



A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS
TOWARDS ADMINISTRATIVE SUPPORT AND THEIR COMPETENCE AT No. (1)
BASIC EDUCATION HIGH SCHOOL IN HPA-AN TOWNSHIP, KAREN STATE,
MYANMAR

Nan Mi Hnin Lay

ID No. 6219566

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in
EDUCATIONAL ADMINISTRATION AND LEADERSHIP
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: ASST. PROF. DR. YAN YE

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ABSTRACT

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AN TOWNSHIP, KAREN STATE, MYANMAR

Thesis Advisor : ASST. PROF. DR. YAN YE

The purpose of this study was to determine the relationship between teachers' perceptions towards administrative support and their competence at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar. The participants were (75) full-time teachers from No. (1) high school during the academic year of (2020).

The researcher adopted two main theories for this study which were Methner's Administrative Support Survey (MASS, 2013) and Teacher Competence and Teacher Effectiveness (Medley, 1977). The data was analyzed utilizing "Descriptive Statistics", "Frequency and Percentage", "Mean and Standard Deviation" and "Pearson Product Moment Correlation Coefficient" methods.

This study found that teachers' perspectives in both of administrative support and teacher competence were high with the total mean score 3.74 and 3.87 respectively. Administrative support and teacher competence were highly and positively correlated $r = .74$ and $p = .000$. Thus, it is determined that there was a significant relationship between teachers' perceptions towards administrative support and teacher competence.

The study findings recommended that teachers need to foster their teaching determining students' needs and establish the clear teaching objective and learning outcome. What is more, constructive feedback should be provided more by principals to enhance teachers' self-reflection and spending more time with teachers for discoursing and conversation whenever it is necessary. Both of teachers and principals are encouraged to be positive agents or leaders to students promoting student-centered learning in the 21st century education trend.



Field of Study: Educational Administration

Students' Signature :

Graduate School of Human Sciences

Advisor's Signature:

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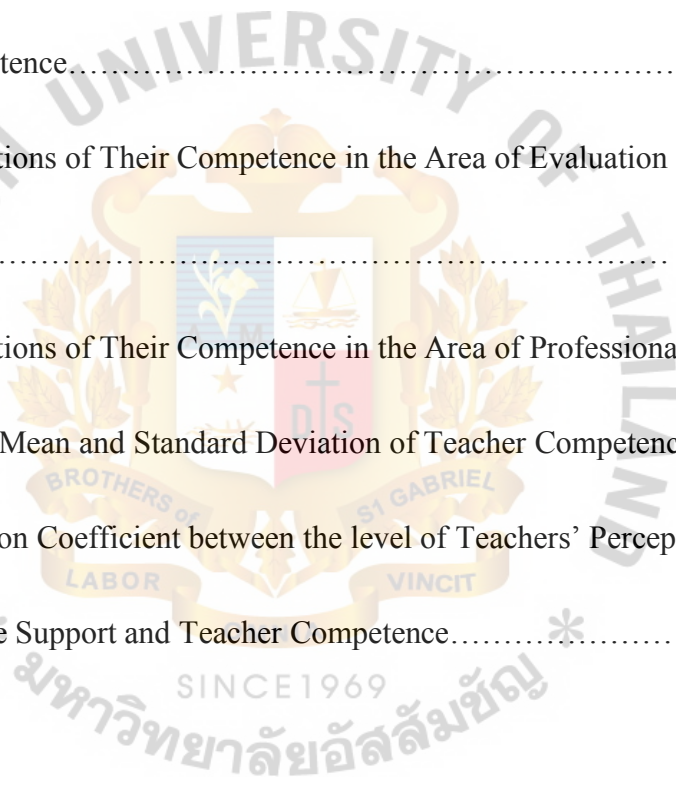
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CHAPTER I

Introduction

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

Background of the Study

It is not deniable that 21st century drives the educational field bringing along both opportunities and challenges around the globe. The school is a way to help people develop their capacity to live up to their real lives and the foundation for improving the community, politics, and economics (Ekinci & Acar, 2019). It is also vital that people are able to reapply their skills, knowledge and experimental experiences in collaboration in their real life and workplace, comprehension new ideas, making the right decision in various situations and thinking critically in dealing with tough tasks what they gain from the school. People are trained by the school to face the challenges and to get a better life.

As the educational tools such as technologies, teaching styles and curriculum become advanced, educational leaders require to enhance their skills and knowledge in order to help improve student's achievement. In the 21st century, facing the challenges regarding teachers' teaching-learning approaches and its objectives is one of the obvious challenges because of the advanced technologies and new information (Rao, 2004). According to Ariratana, Sirisookslip, & Ngang (2015), great educators, supervisors, instructor abilities, administrations, devices, teaching materials and instructional methods are provided to be utilized in the 21st century which are what educational leaders attempting to discover approaches to educate students better.

In order to educate students productively and successfully, teachers have to be highly competent, able to deliver various styles of teaching approaches including child-centered as well. Furthermore, teachers should have the evaluation ability to assess students' performance and learning improvement utilizing appropriate assessment tools. Evaluation is the key factor in analyzing students' achievement and academic growth. It also helps the teachers to realize how well the performance of the learners is. Diana (2011) recognized that teachers should have so many aptitudes, basic knowledge, and expertise to become effective instructors in the study field with the ability to do the new change plan.

It is assumed that teachers' relationship dissatisfaction with principals and students is "one of the reasons leaving their career" (Alliance for Excellent Education, 2008, p. 2). In other words, lack of supports from administrators such as teaching materials, constructive feedback, open discussion and conversation, personal improvement and growth also cause dropping the teachers' self-assured and competence. Consequently, teachers' insufficient skills and knowledge also lead the students' academic achievements worse. The quality of teachers is linked to the quality of education and the skilled teachers usually have good behavior, good knowledge and good quality (Ninlawan, 2015). In order to make the students and schools achieve their goals, teachers' competence is highly important to take part as the driving machine to make it happens. It can be tough to produce a qualified and competent teacher without administrative support, therefore the researcher strongly believes that administrative supports help enhance teachers' competence.

It is highly important that principals building relationship with professional teachers as they are playing an imperative role in the school (Edgerson, 2006). Nowadays, teacher

principal relationship has become critical and many factors affect how teachers and principals view their relationship (Edgerson, Kritsonis, and Herrington, 2006). For instance, school reform efforts, funding and disciplinary concerns, and extracurricular activities are all factors that fuse to influence the relationship between teacher and principal. Interactions (both formal and informal) between teachers and principals are meant to improve teaching. However, it is often lack of effort for purpose and emphasis to meet the requirements of the No Child Left Behind governance's accountability (Daly & Crispeels, 2008).

Since administrative support has been seen as the vital contribution component to keep teachers staying longer at their career and it is also important that principals are aware of teachers' needs especially for educational context. Building and promoting the relationship between teacher and principal is beneficial to keep teachers' satisfaction and working longer at their workplace (Quinn & Andrews, 2004). Positive relationships with principals increase teacher self-esteem in the classroom and their effectiveness (Edgerson, 2006).

In reviewing the teacher-principal interactions at Myanmar public schools, it was apparently going top-down systems. Although education in Myanmar is now entering period of reform, administrators had been largely unproductive in implementing instructional leadership. Teachers rarely had the chance to involve in decision making process and they just had to accept what the decisions or plans are made by the principals and education leaders. Most principals at public schools in Myanmar practiced autocratic management rather than collaboration with teachers. A good and collective teachers-principal relationship can have a positive impact on students' achievements and academic growth. Thus, by exploring teachers' perceptions on administrative supports that they get from principals and evaluating their capacities would be beneficial to schools' and students' achievements.

Statement of the Problem

Although Myanmar education system is in the new transition and reform, principals' effectiveness and productivity still remain insufficient in supporting teachers particularly in teachers' instructional improvement, professional capacity and personal growth. According to a preliminary interview at the selected school, teachers described that they receive no encouragement from their principal for professional development. Teachers also quite hesitated to ask for instructional assistance and to have conversation (both formal and informal) regarding their needs and competence. Consequently, less administrative support led to students' academic achievements, teachers' self-esteem and professional competence falling. For this reason, the researcher decided to explore teachers' perceptions on administrative support that they got from principal and their level of competence and how these two factors had impact on each other.

The researcher decided to conduct this study and hopefully this study produces great outcome regarding teaching and learning process for teachers, precious information and data for teachers, principals, and future researchers.

Research Questions

1. What is the level of teachers' perceptions towards administrative support at Basic Education High School in Hpa-an Township, Karen State, Myanmar?
2. What is the level of teachers' perceptions towards their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar?
3. Is there any significant relationship between teachers' perceptions towards administrative support and their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar?

Research Objectives

1. To identify the level of teachers' perceptions towards administrative support at Basic Education High School in Hpa-an Township, Karen State, Myanmar
2. To identify the level of teachers' perceptions towards their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar
3. To determine the significant relationship between teachers' perceptions towards administrative support and their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar

Research Hypothesis

There is a significant relationship between teachers' perceptions towards administrative support and their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar.

Theoretical Framework

This study was conducted adopting two theories which were Methner's (2013) Administrative Support Survey and Teacher Competence and Teacher Effectiveness by Medley (1977).

1. Methner's (2013) Administrative Support Survey (MASS)

Methner (2013) developed five components for administrative support which are Instructional Improvement, Feedback, Discourse, Reflection and Growth, and Anxiety. It is intended to identify areas of strength and weakness in the relationship between teacher and principal.

- **Instructional Improvement** defines teaching and learning materials provided to teachers by school administration to foster classroom instruction.
- **Feedback** represents having the conversation (both formal and informal) between principals and teachers after doing observations about teachers' instruction and performance.
- **Discourse** refers to discussion of teachers and administrators about teaching and learning using the special terms for particular field to build the level of engagement.
- **Reflection and Growth** represents the range of encouragements which administrators offer to teachers to improve their self-reflection and professional development.
- **Anxiety** is teachers' insecure and hesitant in interacting with principal.

2. Medley's (1977) Teacher Competence and Teacher Effectiveness

Medley (1977) defined teacher competence as a set of teacher's knowledge, skills, and abilities to effectively perform teaching duties and functions. He suggested four components of teacher competence which teachers should have in carrying out their educational activities in and outside the classroom. Those four components are: Teaching and Learning Competence, Child centered Approach Competence, Evaluation Competence, and Professionalism were believed to be theoretical foundation in investigating teachers' perceptions on their professional competence.

- **Teaching and Learning Competence** is related to teachers' abilities and instructional experience to carry out curriculum-based teaching and learning activities by applying proper teaching and learning methods. A range of

suitable teaching strategies are also applied to meet individuals' different needs and interests. It also promotes student-centered learning and improves students' academic achievement utilizing teachers' skills and capacities.

- **Child-centered Approach Competence** refers to the ability of teachers to carry out active learning by engaging students in the learning process and involving students in teaching and learning activities. It encourages students' participation in the classroom and students are the focus of teaching and learning.
- **Evaluation Competence** defines teachers' abilities to assess students' performance and learning improvement utilizing appropriate assessment tools. Evaluation is the key factor in analyzing students' achievement and academic growth. It also helps the teachers to realize how well the performance of the learners is.
- **Professionalism** is related to teachers' skills and abilities in particular role which they are taking and subject-related expertise at the school or institution. It is also a commitment to serve a wide range of skills to the school. Good personality, attitude and work ethic to contribute to the teaching and learning are expected from teachers to boost professionalism.

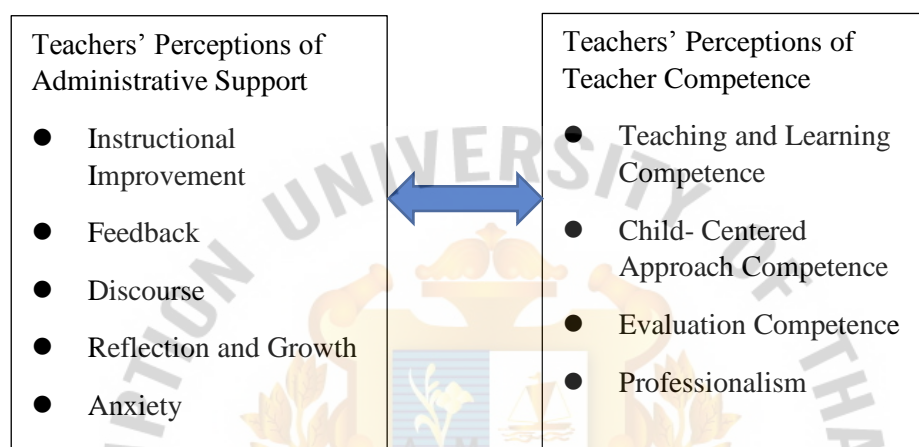
Conceptual Framework

This study aimed to determine the relationship between teachers' perceptions towards administrative support and their competence at Basic Education High School in the academic year of 2020. Teachers' qualification plays very crucial role at a school to produce the qualified students and to reach the school goals. Teachers' competence could be supported by principal providing assistances such as instructional improvement, feedback and personal development which help teachers' teaching and learning advancement. Without principal

support, teachers' teaching and learning process might not be productive enough.

Administrative support and teacher competence take essential part to accomplish students' achievement and school's goals. Figure 1 shows the conceptual framework for this study as follows:

Figure 1. Conceptual Framework



Scope of the Study

This study was conducted during 2020 academic year at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar. A total of 75 full-time teachers participated in study regarding their perceptions on administrative support and competence.

Definition of Terms

The significant terms used in this study are listed as follow:

Teachers refers to the full-time teachers who are currently teaching at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar.

Teachers' Perceptions refers to teachers' views and impressions at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar.

Basic Education High School refers to the No. (1) public government school located in Hpa-an township, Karen state, Myanmar and managed by Ministry of Education (MoE), Myanmar.

Administrative Support refers to the support that principals contribute to teachers particularly in teaching and learning enhancement, making both formal and informal conversation, providing personal growth, encouraging self-reflection and easing the level of teachers' discomfort in communicating with them. There are five components of administrative support which are instructional improvement, feedback, discourse, reflection and growth, anxiety.

- **Instructional Improvement:** It refers to the support which are given to teachers to improve lesson planning and teaching, to provide new ideas and techniques in order to foster teaching quality. Part II questionnaires 1,2,3,4,5 used to measure instructional improvement.
- **Feedback:** It refers to the feedback session for teachers that is received from the principal after formal or informal observations. The principal offers the useful ways to teachers to adjust and improve their teaching and learning. Feedback was measured by question items 6,7,8,9 in Part II questionnaire.
- **Discourse:** It refers to the discussion of teachers and principals for building up the level of teaching and learning development for teachers. Discourse was assessed by questions items 10,11,12 of the questionnaire part II.
- **Reflection and Growth:** It means encouraging teachers in reflecting their teaching practices and engaging teachers in dialogue for self-analysis to upgrade teachers' personal growth. It was measured by items 13,14,15,16,17 of the questionnaire part II.

- **Anxiety:** It refers teachers' uncomfortable manners interacting with principal and feel nervous when their class are being observed. It was surveyed by items 18-22 of the questionnaire part II.

Teacher Competence represents the abilities, skills, expertise and knowledge of teachers to carry out instructional tasks. There are four components of teacher components which are teaching and learning competence, child-centered approach competence, evaluation competence and professionalism.

- **Teaching and Learning Competence:** It defines teachers' capacities and qualification to do teaching and learning functions. This was measured by items 1-6 of the questionnaire part III.
- **Child-centered Approach Competence:** It refers to the ability of teachers to engage and encourage students to be active learning by utilizing a variety of teaching techniques. It was evaluated by questions items 7-15 at questionnaire part III.
- **Evaluation Competence:** It refers to the level of analyzing skills of teachers to assess and grade students' achievements. This was measured by item 16-24 of the questionnaire part III.
- **Professionalism:** It refers to the commitment, attitude, manner, and professional collaboration in delivering teaching to student. It was evaluated by items 25-30 of the questionnaire part III.

Significance of the Study

This study was beneficial to the teachers, principals and administrators' schools and future researchers with the result and information of school's administrative support and

teacher competence at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar.

This study provided the information and data for principals to realize what administrative support are demanding by teachers in order to make efforts in teachers' needs and create the supportive and collaboration working environment. Moreover, the principals would be aware of the specific needs of teachers, so that principals could provide the right support to individuals.

For the school teachers, this study analyzed their range of abilities, skills, strengths and weaknesses to undertake the responsibilities regardless of the job requirements. Once teachers comprehend their current situation, they were more likely to advance themselves by getting support from principals and it leads the students' academic achievement better and higher.

In addition, this study encouraged the schools to consider teachers' competence to retain them stay longer by providing their essential needs and create the space and opportunities in considering administration assistance.

For the future researchers, this study would serve as the example reviewing resources or references to conduct the similar research at the different schools and other educational training centers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the research literature and mentions the detail of conceptual framework as follows:

- Concept of Administrative Support
- Methner's Administrative Support Survey (2013)
- Other Related Theories of Administrative Support
- Previous Studies on administrative support
- Concept of Teacher Competence
- Teacher Competence and Teacher Effectiveness (Medley, 1977)
- Previous Studies of Teacher Competence
- An Overview of Basic Education System in Myanmar
- Background of No. 1 Basic Education High School
- Summary of Literature Review

Concept of Administrative Support

Principal support was described in various ways including providing brainstorming assistance to teachers for new ideas, assisting teachers in the fields of student discipline and attendance, coping with unreasonable parents, assigning special projects, putting instruction into action and distributing content.

Principal support to teachers has been shown as a key aspect of school leadership. For instance, Marks and Printy (2003) shared instructional leadership as an enlarged view

of school leadership between the principal and the teachers. Gross and Harriot (1965) described administrative support by emphasizing three key support areas: social, managerial, and teachers' authority.

Butterworth (1981) explained support as resources provided by the principal to improve teachers' perceptions. She emphasized the importance of principal support in assisting teachers in curriculum issues, providing advice and offering encouragement. Prior research emphasizes that the impact of the principals on student achievement is mainly due to the instructional support given to teachers (Goddard et al., 2015; Heck & Hallinger, 2009; Leithwood & Mascal, 2008; Louis et al., 2010). Leithwood and Mascal (2008) also identified collective principal leadership is correlated with student achievement as mediating variables through teacher ability, motivation and working conditions.

Methner's Administrative Support Survey (2013)

Methner (2013) formulated five components of administrative support: (1) Instructional Improvement (2) Feedback (3) Discourse (4) Reflection and Growth (5) Anxiety to explore the fundamental aspects of contemporary teacher-principal relationship.

(1) Instructional Improvement

In the era of accountability, the role of principals throughout instructional improvement is vital and sometimes challenging, as leaders must not only serve as instructional leaders but also in many other capacities (Hambright & Franco, 2008). Additionally, principals are expected to oversee of the school general issues, outcomes and teachers' professional development and students' achievement. Depending on the different level of the teacher's capabilities, the principals' supervision approaches would be varied. In a qualitative study of 16 veteran teachers with a minimum of 15 years of experience,

Brundage (1996) asserts agreement among survey participants that veteran teachers may have a greater knowledge base than supervisors. These teachers may only need support and reassurance from superiors that their experiential knowledge is compatible with the theory of education (Brundage, 1996, p. 90).

Such literature is relevant to the discussion because it demonstrates that the standards must be versatile when evaluating teacher-specific approaches to instructional improvement (Bates & Burbank, 2008; Brundage, 1996; Downey, 2004; Range et al, 2011). According to Okeafor and Poole (1992), school monitoring “is undertaken to improve student instructional and learning experiences, but that administrators still ' seem less dedicated to improvement than to maintaining the status quo” (p. 372). Thus, principals still need to make more efforts in improving instructional support and fostering teacher-principal relationship.

(2) Feedback

Feedback is basically beneficial to all developments of the school, especially principals to teachers in order to improve teachers’ instructional process. Productive principals must correctly identify which form of feedback is appropriate for a particular teacher. Some teachers may need substantial support, while others may merely need reinforcement and constructive strengthening. According to the observation of Okeafor and Poole (1992) regarding collaborative supervisors, they noted that it is likely the best-case scenario for instructional feedback where respect, formal and informal teacher-principal relationships and the avoidance of potentially harmful confrontations are paramount. In addition, (Timperley, 2005) asserted “in order to provide teachers with feedback beyond standardized teaching, principals required in-depth knowledge of disciplinary and pedagogical content” (p. 147). When teachers consider principals as having sufficient knowledge of the content, then feedback is even more effective.

(3) Discourse

Discourse is an integral part of the feedback process and stresses the interaction and relationship between administrator and instructor. Cosner (2010) further emphasizes the importance of teacher-principal discourse, “improving the quality of school-wide interactions includes not only proactive steps to stimulate and maintain positive teacher interactions, but also critical interventions when individual or collective interactions between teachers become unproductive and unhealthy” (p. 133). Yager, Pederson, Yager, and Noppe (2011) claimed that “many critical demands placed on the program is the ability to share and cooperate with others in order to provide guidance and to improve student progress.” (p. 13). Professional learning communities are an effective way for teaching staff to promote discourse.

(4) Reflection and Growth

Reflection and growth of teachers and administrators, although not specifically addressed in data-driven assessments, are vital for instructional improvements. Range et al. (2011) examined that feedback and instruction from walkthroughs in the classroom were shown to be an effective way to initiate constructive reflection on instruction. Not only teachers benefit from reflection but also principals get advantage from it to consider teachers’ professional growth. Zimmerman (2011) supported that reflection can help leaders determine unproductive practices, adjust behaviors, self-efficacy values, strengths and weaknesses, and potentially formulate a successful learning plan.

(5) Anxiety

Evaluating teachers in the accountability period is transforming compared to how they were evaluated previously. This transition can result in anxiety, which in turn affects the quality of instruction. Principals’ evaluations and communications to teacher’s anxiety must

be taken thoughtfully in determining teacher-principal relationship and effectiveness (Gold et al., 2010). According to Mintz (2007), “work stress for teachers can come from "workload, uncertainty of position, school structure and ethos, management style, evaluation by others, poor working conditions and student behavior and discipline problems” (p. 155). When job descriptions and position are not clear, it makes teachers confused and stressed at the workplace. They must pay attention to various workload such as teaching, school management and discipline problems. Moreover, teachers get stressed when they are judged by others without having discussion and conversation. Dealing with difficult students in the class also strain teachers.

Anxiety of teachers and administrators should not be disregarded in today's educational environment. According to Leary (1983), “people's concerns about being unfavorably assessed by others have been involved in a number of social psychological factors, including conformity, pro-social behavior, self-representation, self-serving attributions, social anxiety, self-disability, change of attitude, compliance, and social facilitation”.

Other Related Theories of Administrative Support

Transformational Leadership

Administrative support means the contribution of principals to teachers and it includes components such as instructional support, emotional support, social support, personal development, encouragement, appreciation, inclusion and so on. Principals always make sure that teachers receive adequate and proper assistance whenever necessary. Principals engage teachers in decision making process regarding school and their tasks, so that teachers can have a chance to raise their voice. Moreover, teachers are encouraged to

foster their personal growth and development to achieve their goals and are also appreciated what they achieved.

Five dimensions of transformational leadership are vision, inspirational communication, intellectual stimulation, supportive leadership and personal recognition. These components are supposed the principals to have as the school leaders. In addition, one of core elements of transformational leadership is the ability to encourage people to achieve a common goal. Transformational leaders are building meaningful relationships with individuals while increasing community engagement as well. It was found that transformational principals promoted a sense of community and a common vision or goal for the school. It was also found that transformational principals focused on: (a) providing emotional support and appreciation to staff members; (b) promoting a culture of empathy and trust (c) promoting collective decision-making and motivating teachers to make decisions about their jobs using their own judgment (d) working with staff to identify the school's vision and purpose; (e) motivating teachers to be effective and creative and; (f) creating opportunities for teachers to learn from each other (Mulford, 2003).

The concept of administrative support and transformational leadership are that much the same when it comes to contribution and supporting to teachers' individual needs at the school. Both have alike features in providing assistance to teachers, encouraging teachers' professional development, and promoting a common goal for school. That is why the researcher reviewed the transformational leadership as the related theory of administrative support.

Servant Leadership

Teachers were the main focus since administrative support emphasizing on contribution to teachers. In this context, principals prioritized teachers' needs and personal growth and development. Teachers are viewed as the valuable resource persons for the

school. Principals trust and pay respect to teachers' abilities, skills and create the opportunities for each individual who are in need. Additionally, in the administrative support concept, principals or school leaders promote teachers' authority at their respective role. Principals sometimes remain as the followers at the school since teachers are served as the school priority and authority. Thus, the researcher reviewed servant leadership as the related theory of administrative support.

Leaders who subscribe to servant leadership theory focus their primary concern on the people within the organization to which they belong. Servant leadership views the leader as a servant to his or her followers (Smith et al., 2004). A servant leader is one who values the people within the organization above the organization itself (Stone et al., 2003). Like transformational leaders, servant leaders practice similar behaviors. Those who practice servant leadership theory do so by: (a) facilitating a shared vision; (b) developing strong interpersonal relationships; (c) remaining available and accountable to others; (d) serving others before themselves; (e) providing opportunities to learn by collaborating with others and by; (f) valuing others' ability to solve problems. The servant leader's focus is on the growth and personal development of the followers themselves, while the transformational leader's focus is on engaging the followers to attain organizational objectives (Stone et al., 2003).

Previous Studies on Administrative Support

Methner (2013) carried out the study to examine how K-12 teachers perceived administrative support and how these perceptions predict their readiness. Middle school teachers from three different districts were surveyed utilized Methner's Administrative Support Survey (MASS) developed by Methner. This study found that Reflection and Growth was a significant variable in teachers' readiness. Moreover, significant differences in

the areas of Instructional Improvement and Feedback were also noticed due to instructors' years of experience. Eventually, significant mean differences were found in teacher views of administrative support between the three school districts.

Choi (2017) conducted the study to explore the perceptions in both of the extent and the importance of administrative support for *Special Education Teachers* (SETs) provided by principals in South Korea general education schools. House's (1981) four-dimensions framework was utilized in this study. SETs pinpointed that support what they obtained from principal is general for the extent of administrative support. The study found that SETs perceived emotional and instrumental support are more important than appraisal and informational support. In addition, the extent of and importance of administrative supports had the significant differences according to this study. As the result, SETs mentioned that the principals should have greater knowledge and better understanding of special education.

Talley (2017) set out the study to determine the perceptions of novice teachers regarding administrative support and how it influences their capabilities and decision making about their career. This study was guided by Vroom's (1964) expectancy theory, House's (1971) path-goal leadership theory, Bandura's (1977) social cognitive and self-efficacy theories. The result of the study described that expressive support, instrumental support and teacher stress lacked regarding novice teachers' perceptions of a lack of support. Even though novice teachers may not agree on particular aspects of administrative support being important to their abilities, all of the participants in this study agreed on specific elements of expressive support, instrumental support, and teacher stress as being factors in their decision to either migrate or leave the profession. These specific features were no support for student discipline, no fairness, no administrative flexibility, no respect shown by administrators and administrators are not approachable.

Concept of Teacher Competence

Medley (1977) theory of teacher competence is characterized as a collection of knowledge, skills, attitudes, abilities and beliefs that people need in order to succeed in a profession. It is described that teachers need the ability to produce ideal learning outcomes from teacher and student relations, in which evaluation and instructional enhancements improve the performance of learners.

Caena (2011) noted that competence can be seen as a holistic concept, a diverse blend of knowledge, understanding and know-how. Additionally, the author claimed that competence logically linked to a comprehension of a person's relevant knowledge, skill and ability on something that can consistently be demonstrated at a certain level of achievement. Competence relates to the capacity to manage dynamic demands by mobilizing psychological social resources, cognitive and functional skill and attitudes such as motivation, value-orientation and emotions.

Hagger and McIntyre (2006), proposed that competence is the synthesis and application of expertise, skills, mindsets, belief and personal characteristics, enabling the instructor to act professionally and reasonably in certain contexts and to apply them in a coherent manner. Teacher skills, which reflect a broader view of teacher professionalism, can be said to recognize the teacher's multi-dimensional positions on multiple levels of the individual, school, local community, and professional networks. Shannon (1994) emphasized more specific in teaching competencies. Teaching skills are defined in terms of having two expertise types which are the ability to master the subject matter and professional knowledge. Thus, the authors argued that teacher competence refers to the abilities, beliefs, and expertise that a teacher possesses and brings to the teaching environment.

Danim (2010) claimed that four competencies which a teacher should possess are pedagogical competence, personal competence, social competence, and professional competence. Suparlan (2006) explains that the teacher's standard of competence shall be the size defined or required in the context of knowledge acquisition and to be feasible for functional positions in accordance with his duties, qualification, and educational level. Teacher's competence is not an independent component; it is supported by some factors. Symanyuk and Pecherkina (2016) discuss that a particular condition of education atmosphere provides to the competence of a teacher. It further points out that teacher motivation is influenced by the teaching experience of creative schools. It forms a teacher's view of striving for achievement by creating emotional well-being and independent living capacity.

Teacher Competence and Teacher Effectiveness (Medley, 1977)

This study focused on the four major components of teacher competence as mentioned in the conceptual framework namely (1) Teaching and Learning Competence, (2) Child-centered Approach Competence, (3) Evaluation Competence and (4) Professionalism.

(1) Teaching and Learning Competence

By the time discoursing about teaching and learning competence, it is imperative that to clearly comprehend the teaching competence and teacher competence in order not to misinterpret its concept. Hagger and McIntyre (2006) supported clear definition of teaching competence and teacher competence to eliminate misinterpretation. Teaching competence defines as the teacher's function in the classroom, thus directly related to the teaching skills. Teacher competence refers to the professionalism of teachers which has to do with personal characteristics, attitudes and ethical standards that emerge during the teacher performs his / her duty as an educator.

Glickman and Gordon (2010) in the Supervision and Instructional Leadership Theory suggested that the supervisory aim is to enhance instructional improvements related to productive teaching and learning strategies. They argued that successful teaching depends on what teachers intend to teach. Teaching and learning applied different instructional and teaching practices including techniques for achieving effective learning outcomes. Furthermore, competent teachers could be able to produce teaching and learning tools by themselves depending on the needs and interests of learners in cooperation with the related school body. Self-made teaching and learning resources are the best tool for effective teaching. It also would positively be beneficial to students' learning process.

Instructional strategies tend to be one of the key aspects of involvement cooperation in the classroom (Shernoff et al., 2016). The most effective teachers, or those close the top of the standard distribution, can get a whole year's worth more of learning than teachers at the bottom (Hanushek, 2014). Udoukpong (2012) also noted that one of an efficient teacher's dominant views is one that keeps students actively engaged in an academic mission and has a range of teaching methods to maintain learning engagement. Additionally, pedagogical competence demands that teachers not only have a solid knowledge of content but also, more generally, the ability to effectively foster learning on the subject (Bundick et al., 2014). It is undoubted that a competent and qualified teacher produce outstanding students' outcomes and create proactive learning environment. The consistency of the pedagogical interventions to produce positive student outcomes is at the forefront of the teacher-student relationship (Holzberger et al., 2014).

(2) Child-Centered Approach Competence

Traditional teaching which known as teacher-centered was applied at schools in the past few decades. In that case, teachers are the center source of the learning experience.

Teachers lead the class and deliver the lesson without doing activities and discussions. In these days, however, child-centered teaching has widely taken the vital role in 21st education trend. Teacher were obviously encouraged to apply child-centered approach teaching providing students with lesson related activities and creating project-based or activities-based learning assignments. According to Medley (1977), developing a positive attitude, enthusiasm and engagement of students and the learning environment in the various areas and addressing children's behavioral problems, child-centered approach is the most ideal way.

The learner-centered approach also known as child-centered approach applies to active learning, student involvement, and other student-centered practices (Weimer,2012). Five principal features of student-centered approach are recommended by the author which can be applied by teachers in teaching and learning activities. In addition, the suggestions of the author regarding student-centered approach in teaching and learning are: (1) Teaching of skills which instructors teach students how to think critically, solve problems, evaluate and analyze evidences, generate idea and learning skills to master discipline material involve in Child-Centered approach. (2) Learners are encouraged in student-centered practice to reflect on what and how they are learning. Students are responsible for thinking things critically, evaluating the outcomes reasonably and taking the responsibilities what they are doing. (3) Child-Centered approach motivates students by giving them some influence over the process of learning. For instance, teachers let the students making the classroom disciplines, offering the alternative options about assignments rather than giving the set ones and including students' suggestions in setting up the assignments criteria. (4) Child- centered approach encourages cooperation. Students actively participate in the classroom activities and extracurricular activities.

This is one of the most functional ways to help students strengthen their self-reliant problem-solving and professional core skills. Students are supposed to play a more active role in learning, and teachers serve as facilitators to mentor students in an effective manner in learning environment.

(3) Evaluation Competence

It is apparently crucial to teachers to possess the ability of evaluation in order to analyze their tasks quality and students' performance and progress. Hills, Nitko and Merwin (1990), described that evaluation as a procedure for obtaining information used to make decisions about the accomplishment of student learning results, providing guidance on growth, identifying student strengths and weaknesses and monitoring the efficacy of curriculum and policy-related teaching.

Medley (1977) argued that evaluation refers to the mechanism by which students are judged and graded in relation to their achievement during study over time. There are two major types of evaluation widely performed at most educational institutions. The first is formative assessment that shows teachers about the performance, knowledge and skills of their pupils and this information can be used to prepare lessons or remediation to enhance the results of the pupils. The second form of assessment, namely summative evaluation, provides a picture of how well a student performs in a particular subject over a period of time, on a set of specific learning objectives. Summative evaluation is more useful for systematic quality control (Medley, 1977).

Furthermore, Black and William (1998) also supported that the power of summative evaluation, which is more useful for systematic quality control. They highlighted that assessment and evaluation are critical instruments for teachers and the education system, as they help to prepare lessons better on the basis of their learners' strengths and weaknesses.

(4) Professionalism

Evans (2008) proposed that professionalism has to be something that people actually do something that is pushed upon them by government or any other organization. These are about through teacher performance, but for the benefit of young people who have one opportunity in the education system to succeed. It is the responsibility of teachers to continuously improve, to understand the underlying pedagogy, to have a much broader view of what education requires and to take a more critical approach to the job.

Snoek (2009) claimed that characteristics of professionalism of teachers which can be extracted from literature research which are independent autonomy, decentralizing and managing their own work, engagement in joining the profession, management of core values and good conduct in the profession through the use of ethical codes, connected to penalties to break the code, membership of specialized groups in charge of these elements, an emphasis on professional integrity and commitment, public responsibility for work performance results, a deep understanding of academia and practice that encourages professional practices, implication in the growth of knowledge base by participation in academic research, lifelong professional growth of the profession's leaders, functioning with coworkers and stakeholders, the teacher's commitment to help the public and the state understand educational concerns and involvement in the innovation of the profession.

Previous Studies on Teacher Competence

Bha (2017) conducted the research to identify the level of teacher's competence and job satisfaction at Paung Daw Oo Monastic Education High School, Mandalay Division, Myanmar. According to the study, the researcher found that the level of teachers' competence and job satisfaction was at a high level. In addition, the administrators or principals were recommended by the researcher to understand the importance of job

satisfaction as it is related to the teacher competence and lead to the students' achievements and school success. Moreover, the researcher suggested that teachers to actively participate in teacher training program in order to enhance their content knowledge and academic growth.

The study to determine the relationship between teachers' perceptions on their leadership capacity and professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste was carried out by the previous researcher called Henrique (2018). The study result pointed out that teachers' perceptions on their leadership capacity and professional competence were high.

Even though teachers' perceptions are high, further improvement are still need so that the researcher suggested principal and administrators to initiate training programs and related activities to enhance teachers' leadership capacity and professional competence. Principals should bring teacher in the school action plan and allow them to raise their voice in meeting. Teachers should also pay more attention regarding their professional competence.

The previous researcher Kavinda (2014) conducted the research on teachers' competence according to their demographic profiles (age, gender, education) with (65) teachers from two high schools in Rakine State, Myanmar. The researcher utilized Medley (1977) theory which consisted of five components (pre-instruction, presentation, learning environment, and student learning, professionalism) for the study. According to the study, the researcher found that professionalism was the highest level of teacher competence among five components. The study showed that male teachers and female teachers are statistically significant difference. The researcher reported that education is the most important demographic factor among teachers.

An Overview of Basic Education System in Myanmar

Myanmar education system was operated by the Ministry of Education. The Ministry of Education has a major responsibility in supervising basic schools. The ministry works with three Departments of Basic Education and the Department of Educational Planning and Training: Basic Education Council, Basic Education Curriculum, Syllabus and Textbook Committee, and Teacher Education Supervisory Committee (UNESCO, 2014b).

Under the Department of Basic Education, primary level (Grade 1 to 5), lower secondary level (Grade 6 to 9), and upper secondary level (Grade 10 to 11) are operated. Secondary education has two parts; lower level (called middle school, Grades 6 to 9) and upper level (called high schools, Grade 10 and 11). After passing the Grade-11 (matriculation exam), students can join the university.

Table 1. Academic Structure of Basic System

Level	No. of School Year	School Entry	Age	Grade
Primary	Lower	3	5-7	1-3
	Upper	2	8-9	4-5
Secondary	Lower	4	10-13	6-9
	Upper	2	14-15	10-11

Source: Adopted from Department of Education Planning and Training, Ministry of Education (2013).

Basically, high school students have to study three subjects which are Myanmar, English, Mathematics. Science students study Chemistry, Physics and Biology while art students study Geography, History and Economics so that students must take six subjects

totally. Depending on the matriculation score, students have to choose the specialized major at university. It means that students cannot choose the subjects or majors what they are interested in.

A Comprehensive Education Sector Review (CESR) to enhance an education society which is proficient enough to face the challenges of the knowledge era had been originated by MoE. (Hayden & Martin, 2013). Consequently, the National Education Strategic Plan (NESP), which is the last stage of CESR, is being implemented with the inclusive aim of enhancing teaching and learning improvement in schools in every corner of the country, and other educational institutes by 2021 (Soe, 2017)

Background of No. (1) High School

No. (1) high school is located in Hpa-an township, Karen State, Southeast Myanmar. It is situated in the downtown and the biggest, populated school in Hpa-an township.

According to my informal interview, teachers from this school had generally a good relationship with their principal. However, individual teacher received less and limited instructional support from their principal. Some teachers felt hesitation to approach and communicate principal because of some discomforts such as anxiety and worry. They were used to handle their basic needs in their own. Sometimes, they asked their colleagues for minor helps and suggestions for teaching and learning instead of asking principal as they felt closer to them. I heard that teachers had peer supporting and collaboration among them.

Teacher training was held every year as the whole country in summer holiday and this training lasts for two weeks. It mainly provided teaching strategies focusing on the five “C” (collaboration, critical thinking, creativity, cognition, and communication) in order to promote student-centered learning. The transition from teacher-centered learning to student-centered learning was not easy according to an informal interview. The short training which

teachers have received during summer holiday is quite effective, but it was difficult to reapply in the classroom because students was not familiar and ready to learn with the student-centered learning style. Almost teachers were struggling with implementing student-centered learning in the classroom as they were not also well-trained and had less experience to lead student-centered learning. It meant that teachers definitely needed additional support apart from the training they have got to be able to deliver proper instruction at their respective role. Thus, the researcher believed that principals are responsible for to fill teachers' needs providing administration support regarding their instructional improvement.

Summary of the Literature Review

This chapter has reviewed two main theories which were Methner's Administrative Support Survey developed by (Methner, 2013) and Teacher Competence formulated by (Medley, 1977). Concept of Administrative Support and Teacher Competence were discussed providing with each component of these two main theories in details. The researcher emphasized the importance of administration support and how less administration support had impact on teachers' competency. Consequently, it was also mentioned that incompetent teachers led students' learning achievement declining.

Since the principals and teachers had been taking the role as the leaders at schools, transformational and servant leadership styles were mentioned as related theories of administrative support in this chapter. It was undeniable that teacher-principal relationship should be good and fair enough in order to improve students' achievements and boost school's quality and image. Additionally, adequate principal supports were leading teachers to produce outstanding students. This support would have positive impact to teachers especially in teachers' professional competence. Finally, the basic education system of Myanmar was briefly described in this chapter.

CHAPTER III

RESEARCH METHODOLOGY

The Chapter presented the research design and method which were utilized in this study. This chapter included the Research Design, Population, Research Instruments, Collection of Data, Data Analysis, and Summary of the Research Process.

Research Design

The aim of this study was to determine three research objectives and the researcher applied the quantitative and correlational research design. The quantitative research design achieved through utilizing a set of questionnaires, which was divided into three parts. Part I questionnaire consisted of teachers' demographic profile (age, gender, educational background and work experience). Part II questionnaire was adopted by Methner Administrative Support Survey (2013) to assess the participants' perception of school administrative support. Part III questionnaire was utilized to assess their perceptions of competence based on the theory of Medley (1977).

Population

The target population of this study was 75 full-time teachers who were currently working at No. (1) Basic Education High School from kindergarten to Grade -11 during the academic year of 2020. The researcher received this data information from the school head of the selected school.

Table 2. The Population of Participants

No.	Description	No. of Participant
1.	Primary School Level	21
2.	Middle School Level	30
3.	High School Level	24
Total		75

Research Instrument

The research questionnaire included three parts. Part I questionnaire was utilized for identifying the teachers' demographic factors to get the general information of teachers (age, grade level, educational qualification, working experience) who participated in the study.

Table 3. Breakdown of Survey Questions for Teachers' Demographic Factors

Teachers' Demographic Factors	Survey Questions	Categories
Age	1	(1) 20-25 (2) 26-30 (3) 31-35 (4) 36 and above
Grade Level	2	(1) Primary (KG-Grade 1-5), (2) Middle (Grade 6-8), (3) High (Grade 9-11)
Educational Qualification	3	(1) Bachelor's Degree (2) Master's Degree (3) Doctoral Degree
Year of Working Experience	4	(1) 1-5 (2) 6-10 (3) 11-15 (4) 16 and above

The part II questionnaire was adopted from Methner Administrative Support Survey (MASS) by Methner (2013). This part was about identifying the level of teachers' perceptions on administrative support that they received from the principal. The following table presented for the breakdown of questions of administrative support.

Table 4. Breakdown of Methner Administrative Support Survey (MASS)

No.	Components	Survey Questions	No. of Items
1	Instructional Improvement	1-5	5
2	Feedback	6-9	4
3	Discourse	10-12	3
4	Reflection and Growth	13-17	5
5	Anxiety	18-22	5
Total			22

Part III questionnaire was adopted from Ribeiro (2018) based on Medley's (1977) theory. This part was to determine the level of teachers' perceptions of their competence. The following table presented the breakdown questions of teacher competence.

Table 5. Breakdown of Teacher Competence

No.	Components	Survey Questions	No. of Items
1	Teaching and Learning Competence	1-6	6
2	Child-Centered Approach Competence	7-15	9
3	Evaluation Competence	16- 24	9
4	Professionalism	25-30	6
Total			30

The researcher utilized Likert scale for data interpretation and to measure the agreement level of respondents on each research question. The perceptions of teachers on administrative support and their competence were measured utilizing Likert scale.

Table 6. Likert Scale Interpretation

Arrangement Level	Score	Scale	Interpretation
Strongly Agree	5	4.51-5.00	Very High
Agree	4	3.51-4.50	High
Neutral	3	2.51-3.50	Moderate
Disagree	2	1.51-2.50	Low
Strongly Disagree	1	1.00-1.50	Very Low

Source: Norman (2010). Likert scales, levels of measurement and the “laws” of statistics. *Adv Health Sci Educ Theory*; 15 (5): 625-632.

Validity and Reliability

The researcher adopted Methner Administrative Support Survey (MASS) questionnaire to determine teachers' perception towards the administrative support for this study. This part questionnaire was accepted with highly validity since it has been used by Methner (2013) himself, and the reliability for the Cronbach's Alpha value was reported as .89 in total.

Meanwhile, previous researcher Phyu (2016) has adopted Methner Administrative Support Survey (MASS) questionnaire in her study. Phyu (2016) study reported the reliability coefficient (Cronbach's alpha) of the overall administrative support as .86, which also suggested the internal consistency was sufficient and acceptable.

The second part of questionnaire was adopted from Ribeiro (2018), based on Medley's (1977) theory for assessing teachers' perceptions on their competence. Medley (1977) theory had been used widely in many studies related to teacher competence validity.

His study reported that Cronbach Alpha coefficient was .88 which proved that the internal consistency was sufficient and acceptable.

Table 7. Reliability of Administrative Support and Teacher's Competence

Description	Researcher	Alpha Coefficient
Administrative Support	Phyu (2016)	.86
	Methner (2013)	.89
	Current Study	.94
Teacher Competence	Ribeiro (2018)	.88
	Current Study	.97

Collection of Data

The researcher went to the Head of Basic Education Department and to ask for the permission for conducting the research at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar. Once the researcher had got an approval to conduct the research at the selected school, the researcher then proceeded meeting with the school head to get the guidelines and information for further research process. Thesis proposal was planning to propose in August and once it had been successful, the researcher started translating the questionnaire from English version to Myanmar version by taking the experts' suggestions and recommendations. Eventually, the questionnaire was delivered to participants.

Table 8. Data Collection Process

Timeline	Data Collection Process
May, 2020	Getting permission from Education Department and School
June, 2020	Preliminary Interview
August, 2020	Thesis Proposal
September, 2020	Reviewing the accuracy of translated questionnaire
October, 2020	Distributing and collecting research questionnaire
November, 2020	Data Analysis
December, 2020	Final Defense

Data Analysis

The statistics tool was applied in analyzing the collected data.

For Objective (1): To identify the level of teachers' perceptions towards administrative support at Basic Education High School in Hpa-an Township, Karen State, Myanmar. The researcher utilized Mean and Standard Deviation for this objective to the conclusion of teachers' perceptions on administrative support.

For Objective (2): To identify the level of teachers' perceptions towards their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar. The researcher utilized Mean and Standard Deviation to make the conclusion of teachers' perceptions on their competence.

For Objective (3): To determine the relationship between teachers' perceptions towards administrative support and their competence at Basic Education High School in Hpa-an Township, Karen State, Myanmar. The researcher utilized Pearson Product Moment Correlation Coefficient to determine if there was any significant relationship between the teachers' perceptions towards administrative support and their competence.

Summary of Research Process

Table 9. Summary of Research Process

Research Objectives	Source of Data And Sample	Data Collection Method and Research Instrument	Method of Data Analysis
1.To identify the level of teachers' perceptions towards administrative support at Basic Education High School in Hpa-an Township Karen State, Myanmar.	75 full-time teachers at No. (1) high school in Hpa-an.	Part I – Multiple Choice Questionnaire Demographic Factors	Mean and Standard Deviation
2.To identify the level of teachers' perceptions towards their competence at Basic Education High School in Hpa-an, Karen State, Myanmar.		Part II Methner's Administrative Support Survey (MASS) 22 questionnaire items	Mean and Standard Deviation
3.To determine the relationship between teachers' perceptions towards administrative support and their competence		Part III Teacher Competence Survey Questionnaire (30) items	Pearson Product Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings and interpretations of the questionnaire participated by the respondents from the targeted school. These findings support three objectives of the research.

- (1) To identify the level of teachers' perceptions toward administrative support at Basic Education High School in Hpa-an township, Karen State, Myanmar.
- (2) To identify the level of teachers' perceptions toward their competence at Basic Education High School in Hpa-an township, Karen State, Myanmar.
- (3) To determine the relationship between teachers' perceptions toward administrative support and their competence at Basic Education High School in Hpa-an township, Karen State, Myanmar.

General Demographic Profile of Participants

The researcher distributed a set of the questionnaire including the general demographic profile of the participants which consist of participants' age, grade level which teachers are currently teaching, the level of education and work experience.

Table 10. The Number and Percentage of Participants' Age Group

Age Group	Number	Percentage
26- 30	5	6.7
31-35	8	10.7
36 and above	62	82.7
Total	75	100

Table 10 presents the age group of participants. The majority group is the 36 and above which has 62 (82.7%) which is the biggest group. 31-35 teachers' age group has 8 people with (10.7%) of participants which is the second biggest age group and only 5 participants are among 26-30 (6.7%) age group which is the lowest percentage among age groups.

Table 11. The Number and Percentage of the Current Teaching of Grade Level

Grade Level	Number	Percentage
Primary School Level	21	28.0
Middle School Level	30	40.0
High School Level	24	32.0
Total	75	100

Table 11 shows the number and percentage of the current teaching of grade level. The middle school level has 30 teachers (40%) which is the biggest number of teachers. High school level is 24 (32%) of teachers who are currently teaching at the school. Primary school level is 21 (28%) of teachers which is appeared as the lowest percentage among three level of school.

Table 12. The Number and Percentage of Teachers' Educational Level

Educational Level	Number	Percentage
Diploma in Education	24	32.0
Bachelor Degree	48	64.0
Master Degree	3	4.0
Total	75	100

Table 12 presents the teachers' educational level of the selected school. Bachelor degree educational level is the highest number and percentage 48 (64%). Diploma in education level has 24 (32%) of teachers' qualification at the school. Master degree level has only 3 (4%).

Table 13. The Number and Percentage of Teachers' Teaching Experience

Teaching Experience	Number	Percentage
1-5	5	6.7
6-10	6	8.0
11-15	9	12.0
16 and above	55	73.3
Total	75	100

Table 13 describes the number and percentage of teachers' teaching experience.

Teachers' experience 16 and above year range has 55 (73.3%) which is the highest number and percentage compared to others. Teaching experience year 11-15 range is 9 (12%) which is the second big one. The teaching experiences 1-5 and 6-10 ranges has similar number 5 (6.7%) and 6 (8%) respectively.

Research Objective One

The research objective one set up to identify the level of teachers' perception toward administrative support at No. (1) Basic Education High School, Hpa-an township, Karen State, Myanmar.

The researcher adopted the Methner's Administrative Support Survey (MASS) developed by Methner (2013) to conduct the research regarding administrative support which has twenty-two questions in total. The researcher used the five-point Likert scale to analyze the means and standard deviations.

Table 14. Teachers' Perceptions of Administrative Support in The Area of Instructional Improvement (N= 75)

No.	Instructional Improvement	Mean	SD	Interpretation
1.	Administrative support improves my instruction.	4.01	.557	High
2.	Administrative support impacts my lesson planning.	3.88	.636	High
3.	Administrative support gives teachers new ideas, styles, or techniques for instruction.	3.91	.550	High
4.	My principal positively impacts school climate.	3.85	.562	High
5.	My principal facilitates collaboration among teachers for instructional improvement.	3.93	.622	High
Total		3.91	.508	High

Table 14 presents the mean score of teachers' perceptions towards administrative support in the area of instructional improvement. The total mean score was 3.91 which interpreted as high. It can obviously be seen that all the question items are shown high in this part. The question number (1) mean score was the highest (4.01) whereas number (4) was the least one (3.85).

Table 15. Teachers' Perceptions of Administrative Support in The Area of Feedback (N=75)

No.	Feedback	Mean	SD	Interpretation
6.	I would describe my relationship with my principal as that of a positive player/coach relationship.	3.91	.597	High
7.	I receive prompt feedback from my supervising administrators.	3.79	.622	High
8.	The feedback I receive from my supervising administrators is useful.	3.85	.512	High
9.	When I'm given feedback, my administrator offers ways to improve that are useful to me	3.81	.586	High
Total		3.84	.532	High

Table 15 describes the score of teachers' perceptions towards administrative support in the area of feedback. The total mean score was 3.84 for all questions in this part which ranked high. Among these four questions, the question number six was the highest score (3.91) while the number nine had the lowest score (3.81). It seems the principal needs to support more guidance to teachers. However, feedback session ranked high in total.

Table 16. Teachers' Perception of Administrative Support in The Area of Discourse

No.	Discourse	Mean	SD	Interpretation
10.	Administrative support facilitates better, more open discourse in my building.	3.76	.654	High
11.	My relationship with my supervising administrator is collegial rather than hierarchical.	3.96	.603	High
12.	My supervising administrator focuses on teacher development rather than teacher conformity.	3.29	.941	Moderate
Total		3.67	.503	High

Table 16 shows the score of teachers' perceptions towards administrative support in the area of discourse. The total score was (3.67) which interpreted high for discourse part. The highest mean score was question number eleven which ranked (3.96) but number twelve was the least one among them ranking only (3.29).

Table 17. Teachers' Perceptions of Administrative Support on The Area of Reflection and Growth (N=75)

No.	Reflection and Growth	Mean	SD	Interpretation
13.	Administrative support encourages me to reflect on teaching practices.	3.83	.601	High
14.	My supervising administrator engages me in dialogue that encourages self-analysis.	3.84	.658	High
15.	Administrative support encourages personal growth.	3.83	.665	High
16.	Administrative support facilitates teacher-parent communication.	3.80	.658	High
17.	Administrative support focuses on teacher growth rather than teacher compliance.	3.21	.963	Moderate
Total		3.70	.542	High

Table 17 illustrates the level of teachers' perceptions in area of reflection and growth. The total mean score of this area was (3.70) which interpreted as high level. Only 17 question was described as "Moderate" with mean (3.21) which was also the lowest item among the rest of all. The question number 14 was the highest ranking with mean score (3.84). The mean score of questions 13 to 16 was within 3.51 to 4.50 range which noted as high level.

Table 18. Teachers' Perceptions of Administrative Support in The Area of Anxiety

No.	Anxiety	Mean	SD	Interpretation
18.	I'm uncomfortable when talking to my supervising administrator.	3.87	.553	High
19.	I'm worried about what my supervising administrator thinks about my performance.	3.28	.798	Moderate
20.	My supervising administrator recognizes my level of experience and need, and acts accordingly.	3.80	.697	High
21.	I am nervous when my supervising administrator observes me teaching.	3.04	.936	Moderate
22.	Administrative support fosters willingness to improve teaching practices.	3.89	.583	High
Total		3.57	.475	High

Table 18 mentions the level of teachers' perceptions of anxiety area. The total mean score was (3.57) which was noted as high level of teachers' perceptions toward administrative support. Question number 19 and 21 was described as "Moderate" while the rest appeared as "High" level. Question number 18, 20 and 22 ranked within the range of 3.51-4.50 which noted as "High". The highest mean score was question number 22 with mean (3.89) but number 21 was the lowest one with the mean score (3.04).

Table 19. The Summary of Means and Standard Deviations of Teachers' Perceptions of Administrative Support (N=75)

No.	Administrative Support	Mean	SD	Interpretation
1.	Instructional Improvement	3.91	.508	High
2.	Feedback	3.84	.532	High
3.	Discourse	3.67	.503	High
4.	Reflection and Growth	3.70	.542	High
5.	Anxiety	3.57	.475	High
	Total	3.74	.445	High

Table 19 presents the summary of means and standard deviation of teachers' perception towards administrative support which consisted of five components mentioned in table above. Interestingly, all components of administrative support appeared "High" and the total mean score was also "High" with mean score (3.74). The highest mean score was "*Instructional Improvement*" component with mean score (3.91) and "Feedback" had (3.84) mean score which was the second highest component. The rest of the components "(Discourse, Reflection and Growth, Anxiety)" fell with the range of 3.51-4.50 which also interpreted as "High".

Research Objective Two

The objective two was set to identify the level of teachers' perceptions towards their competence at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar.

The researcher have adopted the "Teacher Competence" questionnaire developed by Medley (1977) to assess teachers' perceptions regarding their competence in the four areas

which were “Teaching and Learning Competence, Child-Centered Approach Competence, Evaluation Competence and Professionalism”.

Table 20. Teachers’ Perceptions of Their Competence in The Area of Teaching and Learning Competence (N=75)

No.	Teaching and Learning Competence	Mean	SD	Interpretation
1.	I expect continuous improvement related to academic, social and emotional.	3.99	.604	High
2.	I establish approximately challenging expectations for students.	3.33	.905	Moderate
3.	I collect data to identify students’ skills level in determining students’ learning needs.	3.79	.703	High
4.	I demonstrate adequate knowledge sharing in the subject matter.	3.92	.487	High
5.	I work effectively with individual, small and larger groups.	3.92	.539	High
6.	I use available methods to enhance teaching quality.	3.97	.615	High
Total		3.82	.468	High

Table 20 shows the data mean score of teachers’ perceptions towards their competence in the area of “Teaching and Learning Competence”. It can apparently be seen that almost question numbers were described “High” except question number 2 which appeared as “Moderate”. The highest ranked question number was 1 with mean (3.99) and the second highest was number 6 with the mean (3.97). Question number 4 and 5 had the same

mean score (3.92). Finally, the lowest ranked question number was 2 which had only (3.33) mean score.

Table 21. Teachers' Perceptions of Their Competence in The Area of Child-Centered Approach Competence (N=75)

No.	Child-Centered Approach Competence	Mean	SD	Interpretation
7.	I instruct students to use available technology to enhance their learning ability.	3.87	.577	High
8.	I provide clear information to the students in writing and verbally.	3.96	.478	High
9.	I provide feedback to the learners throughout the lesson.	3.95	.567	High
10.	I use available technological tools to enhance teaching quality.	3.92	.610	High
11.	I use instructional time efficient and effectively.	4.04	.531	High
12.	I provide safe learning environment for students.	3.95	.517	High
13.	I create conducive environment which encourage learners to enjoy learning.	3.95	.543	High
14.	I help learners maintain and develop positive self-esteem.	3.87	.644	High
15.	I promote friendly interpersonal relationship.	3.96	.580	High
Total		3.93	.504	High

Table 21 presents the level of teachers' perceptions towards their competence focused on "Child-Centered Approach Competence". The total mean score was (3.93) which interpreted as "High" and all question number in this area also showed "High" apparently. It can be seen that number 11 was the highest mean score (4.04) whereas number 7 and 14 had the lowest mean score (3.87). Number 8 and 15 were the second highest mean score (3.96) and number 9,12 and 13 had the same mean score (3.95) which ranked as the third highest mean score.

Table 22. Teachers' Perceptions of Their Competence on The Area of Evaluation Competence (N=75)

No.	Evaluation Competence	Mean	SD	Interpretation
16.	I establish climate which encourages student thinking.	3.79	.576	High
17.	I plan instruction at varying and appreciate level of thinking.	3.61	.868	High
18.	I use discussing and questioning strategies to stimulate student thinking.	3.69	.805	High
19.	I maintain acceptable classroom behaviour.	3.95	.590	High
20.	I deal fairly with the learners.	4.11	.606	High
21.	I demonstrate a positive attitude toward learning.	4.04	.556	High
22.	I structure the learning environment to encourage students to become self-motivated.	3.91	.524	High
23.	I use strategies which help the students to develop their intrinsic motivation.	3.89	.669	High
24.	I adjust methods and resources as a result of analyzing assessment data.	3.88	.677	High
Total		3.87	.532	High

Table 22 describes the level of teachers' perceptions towards their competence on the area of "Evaluation Competence". The total mean score of this area was (3.87) which interpreted as "High" in this study. In addition, all questions were also indicated "High" level. The highest mean score was (4.11) of number 20 and the second highest question number was 21 with the mean (4.04). In contrast, number 17 had the lowest mean score among them, but it still ranked as "High".

Table 23. Teachers' Perceptions of Their Competence on The Area of Professionalism (N=75)

No.	Professionalism	Mean	SD	Interpretation
25.	I assume a pro-active role in communication of the schools 'strategic plan.	3.65	.908	High
26.	I exhibit cooperative behaviour in working within the school community.	3.81	.566	High
27.	I treat all people with respect and dignity.	3.97	.545	High
28.	I serve as a positive educational role model.	3.80	.615	High
29.	I make effective use of time.	3.99	.581	High
30.	I execute responsibilities in a professional timely manner.	3.95	.543	High
Total		3.86	.549	High

Table 23 highlights the level of teachers' perceptions towards their competence in the area of "Professionalism". The total mean score was (3.86) which indicated as "High" level. Question number 29 scored the highest mean (3.99) (make effective use of time) while number 25 had only mean score (3.65) (assume a pro-active role in communication of the school's

strategic plan) which ranked the lowest in this area. The second highest mean score was (3.97) of number 27 (treat all people with respect and dignity).

Table 24. The Summary of Mean and Standard Deviation of Teachers' Perceptions Towards Their Competence (N=75)

No.	Teachers' Competence	Mean	SD	Interpretation
1.	Teaching and Learning Competence	3.82	.468	High
2.	Child-Centered Approach Competence	3.93	.504	High
3.	Evaluation Competence	3.87	.532	High
4.	Professionalism	3.86	.549	High
	Total	3.87	.475	High

Table 24 presents the summary of mean and standard deviation data of teachers' perceptions towards their competence. The total mean concluded with the score (3.87) which noted as "High" and all components also described "High" level for teachers' competence. All the components fell within the range of 3.51 – 4.50 which interpreted as "High". "Child-Centered Approach Competence" resulted the highest mean score (3.93) while "Teaching and Learning Competence" had only (3.82) mean score.

Research Objective Three

Research objective three was to determine teachers' perceptions of administrative support and their competence at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar.

The researcher utilized the Pearson Product Moment Correlation Coefficient to determine if there was a significant relationship between teachers' perceptions towards administrative support and their competence.

Table 25. Pearson Correlation Coefficient between The Level of Teachers' Perceptions of Administrative Support and Their Competence (N=75)

Teachers' Perceptions on Their Competence		Conclusion
Teachers' Perceptions on Administrative Support	Pearson Correlation .744** Sig. (2- tailed) .000	There is a significant relationship between two variables.

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

Table 25 describes the Pearson correlation coefficient data between the level of teachers' perception of administrative support and their competence. Administrative support and teacher competence were highly correlated $r = .74$, $p = .000$. Correlation is significant at .01 level (2-tailed). Thus, it is determined that there is a significant relationship between teachers' perception of administrative support and their competence.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents a brief overview of this research study including conclusion, discussion and recommendations. Firstly, the researcher draws the conclusion of the study and after that the study discussion will be made supporting information related to the research's main variables. Recommendations for administrator, teachers and future researchers are dropped in the final part in this chapter.

This study aimed to determine the relationship between teachers' perceptions towards administrative support and their competence at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar. Three research objectives:

- (1) To identify the level of teachers' perceptions towards administrative support at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar
- (2) To identify the level of teachers' perceptions towards their competence at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar
- (3) To determine the relationship between teachers' perceptions towards administrative support and their competence at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar

Conclusion

The researcher summarizes three objectives of this research study findings based on the data and information which obtained from the data analysis in chapter four. Teachers' perceptions of administrative support and their competence and the relationship between those two variables are concluded as below.

Teachers' perceptions of administrative support at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar were regarded as "High" in total with the

mean score (3.74). There were five components within “*Administrative Support*” variable. Obviously, all the components in this administrative support area of teachers’ perception were “High”. It is considered that teachers have strong perspectives on administration assistances which have impact in their teaching and learning improvement and personal growth. Among all the components, “*Instructional Improvement*” rated the highest mean score (3.91) compared to others. According to this finding, teachers are highly agreed that principal support improves their instruction and lesson planning, gives new ideas and styles, or techniques for teaching and facilitates collaboration among teachers for instructional improvement.

In contrast, “Anxiety” within the administrative support area was the lowest components with the mean score (3.57) but it is still determined as “High” perception of teachers according to the Likert scale interpretation. It is considered that teachers have less worry and nervousness regarding their needs, performance and experience in general. However, they still feel uncomfortable when they talk to the principal.

Teachers’ perceptions towards their competence at No. (1) Basic Education High School, Hpa-an Township, Karen State, Myanmar demonstrated as “High” in general with the mean score (3.87). All the components in this “*Teacher Competence*” area of teachers’ perceptions were shown “High”. It is generally determined that teachers have strong perceptions regarding their competence which they apply in their career. The study finding showed that teachers’ competence matters to students’ achievement and has impact of the school growth.

“Child-Centered Approach Competence” was the highest components with the mean score (3.93). The study showed that teachers at the selected school are good at student-centered teaching. Teachers use available resources and technology for their teaching. In addition, they provide feedback and clear information to learners throughout lesson. Teachers

create safe learning environment for students and use the instruction time effectively.

Moreover, teachers build a friendly interpersonal relationship with students.

However, teachers have low perception of “*Teaching and Learning Competence*” component which is considered as the important component in teacher competence area. According to the statistics finding, teachers are not able establishing challenging expectations for students’ learning outcomes. Teachers work with individual and group effectively and demonstrate adequate knowledge sharing in subject matters, but teachers expect continuous improvement related to academic, social and emotional which they still need to keep fostering for further development.

To sum up, there was a significant relationship between teachers’ perceptions of administrative support and their competence as the sig 2-tailed value was 0.00. The significant value is accepted at 0.01 level, so the researcher claimed that there was a significant relationship between two variables. The researcher accepted the research hypothesis (H1) and rejected the null hypothesis (H0).

Discussion

The following discussion section is based on the study findings and statistics. The study findings indicated that teachers at the selected school have high perceptions of administrative support as the total mean score of this area obtained (3.74). There were five components in this area and its mean scores apparently showed “High” in all components. The first components named “*Instructional Improvement*” rated the highest score (3.91) considered as “High” among five factors. Phyu (2016) conducted a comparative study of teachers’ perceptions towards administrative support at three public high schools in Yangon, Myanmar. This study also obtained the highest score in “*Instructional Improvement*” component with the mean score (3.30) interpreted “Moderate”. This current study and

previous study findings were similar in which teachers well-received the instruction assistance from principals. Teachers in these two studies revealed that administrative support improves their teaching such as lesson planning and techniques or new ideas for instruction. Thus, it is considered that these studies support to each other as teachers had high and similar perspectives on that particular component.

Shouppe and Pate (2010) claimed that it is vital to enable teachers developing their teaching and maintaining the relationship between teacher and principal. The teacher-principal relationship is the responsibility of the principal to support teachers with educational development (Hambright & Franco, 2008). This study showed that *“My principal positively impacts school climate.”* with the mean score (3.85) item within this component shown the least mean score. It seemed that principal needs to influence the school environment positively. Principal has to make sure that the school compound is operating well and the relationship of principal and teachers are good and healthy.

The component *“Feedback”* which rated “High” (3.84) in summary, so it could be assumed that feedback is crucial and useful to teachers. Furthermore, all items within this component also appeared “High”. Methner (2013) study of teachers’ perception towards feedback was also “High” (3.90) in overall. The item named *“I would describe my relationship with my principal as that of a positive player/coach relationship.”* obtained the highest mean score (3.91). It is believed that teachers’ perception on the relationship with their principal is high. However, principal needs to pay more attention on providing prompt feedback to teachers as the item *“I receive prompt feedback from my supervising administrator.”* was the least mean score (3.79) compared to others. Teachers responded to items *“The feedback I receive from my supervising administrator is useful.”* (3.85) and *“When I’m given feedback, my administrator offers ways to improve that are useful to me.”* (3.81) respectively. According to this information, it can obviously be seen that principal is

doing good job in providing feedback to teachers. Feedback help improving teachers' self-development and enhancing teachers' teaching and learning. (Okeafor & Poole, 1992)

claimed that respectful relationships between teachers and principals are critical elements of feedback that impacts instruction. A good relationship and trust building between teachers and principals could become through providing constructive feedback.

In addition, principal makes the time for discoursing of teachers' general needs and improvements. *"My relationship with my supervisor is collegial rather than hierarchical."* obtained the highest mean score (3.96) within discourse component. It is determined that principal appeared as an approachable person to communicate with. The chance having discussion with principal is undoubtedly enhanced teachers' confidence in their career path. On the other hand, *"My supervising administrator focuses on teachers' development rather than teachers' conformity."* had on (3.29) which interpreted as "Moderate". Even though principal showed up easily and friendly to communicate, it still needs to make more effort for teachers' further improvement. Phyu (2016) revealed that the total mean score of discourse was only (3.29) rated as "Moderate" in her study stating that time limitation could be the reason which affected the meeting and discussions space to provide to teachers. In this case, principal needs to balance their time to spare to teachers to have discussion formally or informally.

The *"Reflection and Growth"* component ranked "High" with the mean score (3.70) in total. The item *"My supervising administrator engages me in dialogue that encourages self-analysis."* was the largest mean score (3.84). It meant that teachers have the chance in discussion and meeting where they could raise their voice to share their opinion and suggestions. In contrast, *"Administrative support focuses on teachers' growth rather than teachers' compliance."* resulted the least mean score (3.21) which interpreted as "Moderate". The researcher has mentioned above in the "Discourse" area that principal

needs to pay more attention on teachers' development. Once again in "*Reflection and Growth*" area, according to the finding, it appeared that principal also needs to focus on teachers' growth. However, teachers generally agreed that principal assists in their self-reflection regarding their career. Methner (2013) suggested that principals can carry out their responsibilities more effectively as education leaders by fostering teachers' reflection and self-inquiry.

The last component of administrative support "*Anxiety*" obtained (3.57) interpreted high in total which assumed teachers were in a good feeling with the less worry. The item called "*Administrative support fosters willingness to improve teaching practices.*" with the mean score (3.89) was the largest one. It could be viewed that teachers had high level of perception on this item. It is believed that without assistances of principal affects teachers' productivity and leads teachers to be more worried and uncomfortable, so the encouragement from the principal to teachers is vital in this case.

This study revealed teachers' perceptions of their competence at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar were "High". Four components (Teaching and Learning Competence, Child-Centered Approach Competence, Evaluation Competence and Professionalism) in this teachers' competence area were studied which obtained the total mean score (3.87) in total interpreted as "High".

The study showed that the component "*Teaching and Learning Competence*" ranked the lowest overall mean score (3.82) compared to other components, but it still interpreted "High". It is believed that teachers at the selected school were not aware of how important of teaching and learning abilities as a teacher. Teaching is a key element to deliver knowledge and experience to students. It is important that teachers realize their capability of teaching and learning. Otherwise, teachers will not be able to produce outstanding students and academic growth. It is noted that the item "*I establish approximately challenging*

expectations for students.” was rated “Moderate” as the mean score shown only (3.33) which was the lowest among all items within this feature. It is considered that teachers were weak formulating promising learning outcome for students in their teaching.

Ribeiro (2018) conducted teachers’ perception of their competence at “Secondary School of 1912 DOM Boaventura Same, District of Manufahi, Timor-Leste. The study revealed that the total mean score was (4.20) interpreted “High” in total. This study also showed the lowest mean score of “Teaching and Learning Competence” (4.05) among four elements. It is assumed that teachers might not be aware of this area as a critical component for their teaching and learning competence. This finding is similar to the current study, so teachers need to pay more attention in this component to realize and improve their teaching and learning abilities.

Kavinda (2014) carried out the comparative study of teacher competence at two high schools Northern Rakhine, Rakhine State, West Myanmar to compare teachers’ competence to their demographic background. This study found that the total mean score of teachers’ competences was (4.38) resulted “High”. However, he suggested that further preparing ability growth related to teaching skills and knowledge should be considered including the learning of speaking skills and common knowledge and other qualities in discourse with colleagues. This study finding support the current study which is to foster teachers’ teaching ability and knowledge for further development of their instruction. Both studies pointed that teachers should be aware of their instructional ability and learning skill.

On the other hand, “*Child-Centered Approach Competence*” component rated the highest mean score (3.93) within “*Teacher Competence*” area. It could be viewed that teachers perceived well of student’s center teaching and good leading the class utilizing available resources such as technology, learning equipment and learning environment to enhance students’ learning ability. Furthermore, it is believed that teachers delivered clear

information verbally and build a good relationship with students. It noted that the item in this area which “*I use instructional time efficient and effectively.*” ranked the highest mean score (4.04). The researcher believed that making the use of instruction time effectively is always a good manner of teachers. A good teacher is productive in their teaching and learning process.

Moving on the “*Evaluation Competence*”, teachers had a high perception as the overall shown (3.87). It could be viewed that teachers were generally able to deal with their task regarding with the evaluation skill. Teachers could assess students’ understanding of the lesson by doing the discussion and using questioning strategies during the class. According to the statistical data, “*I deal fairly with learners.*” item resulted the largest mean score (4.11) among other items. Treating students objectively is a professional manner of teachers and being inspired and respectful by students. Demonstrating positive attitude towards learning is a good sign of the teachers.

“Professionalism” was revealed as the “High” component in teacher competence area with the total mean score (3.86) which meant that teachers’ perception to their professionalism competence was obviously positive. It was also noted that “*I make effective use of time.*” item ranked (3.99) mean score demonstrating as the highest perception of it. The researcher realized that teachers at the selected schools are determined valuing their instructional time efficiently and effectively. However, teachers still needed to involve in communicating school’s strategic plan as the item “*I assume a pro-active role in communication of school’s strategic plan.*” resulted the lowest mean (3.61) in the teachers’ competence area. It is considered that teachers were busy with their task and no task delegation from the principal to engage in the school planning strategic.

The researcher of this study determined that there was a significant relationship between teachers’ perceptions of administrative support and their competence as the significant value was smaller than 0.05. The Pearson Product Moment Coefficient ($r = .74$)

which meant two variables had a strong relationship. The summary of teachers' perceptions of both two variables showed "High" with the total mean score (3.74) of "Administrative Support" and (3.87) of "Teacher Competence" respectively.

Since all the components in the "Administrative Support" area were high, it is considered that teachers perceived the important of assistances of administration well for their teaching and learning process. However, according to the statistical data analysis, teachers are generally requiring improving their teaching plan formulating the challenging expectations and creating variety of teaching methods focusing on critical thinking. In addition, it is necessarily crucial that teachers needed improving the discussion and question section in their class. Once principal helps involving and encouraging these requirements, it is undoubtedly fostered teachers' teaching and learning abilities.

Ribeiro (2018) conducted the relationship study between teachers' perceptions towards their leadership capacity and teachers' competence at 1912 Same, Timor-Leste two high schools. The study revealed that there was a significant relationship of teachers' leadership capacity and their competence as the significant value found out (0.01) which smaller than (0.05). Teachers' leadership capacity and their competence were a strong relationship as the Pearson Product Moment Coefficient ($r = .73$). The study was concluded that professional competence of teachers was a key element to create human capital process and improve expertise. This study suggested that teachers should pay attention on their teaching and take further development for their professional competency. This study finding supports the current study to enhance teachers' professional development.

All in all, the current study claimed that administrative support and teacher competence are the fundamental elements at a school to produce talented teachers and students as the human resource in the community. The more assistance contributed by the principal, the more talented and productive of the teachers will be available. As the result,

students' academic growth and achievement would be promising in the future. Education is taking a very vital role to make a positive change and build the nation with the educated people could lead the better society.

Recommendations

The researcher presents the recommendations in this section for teachers, principal and future researchers regarding administrative support and teacher competence at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar.

Recommendation for Teachers

As the researcher mentioned above in the discussion, teachers perceived a high perception in both of administrative support and their competence with total mean score of (3.74) and (3.87) respectively. However, some essential points which should be improved by teachers are recommended as below.

According to the study findings, it is recommended that teachers need to foster their teaching determining students' needs and establish the clear teaching objective and learning outcome. Teachers should set up promising expectation and outcome in lesson planning for their teaching which meet school vision and mission. Moreover, teachers need to make more effort in self-analysis to improve their further teaching and learning process. In addition to it, it would be better if teachers remain as positive coaches or guidance's to students rather than being the lecturers in order to promote student-centered learning in accordance with the 21st century education. And then, increasing critical thinking skill in the teaching is also crucial in these days. Finally, teachers should appear as a positive educational role model who are not only trying to finish their task, but also encouraging students to be life-long learners.

Recommendations for Principal or Administrator

Administrative support area has shown high in total mean score (3.74) which meant that teachers are considered having high perception on this area. Even though this area presented high in general, there were some aspects needed to improve as an administrator.

First important thing what administrator needs to do is providing constructive feedback to each individual teacher pointing out their strengths and weaknesses. Likewise, administrator should offer ways that are useful to teachers after contributing feedback to them to enhance their self-reflection and spending more time with teachers for discoursing and conversation whenever it is necessary, so that teachers are realized their needs and requirements and more likely fostering these needs and requirements.

The second critical point which administrator has to make more effort is creating professional development opportunities for teachers. According to this study finding, teachers' view on professional improvement supported from principal was quite lower compared to other items rated "Moderate". Thus, administrator should pay attention on this part to enhance teachers' expertise. Both of teachers and principals are encouraged to be positive agents or leaders to students promoting student-centered learning in the 21st century education trend.

Recommendations for Future Researchers

Future researchers can conduct similar study on teachers' perceptions of administrative support and their competence at different schools or institutions utilizing mix method of qualitative and quantitative method. It is also suggested paying more attention in lower mean score items of this study such as teachers' professional improvement and anxiety. In addition, future researchers are recommended that to conduct with a large number of participants with more schools at different schools or institutions.

Future researchers could carry out the studies in principals' self- perceptions of administrative support and teacher competence or teachers' perceptions towards administrative support and professional development.



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APPENDICES



APPENDIX A

Preliminary Questionnaire

Preliminary Interview Questions

***Note:** Administrative supports refer to the contribution that principal makes towards teachers' competences.*

Please tick the box (✓) according to what is true to you.

1. How long have you been teaching at this school?

☐ 1-3 years ☐ 4-6 years ☐ 7 and above

2. Have you ever talked to your principal regarding administrative supports?

☐ Yes ☐ No

3. Do you feel that you get some administrative supports which help improve your competences from your principal?

☐ Yes ☐ No ☐ Not Sure

4. Is the principal approachable to discuss or have conversation for teaching and learning competence?

☐ Yes ☐ No ☐ Not Sure

5. Does the principal facilitate in reflecting your teaching practices?

☐ Yes ☐ No

6. Are you comfortable to talk to your principal?

☐ Yes ☐ No

7. Does your principal recognize your level of competence and experience?

☐ Yes ☐ No ☐ Not Sure

8. How are you getting instructional improvements (teaching, lesson planning, new ideas, techniques for instruction, materials) from principal?

9. How often do you receive any feedback from your principal regarding your competencies and personal development?

10. How does the principal encourage and engage in your personal growth?



APPENDIX B

Survey Questionnaire (English Version)

Survey Questionnaire

This survey is designed to identify the relationship between teachers' perceptions towards administrative support and their competence at No. (1) Basic Education High School in Hpa-an Township, Karen State, Myanmar.

Demographic Factors Survey

Part I : Demographic Profiles

Please tick in the box ☒ according to what is true to you.

1. Please specify your age.

☐ 20-25 years ☐ 26-30 years ☐ 31-35 years ☐ 36 and above

2. Please specify the grade level currently you are teaching.

☐ Primary (KG + Grade 1-5) ☒ Middle (Grade 6-8) ☐ High (Grade 9-10)

3. Please specify your educational level.

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

4. Please specify your years of teaching experience.

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16 and above

Part II: Mathner's Administrative Support Survey (MASS)

Please tick ☒ the rating for each item as you think it as the most relevant. This survey uses five - point Likert scale for the respondents to answer the following questions;

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

Item	Instructional Improvement	1	2	3	4	5
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No.						
1.	Administrative support improves my instruction.					
2.	Administrative support impacts my lesson planning.					
3.	Administrative support gives teachers new ideas, styles, or techniques for instruction.					
4.	My principal positively impacts school climate.					
5.	My principal facilitates collaboration among teachers for instructional improvement.					

Item No.	Feedback	1	2	3	4	5
6.	I would describe my relationship with my principal as that of a positive player/coach relationship.					
7.	I receive prompt feedback from my supervising administrators.					
8.	The feedback I receive from my supervising administrators is useful.					
9.	When I'm given feedback, my administrator offers ways to improve that are useful to me.					

Item No.	Discourse	1	2	3	4	5
10.	Administrative support facilitates better, more open discourse in my building.					
11.	My relationship with my supervising administrator is collegial rather than hierarchical.					
12.	My supervising administrator focuses on teacher development rather than teacher conformity.					

Item No.	Reflection and Growth	1	2	3	4	5
13.	Administrative support encourages me to reflect on teaching practices.					
14.	My supervising administrator engages me in dialogue that encourages self-analysis.					
15.	Administrative support encourages personal growth.					

16.	Administrative support facilitates teacher-parent communication.					
17.	Administrative support focuses on teacher growth rather than teacher compliance.					

Item No.	Anxiety	1	2	3	4	5
18.	I'm uncomfortable when talking to my supervising administrator.					
19.	I'm worried about what my supervising administrator thinks about my performance.					
20.	My supervising administrator recognizes my level of experience and need, and acts accordingly.					
21.	I am nervous when my supervising administrator observes me teaching.					
22.	Administrative support fosters willingness to improve teaching practices.					

Part III : Teacher Competence

Please tick ☐ the rating for each item as you think it as the most relevant.

This survey uses five-point Likert scale for the respondents to answer the following questions;

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

Item No.	Teaching and Learning Competence	1	2	3	4	5
1.	I expect continuous improvement related to academic, social and emotional.					
2.	I establish approximately challenging expectations for students.					
3.	I collect data to identify students' skill level in determining students' learning needs.					
4.	I demonstrate adequate knowledge sharing in subject matters.					
5.	I work effectively with individual, small and larger groups.					
6.	I use available methods to enhance teaching quality.					

Item No.	Child-Centered Approach Competence	1	2	3	4	5
7.	I instruct students to use available technology to enhance their learning ability.					
8.	I provide clear information to students in writing and verbally.					
9.	I provide feedback to the learners throughout the lesson.					
10.	I use available technological tools to enhance teaching quality.					
11.	I use instructional time efficiently and effectively.					
12.	I provide safe learning environment for students.					
13.	I create conducive environment which encourage learners to enjoy learning.					
14.	I help learners maintain and develop positive self-esteem.					
15.	I promote friendly interpersonal relationship.					

Item No.	Evaluation Competence	1	2	3	4	5
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16.	I establish climate which encourage students' thinking.					
17.	I plan instruction at varying and appreciate level of thinking.					
18.	I use discussion and questioning strategies to stimulate students' thinking.					
19.	I maintain acceptable classroom behavior.					
20.	I deal fairly with learners.					
21.	I demonstrate positive attitude towards learning.					
22.	I structure the learning environment to encourage students to become self-motivated.					
23.	I use strategies which help the students to develop their intrinsic motivation.					
24.	I adjust methods and resources as a result of analyzing assessment data.					

Item No.	Professionalism	1	2	3	4	5
25.	I assume a pro-active role in communication of the school strategic plan.					
26.	I exhibit cooperative behavior in working within school community.					
27.	I treat all people with respect and dignity.					
28.	I serve as a positive educational role model.					
29.	I make effective use of time.					
30.	I execute responsibilities in a professional timely manner.					

APPENDIX – C

Survey Questionnaire

Instrumentation (Myanmar Version)



သို့

လေးစားရပါသော ဆရာ၊ဆရာများရှင်

ဤမေးခွန်းစစ်တမ်းလွှာကောက်ခံခြင်းရည်ရွယ်ချက်မှာ ထိုင်းနိုင်ငံဘန်ကောက်မြို့ (Assumption University) တွင် ပညာဆည်းပူးနေသော ကျွန်မ နန်းမိနင်းလေး၏ ပညာရေးဆိုင်ရာစီမံခန့်ခွဲရေး မဟာတန်း သုတေသနစာတမ်းတင်သွင်းရန်အတွက်ဖြစ်သည်။ ဤစာတမ်းခေါင်းစဉ်မှာ " မြန်မာနိုင်ငံ၊ ကရင်ပြည်နယ်၊ ဘားအံမြို့ရှိ အမှတ် (၁) အထက်တန်း ကျောင်းတွင် ကျောင်းအုပ်ဆရာ၏ကူညီထောက်ပံ့မှုနှင့် ဆရာ၊ဆရာမတို့၏ကိုယ်ရည်ကိုယ်သွေး ဆက်စပ်မှု အပေါ် ဆရာ၊ဆရာမတို့၏သဘောထားအမြင်များကိုသုံးသပ်လေ့လာခြင်း " ဖြစ်သည်။

ဤစာတမ်းမေးခွန်းလွှာတွင် အဓိကအပိုင်း (၃)ပိုင်းပါရှိသည်။ အပိုင်း (၁)တွင် ဆရာ၊ဆရာ များ၏ကိုယ်ရေးအချက်အလက်များ၊ အပိုင်း (၂)တွင် ကျောင်းအုပ်ဆရာ၏ကူညီထောက်ပံ့မှုဆိုင်ရာ မေးခွန်းများ နှင့် အပိုင်း (၃)တွင် ဆရာ၊ဆရာမများ၏ကိုယ်ရည်ကိုယ်သွေးဆိုင်ရာမေးခွန်းများဖြစ် သည်။ မေးခွန်းများဖြေဆိုရာတွင် ဆရာ၊ဆရာမတို့၏အမည်ကို ရေးသားဖော်ပြရန်မလိုပါ။ ကိုယ် ရေးအချက်အလက်များနှင့်ထပ်မြင်ယူဆချက်များကိုလျှို့ဝှက်ထိန်းသိမ်းထားပါမည်။ မဟာတန်း သုတေသနတင်သွင်းရာတွင် အချက်အလက်များစီစစ်ရန်အထောက်အထားအနေဖြင့် အသုံးပြု သွားပါမည်။ သုတေသနစာတမ်းရလဒ်သည် ရိုးသားမှန်ကန်သော ဖြေဆိုမှုအပေါ်တွင် မူတည်ပါ သောကြောင့် မှန်ကန်သောရလဒ်ဖြင့် ဤသုတေသနပြီးမြောက်အောင်မြင်ရန် မေးခွန်းများအားလုံး ကို မှန်ကန်စွာဖြေဆိုပေးကြပါရန် မေတ္တာရပ်ခံအပ်ပါသည်။

ယခုကဲ့သို့ ပညာရေးခရီးတွင် လက်တွဲခွင့်၊ ပူးပေါင်းလုပ်ဆောင်ခွင့်နှင့် ကူညီပံ့ပိုးမှုတို့ကို နားလည်စွာနှင့် အချိန်ပေးကြသော ဆရာ၊ဆရာမ တစ်ဦးတစ်ယောက်ချင်းစီကို အထူးကျေးဇူးတင် ကြောင်း မှတ်တမ်းတင်ဖော်ပြအပ်ပါသည်။

လေးစားစွာဖြင့်

နန်းမိနင်းလေး

(သုတေသနပြုသူ)

အပိုင်း (၁)

ကိုယ်ရေးအချက်အလက်များဆိုင်ရာမေးခွန်း

ညွှန်ကြားချက်

၁။ ပေးထားသော နံပါတ်အသီးသီးတို့၏ လေးထောင့်ကွက်တွင် ဆရာ၊ဆရာမတို့နှင့် သက်ဆိုင်သည့်အချက်များကို (✓) အမှတ်ခြစ်ပေးပါ။

(၁) အသက်

☐ ၂၀-၂၅ နှစ် ☐ ၂၆-၃၀ နှစ် ☐ ၃၁-၃၅ နှစ် ☐ ၃၆ နှစ် နှင့်အထက်

(၂) လက်ရှိသင်ကြားနေသောအတန်း

☐ မူလတန်း ☐ အလယ်တန်း ☐ အထက်တန်း

(၃) ပညာရေး

☐ ပညာရေး ☐ တက္ကသိုလ် ☐ မဘွဲ့ ☐ သိုလ်မဟာဘွဲ့

ဒေါက်တာဘွဲ့

(၄) သင်ကြားရေးအတွေ့အကြုံ

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

SINCE 1969

အပိုင်း (၂)

ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုဆိုင်ရာမေးခွန်း

ညွှန်ကြားချက်

၁။ ပေးထားသောဇယားတွင် ဆရာ၊ဆရာမတို့၏ ထင်မြင်ချက်နှင့် အကိုက်ညီဆုံးအချက်ကို (✓) အမှတ်ခြစ်ပေးပါ။

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

စဉ်	သင်ကြားရေးဆိုင်ရာတိုးတက်မှု	(၁)	(၂)	(၃)	(၄)	(၅)
၁။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည် သင်ကြားရေးကို တိုးတက်ကောင်းမွန်စေပါသည်။					
၂။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည် သင်ခန်းစာရေးဆွဲရာ တွင် အကျိုးသက်ရောက်မှုရှိသည်။					
၃။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည် ဆရာ၊ဆရာမများ၏ သင်ကြားရေးအပေါ် အကြံဉာဏ်သစ်များနှင့်နည်းစနစ်သစ်များပေးသည်။					
၄။	ကျောင်းအုပ်သည် ကျောင်း၏တိုးတက်ကောင်းမွန်ရေးကို အပြုသဘောဆောင်စွာအကျိုးသက်ရောက်မှုရှိသည်။					
၅။	သင်ကြားရေးဆိုင်ရာတိုးတက်မှုအတွက် ဆရာ၊ဆရာမများ အကြား ပူးပေါင်းလုပ်ဆောင်မှုကို ကျောင်းအုပ်မှ ထိန်းကျောင်း ကြပ်မတ်ပေးသည်။					

စဉ်	အကြံပြုချက်	(၁)	(၂)	(၃)	(၄)	(၅)
၆။	ကျောင်းအုပ်ကိုအကောင်းမြင်စိတ်ရှိသောနည်းပေးလမ်းပြကောင်းတစ်ဦးအဖြစ်ဖော်ညွှန်းချင်ပါသည်။					
၇။	ကျောင်းအုပ်ထံမှအကြံပြုချက်များကိုနှစ်နှစ်မှတစ်ကြိမ်လျှင်မြန်စွာလက်ခံရရှိသည်။					
၈။	ကျောင်းအုပ်ထံမှလက်ခံရရှိသောအကြံပြုချက်များသည် မိမိအတွက်အသုံးဝင်သည်။					
၉။	ကျောင်းအုပ်ထံမှလက်ခံရရှိသောအကြံပြုချက်များသည်					

ဆရာ၊ဆရာမများအတွက်လိုအပ်သည်များပိုမိုကောင်းမွန်လာစေရန်နှင့်အသုံးဝင်သောနည်းလမ်းကောင်းများကိုကျောင်းအုပ်မှလမ်းညွှန်ပေးသည်။					
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စဉ်	ဆွေးနွေးတင်ပြခြင်း	(၁)	(၂)	(၃)	(၄)	(၅)
၁၀။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည်လွတ်လပ်စွာဆွေးနွေးတင်ပြခြင်းအခန်းကဏ္ဍကိုပိုမိုကောင်းမွန်စေရန်ထိန်းကျောင်းကြပ်မတ်ပေးသည်။					
၁၁။	ဆရာ၊ဆရာမနှင့်ကျောင်းအုပ်တို့၏ဆက်ဆံရေးသည်အမိန့်အာဏာပေးခြင်းထက် အချင်းချင်းရိုင်းပင်းကူညီသောဆက်ဆံရေးဖြစ်သည်။					
၁၂။	ကျောင်းအုပ်သည်ဆရာ၊ဆရာမတို့နှင့်လိုက်လျောညီထွေမှုရှိအောင်လုပ်ကိုင်ဆောင်ရွက်နေခြင်းထက် ၎င်းတို့၏ကိုယ်ရည်ကိုယ်သွေးမြှင့်တင်ခြင်းကို အာရုံစူးစိုက်ပါသည်။					

စဉ်	ပြန်လည်ဆန်းစစ်သုံးသပ်ခြင်းနှင့်တိုးတက်မှု	(၁)	(၂)	(၃)	(၄)	(၅)
၁၃။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည် စာသင်ကြားရေးကို ပြန်လည်သုံးသပ်နိုင်ရန် တွန်းအားဖြစ်စေသည်။					
၁၄။	ဆွေးနွေးလေ့ရှိခြင်းတွင် ကျောင်းအုပ်မှမိမိအားပါဝင်စေခြင်းသည် မိမိကိုယ်ကိုယ်မိမိပြန်လည်ဆန်းစစ်သုံးသပ်နိုင်ရန် လုံ့ဆော်မှုပေးသည်။					
၁၅။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည် ကိုယ်ရည်ကိုယ်သွေးမြှင့်တင်ရန် စိတ်စွန့်အားဖြစ်စေသည်။					
၁၆။	ကျောင်းအုပ်၏ကူညီထောက်ပံ့မှုသည် ဆရာ၊ဆရာမများနှင့်ကျောင်းသားကျောင်းသူမိဘတို့ဆက်သွယ်ဆက်ဆံရာတွင် ထိန်းကျောင်းကြပ်မတ်ပေးသည်။					
၁၇။	ကျောင်းအုပ်သည် ဆရာ၊ဆရာမများကို မိမိအားလေးစားနာခံစေခြင်းထက် ၎င်းတို့၏ ကိုယ်ရည်ကိုယ်သွေးမြှင့်တင်ခြင်းကို ပိုမိုအလေးထားသည်။					

စဉ်	ဦးရပ်ပုဂ္ဂိုလ်	(၁)	(၂)	(၃)	(၄)	(၅)
၁၈။	ကျောင်းအုပ်နှင့်ပြောဆိုဆက်ဆံသောအခါ စိတ်သက်တောင့်သက်သာရှိသည်။					
၁၉။	မိမိ၏စွမ်းဆောင်ရည်နှင့်ဝပ်လျဉ်းပြီး ကျောင်းအုပ်၏ထင်မြင်ချက်အပေါ် စိုးရိမ်ပူပန်မှုရှိသည်။					
၂၀။	မိမိ၏အတွေ့အကြုံနှင့်လိုအပ်ချက်များကိုကျောင်းအုပ်မှသိရှိနားလည်ပြီးလိုအပ်ချက်များနှင့်ကိုက်ညီအောင်စီစဉ်ဆောင်ရွက်ပေးသည်။					
၂၁။	မိမိစာသင်ကြားရာတွင် ကျောင်းအုပ်မှလေ့လာစောင့်ကြည့်သောအခါ စိုးရိမ်ကြောက်ရွံ့မှုဖြစ်သည်။					
၂၂။	ကျောင်းအုပ်၏ကျင့်ထောက်ပံ့မှုသည် စာသင်ကြားရေးတိုးတက်ကောင်းမွန်အောင်လုပ်ဆောင်ရန် စိတ်အားထက်သန်မှုကို မြှင့်တင်ပေးသည်။					



အပိုင်း (၃)

ဆရာ၊ဆရာမများ၏ အရည်အချင်းပိုင်းဆိုင်ရာမေးခွန်း

ညွှန်ကြားချက်

၁။ ပေးထားသောဇယားတွင် ဆရာ၊ဆရာမတို့၏ ထင်မြင်ချက်နှင့် အကိုက်ညီဆုံးအချက်ကို (✓) အမှတ်ခြစ်ပေးပါ။

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

စဉ်	သင်ကြားရေးနှင့်လေ့လာသင်ယူမှုအရည်အချင်း	(၁)	(၂)	(၃)	(၄)	(၅)
၁။	ပညာရေး၊လူမှုရေး၊စိတ်ခံစားမှုတို့နှင့်စပ်လျဉ်းပြီး စဉ်ဆက်မပြတ်တိုးတက်ကောင်းမွန်လာရန်မျှော်လင့်သည်။					
၂။	ကျောင်းသားများမျှော်လင့်ထားသော အသိပညာ၊အတတ်ပညာများရရှိနိုင်ရန် သင်ကြားရေးတွင်ခက်ခဲသောအကြောင်းအရာများကို ဖန်တီးပေးသည်။					
၃။	ကျောင်းသားများ၏ သင်ယူမှုလိုအပ်ချက်များစဉ်းစားရာတွင် ၎င်းတို့၏ အရည်အချင်းအဆင့်ကိုသိရှိရန် အချက်အလက်များကောက်ယူသည်။					
၄။	ဘာသာရပ်များကို လုံလောက်သောဗဟုသုတများဝေမျှပြီး သင်ကြားပို့ချသည်။					
၅။	တစ်ဦးတစ်ယောက်၊အသင်းအဖွဲ့၊အကြီးအသေးတို့နှင့် ထိရောက်စွာ အလုပ်လုပ်သည်။					
၆။	သင်ကြားရေးအရည်အသွေးကိုမြှင့်တင်ရန် ထိရောက်သော နည်းလမ်းများကိုအသုံးပြုသည်။			*		

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

စဉ်	ကျောင်းသားဗဟိုပြုသင်ကြားရေးအရည်အချင်း	(၁)	(၂)	(၃)	(၄)	(၅)
၇။	ကျောင်းသားများ၏သင်ယူမှုအရည်အချင်းကိုမြှင့်တင်ရန် အထောက်အပံ့ဖြစ်စေသောနည်းပညာများကိုအသုံးပြုပြီး သင်ကြားပို့ချသည်။					
၈။	ကျောင်းသားများကို စာအရေးသားပိုင်းဆိုင်ရာသင်ကြားရာတွင် ရှင်းလင်းသောအချက်အလက်များနှင့်ပံ့ပိုးပြီး သင်ကြားသည်။					
၉။	သင်ခန်းစာသင်ကြားခြင်းတစ်လျှောက်လုံးတွင် ကျောင်းသားများ အား သင်ခန်းစာနှင့်စပ်လျဉ်းသော အကြံပြုချက်များပေးသည်။					
၁၀။	သင်ကြားရေးအရည်အသွေးမြှင့်တင်ရန် အသုံးပြုနိုင်သော နည်းပညာဆိုင်ရာ သင်ထောက်ကူပစ္စည်းများအသုံးပြုသည်။					
၁၁။	စာသင်ကြားချိန်ကိုအကျိုးရှိစွာနှင့်ထိရောက်စွာအသုံးပြုသည်။					
၁၂။	ကျောင်းသားများအတွက် လုံခြုံစိတ်ချရသော သင်ယူမှုအသိုက် အဝန်းကို ဖန်တီးပေးသည်။					
၁၃။	ကျောင်းသားများလေ့လာသင်ယူမှုတွင်ပျော်ရွှင်ရန် သင်ယူမှုကို အထောက်အကူပြုသောဝန်းကျင် ဖန်တီးပေးသည်။					
၁၄။	ကျောင်းသားများ မိမိကိုယ်ကိုယ်မိမိတန်ဖိုးထားခြင်းကို တိုးတက် ကောင်းမွန်လာစေရန်နှင့် ယင်းတန်ဖိုးကို ဆက်လက်ထိန်းသိမ်းနိုင် ရန် ကူညီပေးသည်။					
၁၅။	ရင်းနှီးဖော်ရွေသော ပြောဆိုဆက်ဆံမှုကို မြှင့်တင်သည်။					

* มหาวิทยาลัยอัสสัมชัญ *
SINCE 1969

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

စဉ်	ဆန်းစစ်သုံးသပ်ခြင်းအရည်အချင်း	(၁)	(၂)	(၃)	(၄)	(၅)
၁၆။	ကျောင်းသားတို့၏အတွေးအခေါ်များကို တွန်းအားပေးလှုံ့ဆော်နိုင်သော အခြေအနေများဖန်တီးပေးသည်။					
၁၇။	ကျောင်းသားတို့၏အတွေးအခေါ်နှင့်မူအဆင့်ကို အသိအမှတ်ပြုလက်ခံပေးပြီး မတူညီကွဲပြားသော သင်ကြားမှုပုံစံကို စိစဉ်ရေးဆွဲသည်။					
၁၈။	ကျောင်းသားတို့၏စဉ်းစားတွေးခေါ်မှုကိုတိုးတက်မြှင့်တင်ပေးရန် ဆွေးနွေးခြင်းနှင့်မေးခွန်းမေးခြင်းနည်းဗျူဟာကိုအသုံးပြုသည်။					
၁၉။	သင့်တင့်စီစဉ်လျှင်သော စာသစ်စနစ်အမူအကျင့်များကို ထိန်းသိမ်းသည်။					
၂၀။	ကျောင်းသူ၊ကျောင်းသားများကို မျှမျှတတ ဆက်ဆံသည်။					
၂၁။	လေ့လာသင်ယူမှုအပေါ် အကောင်းမြင်သောစိတ်သဘောထားကို ထုတ်ဖော်ပြသသည်။					
၂၂။	ကျောင်းသားတို့၏ စိတ်အားထက်သန်မှုကို တွန်းအားပေးလှုံ့ဆော်သော သင်ယူမှုပတ်ဝန်းကျင်ကို ဖန်တီးပေးသည်။					
၂၃။	ကျောင်းသူ၊ကျောင်းသားများ၏ စိတ်အားထက်သန်မှုကို ပျိုးထောင်ရာတွင် အထောက်အပံ့ဖြစ်စေသော နည်းဗျူဟာများ အသုံးပြုသည်။					
၂၄။	အကဲဖြတ်အချက်အလက်များ၏သုံးသပ်ချက်ရလဒ်ပေါ်မူတည်ပြီး သင်ကြားရေးနည်းစနစ်များနှင့် အရင်းအမြစ်များကို ပြုပြင်ပြောင်းလဲမှုများ လုပ်ဆောင်သည်။					

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

စဉ်	ကျွမ်းကျင်ပိုင်နိုင်မှု	(၁)	(၂)	(၃)	(၄)	(၅)
၂၅။	ကျောင်း၏မဟာဗျူဟာအစီအစဉ်ကို ဆက်သွယ်ချိတ်ဆက်ရာတွင် တက်ကြွစွာလုပ်ဆောင်သည်။					
၂၆။	ကျောင်းပတ်ဝန်းကျင်အတွင်းအလုပ်လုပ်ရာတွင်ပူးပေါင်းလုပ်ဆောင် တတ်သော အမှုအကျင့်ကို ထုတ်ဖော်ပြသသည်။					
၂၇။	လူအားလုံးကို ၎င်းတို့၏ဂုဏ်သိက္ခာနှင့်အညီ လေးစားသမှုဖြင့် ပြော ဆိုဆက်ဆံသည်။					
၂၈။	အပြုသဘောဆောင်သော ပညာရေးဆိုင်ရာ စံပြပုဂ္ဂိုလ်တစ်ဦးအဖြစ် တာဝန်ထမ်းဆောင်သည်။					
၂၉။	အချိန်ကို အကျိုးရှိစွာ အသုံးပြုသည်။					
၃၀။	လုပ်ငန်းတာဝန်များကို အချိန်မှီလုပ်ဆောင်သည်။					





Date: September 18, 2020

To whom it may concern

I have seen two categories of questionnaires that developed by Nan Mi Hnin Lay (ID No.6219556) who is a Master student from ASSUMPTION UNIVERSITY OF THAILAND. In order to accomplish hers Master of Education Degree in Educational and Administration and Leadership, I realized that Nan Mi Hhin Lay thesis will be focus on “ A STUDY OF RELATIONSHIP BETWEEN TEACHERS’ PARTICIPATIONS TOWARDS ADMINISTRATION SUPPORT AND THEIR COMPETENCE AT No.(1) BASIC EDUCATION HIGH SCHOOL IN HPA-AN TOWNSHIP, KAYIN STATE, MYANMAR”. The in-depth questionnaires have been originally prepared in English. On the one hand, questionnaires also been converted into the Myanmar Language in harmony with hers targeted group of respondents.

I am strongly recommended that her translation of English to Myanmar is thoroughly accurate and true to its original content.

 18/9/2020
Saw Eh Gay Dah (Mr.)

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B.A (Library and Information Studies (Hons.), University of East Yangon, 2010.

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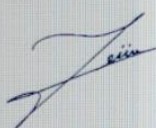
National Institute of Development Administration (NIDA), Thailand.

Date: 15 Sep, 2020

To whom it may concern,

I am writing this letter of translation approval at the request of Nan Mi Hnin Lay (ID-6219566) for the accomplishment of her Master of Education Degree in Educational Administration. The two questionnaires, Administrative Support and Teacher Competence, have been comprehensively translated into the Myanmar language for her focused groups of participants.

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



Zaw Tun Latt (Mr.)

latnova@gmail.com

Founder (Knowledge Village Education, Thanbyuzayat, Mon State)

M.Ed. (Educational Administration and Leadership)

Assumption University of Thailand

B.Sc. (Chem)

Yangon University of Distance Education



Date: November 18, 2020

To whom it may concern

As I have received the two questionnaires about the Administrative Support and Teacher Competence constructed by student, Nan Mi Hnin Lay for conducting the data in order to successfully achieve her thesis study of Master Degree in Educational Administration-EA (International Program) at Assumption University of Thailand. The two prepared questionnaires are originally in English version. The targeted respondents of the research are from Myanmar. Then she has also been translated into Myanmar language in accordance with her targeted group of the research study.

As the translation of English to Myanmar, is recommend to use for the data collection. I thoroughly comprehend and accurate to its authentic contents in order to be well-supported by the understanding of the research's respondents.



Thein Phod Awar (Mr)

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B.Sc (Physics), Hpa-an University, Karen State, Myanmar, 2012

M.Ed (Educational Administration), Assumption University of Thailand, 2019

Deputy Principal and Internship Coordinator

Diploma in Social and Development Studies

Education Gathering Group (EGG) Academy

Hpa-an Township, Karen State, Myanmar



Biography

Name : Nan Mi Hnin Lay

Date of birth : 10.8.1991

Place of birth : Hpa-an, Myanmar

Gender : Female

Nationality : Myanmar

Religion : Buddhist

Education Background

2010 : B.Sc (Chemistry), Hpa-an University, Myanmar

2007 : High School Graduate

No. (4) Basic Education High School, Hpa-an, Karen State, Myanmar

Work Experience

2014-2016 : Field Assistant (Karen Development Network, KDN)

2017-2018 : Elementary English Teacher and Student Affair Coordinator
(Education Gathering Group, EGG)

2013 : Volunteer English Language Teacher
(Taungkalay Monastic Education Center)

Training Attended

2018 : Teacher of training by Mote Oo Organization, Myanmar

2016 : Social Coherent training conducted by (Search for Common Ground)

2015 : Organizational Development Course by Payap University, Thailand

2013 : Leadership and Citizenship by (Education Gathering Group)

2011 : Intensive Community Leadership Program (Education Gather Group, EGG)

