	S.D	Interpretation
TQ13	My principal provided support to the teachers when they are struggling.	3.90	1.119	positive
TQ14	My principal ensured that all students get high quality teachers.	3.60	1.273	positive
TQ15	My principal would follow through if he/ she gives promise to do something.	4.15	.933	Positive
TQ16	I believe in general that my principals' motives and intentions are good	4.00	1.025	Positive
TQ17	I feel free to discuss the work problem with my principal without fear of having it used against me later.	4.15	1.136	Positive
	Total	3.95	1.092	Positive

According to result of table 15, average responses of monastic School leaders in Pann Pyo Lat to their preferred trust behaviors stood at value of "positive" for the mean for total scale rate are 3.95 in the range of scale 3.51 - 4.50.

Table 16: Summary of Three Leadership Behaviors

Dimensions	Leadership Behaviors	Mean	S.D	Interpretation
1.	Instructional	4.23	.762	Positive
2.	Shared	4.02	.905	Positive
3.	Trust	3.95	1.092	Positive
	Total	4.08	.912	Positive

This implicitly stated that the leadership behaviors of school leaders in Pann Pyo Lat preferred to be regarded as positive. There was no any of leadership behavior items in average which indicated "very positive". This means there was no leadership behaviors which the leaders viewed as very positive. Likewise, there was no any of leadership behavior items in average which indicated "very negative", "negative' and "neutral". This means there was no leadership behaviors which leaders viewed as very negative, negative and neutral.

Discussion

For research objective 1: According to demographic questionnaire, demographic data of leaders were necessary things to be taken account for student academic long-term-outcomes because Callimore (2001) stated that the demographic of leaders influence upon the development of organizational performance while were substantially conducive to students' achievement in school district. Table No 9, 10,

11, and 12 show the demographic data of Pann Pyo Lat monastic education school. Demographic data refers to gender, age, educational level and years of experience of leaders who are wording in current school. Table 9 shows gender of leaders in Pann Pyo Lat monastic education school. Male rate is 45.0% and female rate is 55.0%. it means Pann Pyo Lat monastic education school has no worry for gender differentiation in leaders. Table 10 shows age of leaders in PPL monastic education school. Age of leaders in PPL monastic education school was more lower than 40 years old. Average of combination in both 20-30 and 31-40 years old was 90.0%. It means that PPL monastic education school needs old service and old teachers more. In table 11 showed educational level of leaders, 70 % of leaders in PPL monastic education school were B.A holders, only 25 % of leaders were master holders and only 5 % of leaders were doctorate holders. It shows that PPL monastic education school needs master and doctorate holders more. And years of experience was equivalent average of leaders. It means PPL monastic education school has no worry for years of experience.

For research objective 2: according to research objective 2, the researcher conducted this study based on three leadership behaviors of school leaders—Instructional, Shared, and trust. Instructional leadership focuses on improving classroom pedagogy and high quality teaching. Shared leadership emphasizes the engagement of leaders at many levels such hard work, changing rapidly suitable teaching method in the class-room. And trust focuses on the importance of emotions and emotional intelligence in motivating high performance. Table No 16 shows for describing which leadership behavior is most applied by the leaders in PPL monastic education school. According to table 16, the leaders prefer to

using the instructional leadership behaviors in PPL monastic education school as average response of monastic education School leaders stood at value of "positive" for the mean for total scale rate are 4.23 in the range of scale 3.51 - 4.50. In average response of monastic education school leaders, rate of instructional leadership behavior was more than rates of shared leadership behavior and trust. It identifies that the leaders in PPL monastic education school emphasizes on improving class-room pedagogy and high quality teaching.

Recommendation for future research

The current research aims to identify leadership behaviors of school leaders in Pann Pyo Lat monastic education school in Pago Division, Myanmar. The research model and analysis results can strongly assist leaders in understanding the leadership behavior. Pann Pyo Lat monastic education school leaders should focus more on their behaviors. Pann Pyo Lat monastic education school must train their leaders to be more careful of classroom pedagogy.

These leadership behaviors have an effect on performance such as improving classroom pedagogy, emphasizing the engagement of leaders at many levels and focusing on the importance of emotions and emotional intelligence in motivating high performance. The present researcher faced to many unexpected problems which were constraints to finish research in time. That is why, the future researchers are suggested to take care of all research process to easily get it done such as- to choose research topic that should be new, search for the broad resource information and to evaluate the research questions and finally to develop the research questionnaires to fit with research objectives.

Additionally, for future research, though the study has extended the knowledge of leadership behaviors—instructional leadership behavior, shared leadership behavior and trust, this study has been developed to measure only monastic school leaders and its behaviors. So it may not be generalized to other monastic school leaders and their behaviors. Future research should be developed so that generalizations can be made covering other monastic school leaders' behaviors.

Conclusion

The main research findings were revealed that proposed conceptual framework which was adapted from Louis, K. S. et al.' school effectiveness and school improvement. The mean and standard deviations of leadership behaviors are also shown. All leadership behaviors obtained resulted above the mean by school leaders' rating which implies that Pann Pyo Lat monastic school has an above-average score in instructional leadership behavior, shared leadership behavior and trust. The regression analyses imply that leadership behaviors have an impact on leaders' performance such as professional, individual (leaders) organizational development and student achievement. This may be because PPL monastic education school leaders, who take care of student achievement, are responsible for improving classroom pedagogy, emphasizing the engagement of leaders at many levels and focusing on the importance of emotions and emotional intelligence in motivating high performance.

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APPENDICES
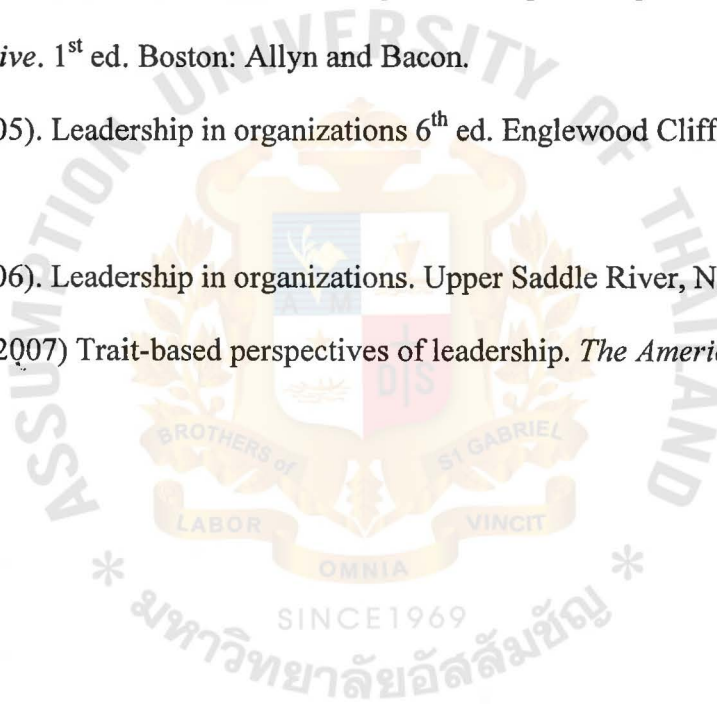
REQUEST TO APPROVE LEADERSHIP BEHAVIOR QUESTIONNAIRE

Dear Professor,

I am enrolled in the master of leadership program in Educational Administration at Assumption University at Bangkok. I am going to now collect data

So Please check content validity if matched to research objective. I have attached research question, research objective and an inventory, Leadership Behavior Inventory.

Thanks you for your cooperation and I look forward to your suggestion and reply.

Sincerely yours

Jatila, Ashin

Email: jatila27@gmail.com

Phone : 0900915244

Expert numbers for the content validity of the questionnaires

Feedback

The questionnaire items are adapted from Louis et al (2010) where alpha level is above the acceptable level. Thus, content/ construct validity is valid.

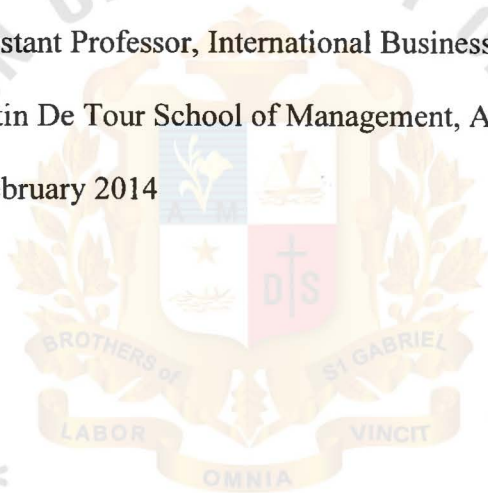.................................

Your name: Assistant Professor Dr. Hla Theingi

Position: Assistant Professor, International Business Management Dept

                Martin De Tour School of Management, Assumption University

Date...   17February 2014

Signature

Expert numbers for the content validity of the questionnaires

Feedback................

Ashin Zadila

I have read briefly about your thesis.

In order to have validity, one of the ways to argue is based on you literature.

You need to cite the article from which you use the questionnaire items. It will be

better if you can find other articles that used the similar scales. Since the

questionnaire has been tested before and checked for reliability in the article,

examiners could accept that scales are valid.

Can please send me your phone numner?

Regards

..../

Your name: Assistant Professor Dr, Thingi

Position: Assistant Professor, Fulltime Lecture, Marketing Department, Assumption

   University

Date ...... 20 February 2014

Expert numbers for the content validity of the questionnaires

Feedback ....

The questionnaire items are adapted from Louis et al (2010) where alpha level is as follows: instructional leadership level is .82, shared leadership level is .78 and trust is .90. Thus, content/ construct validity is valid.

With best

Your name: Assistant Professor, Dr. Myint Thein,

Position: Assistant Professor, Dr. Myint Thein, full-time lecturer In Assumption University

Date ...... 23 February 2014

APPENDIX C

Questionnaire

LEADERSHIP BEHAVIORS QUESTIONNAIRES

Part 1.

Please click the mark on the following points relevant to your demographic.

A. Gender   Male ☐   Female ☐

B. Age   20-30 ☐   31-40 ☐   41-50 ☐

C. Education   BA ☐   Master ☐   Doctorate ☐

D. Experience (current school)   3yrs ☐   3-5yrs ☐   6-8yrs ☐   ☐

     9-11

Part 2.

DIRECTIONS:

DECIDE whether you (1) Strongly Disagree (2) Disagree, (3) Neutral, (4) Agree or

(5)

Strongly Agree as described by the item.

DRAW A CIRCLE around one of the five letters (1 2 3 4 5) following the item to

show the   answer you selected.

     1 = Strongly Disagree, 2 = Disgree, 3 = Neutral, 4 = Agree, 5 = Strongly

Aagree

MARK your answers as shown in the examples below.

(1) Example : Strongly Agree as described   5

(2) Example : Disagree As described   2

(3) Example : Neutral as described   3

Q1.	School administrator provided us the clear definition of standards for instructional practices.	1	2	3	4	5
Q2.	I usually involved in administrator's discussion of instructional issues in this school year.	1	2	3	4	5
Q3.	My school administrator regularly came and observed my class-room instruction in this school year.	1	2	3	4	5
Q4.	My school administrator always attended the teacher planning meeting in this school year.	1	2	3	4	5
Q5.	My school administrator regularly made suggestion to improve class-room behavior or class-room management in this school year.	1	2	3	4	5
Q6.	My administrator usually buffered teachers from distractions to their instruction in this school year.	1	2	3	4	5
Q7.	The department chairs/ grave level team leaders influenced the allocation of money spent in this school.	1	2	3	4	5
Q8.	Teachers have an effective role in school-wide decision making.	1	2	3	4	5
Q9.	Teachers have significant input into plans for professional development and growth.	1	2	3	4	5
Q10.	School principals ensure wide participation in decision about school improvement.	1	2	3	4	5
Q11.	Students have direct influence on school decision.	1	2	3	4	5
Q12.	School teams have direct influence on school decision.	1	2	3	4	5
Q13.	My principal provided support to the teachers when they are struggling.	1	2	3	4	5
Q14.	My principal ensured that all students get high quality teachers.	1	2	3	4	5
Q15.	My principal would follow through if he/ she gives promise to do something.	1	2	3	4	5
Q16.	I believe in general that my principal's motives and intentions are good.	1	2	3	4	5
Q17.	I feel free to discuss the work problem with my principal without fear of having it used against me later.	1	2	3	4	5

BIOGRAPHY

Personal Profile

Name of Researcher: Ven. ASHIN JATILA

Date of Birth: 18th APR 1981

Place of Birth: KAWA TOWNSHIP, PAGO DIVISION, MYANMAR

Nationality: MYANMAR

Email: jatila27@gmail.com

Educational Background

2014: Master Degree of Education in Educational Administration (M.Ed.

(E.A)). Assumption University, Bangkok, Thailand.

2010: Bachelor Degree of Art (Buddhism), Sitagu International Buddhist

Academy, Sagaing Hill, Sagaing, Myanmar.

2008: Diploma in Buddha-Dhamma and English, Sitagu International Buddhist

Academy, Sagaing Hill, Sagaing, Myanmar.

2003: SasanaDhajadhammacariya Degree, equivalent to Master of Arts

(Buddhism).

Educational Working Experiences

2010: Lecturer of Diploma Course at Sitagu International Budddhist Academy,

Sagaing Hill, Sagaing, Myanmar.

2000-2004:   Pali Teacher at Sasanamandine Pali University, Pago Division,

Myanmar.

The researcher was born in Nyaung Da Bin Village, Kawa Township, Pago Division, Myanmar on APR, 1981 and he was the oldest one among his 5 siblings. His grandfather sent him to a monastery of his village to become a novice when he was 13 years old. As a novice life, he left village to Ya da nar di pan Pali monastery in Yangon to study the basic Buddhist Pali Literature. He passed Pa Hta Ma Pyan Pali Examination as novice in 19 years old.

Having completing twenty years of age in 2000, he was ordained a Buddhist monk under the patronage of Ven. Vepulla in Kha Nee Village, Kawa Township, Pago Division, Myanmar. To continue his higher Buddhist study, he moved to Kaing Khone Pali University in Kha Yan Township, Yangon and Sasanamadine Pali University in Pago Division. In Sasamandine Pali University he served as a Pali literature yearly to over 100 monks and nuns who were attending Pa Hta Ma Kyi Tan Pali Examination for 4 years. Having passing the Sasanadhajadhammacariya Degree, equivalent to master of Arts (Buddhism), he also moved to Sitagu International Buddhist Academy in Sagaing Hill, Sagaing, Myanmar in 2015. From that university he got Diploma and B.A (Buddhism) Degree. In Sitagu International Buddhist Academy he served as a teacher to Diploma students.

In 2010, when the extremely hot whether caused wells and lakes dry, the people in the affected areas were running out of water. Then he organized some donors and volunteers to drill wells so that people can get drinking and running water. He gave Dhamma talk to the lay people around the country especially in summers. He established a foundation of charity for the primary students in the villages of his native town by the budget collected from the Dhamma talk. In 2011, he donated exercise books which are worth KS 2,900,000 to the primary schools of 15 villages.

In 2011, he attended Master Degree in Graduate School of Education, majoring in educational administration at Assumption University, Thailand. In 2014, he accomplished Master Degree.