



A COMPARATIVE STUDY OF PRINCIPALS' LEADERSHIP BEHAVIORS AND  
SCHOOL CLIMATES OF TWO INTERNATIONAL ELEMENTARY SCHOOLS  
IN YANGON, MYANMAR

Seinn Lei Phyu

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Educational Administration  
Graduate School of Education  
ASSUMPTION UNIVERSITY OF THAILAND

2013

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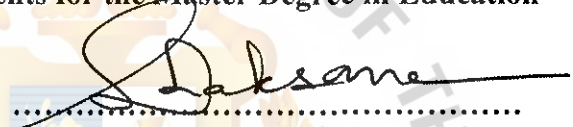
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**Thesis Advisor:** WATANA VINITWATANAKHUN, PH.D.

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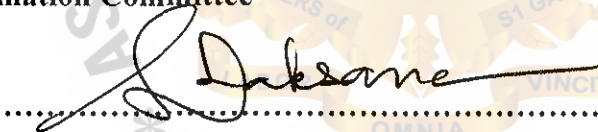
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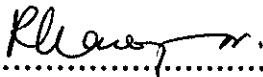
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## ABSTRACT

**I.D. No.:** 5419519

**Key Words:** PRINCIPALS' LEADERSHIP BEHAVIORS, SCHOOL CLIMATES

**Name:** SEINN LEI PHYU

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The purpose of this study were to: (1) identify the teachers' perceptions of their principals' leadership behaviors from two international elementary schools in Yangon, Myanmar, (2) identify the teachers' perceptions of their school climates, (3) compare the principals' leadership behaviors and school climates perceived by teachers.

Theories that were supportive in this study were (1) Path-Goal Theory of Leadership which was developed by House and his colleagues in the early 1970s, (2) Organizational Climate theories such as "The Mechanistic, Bureaucratic Model" and "The Organic, Humanistic Model" which were conducted by Owens and (3) The School Climate Model by Hoy et.al (1996).

The revised Organizational Climate Description Questionnaires (OCDQ-RE) were used as instrumental tool to meet the research objectives in this investigation and they were distributed to 59 teachers from two international

elementary schools in Yangon in May, 2013. The rating scale for level of practice was a four-point Linkert scale and frequencies, percentages, means, and two-tailed independent sample t-test were the statistical techniques applied in data analysis.

In this study, demographic background data of teachers from two selected international elementary schools from Yangon were surveyed as following. There were more female respondents than male respondents in both schools. The respondents whose ages from 31 to 40 were the most and the respondents who were more than 61 years old were the least in both schools. Most respondents were Americans in School A but other nationalities were the most respondents in School B. Master degree holders were more than bachelor degree holders in School A however bachelor degree holders were more than master degree holders in School B. The respondents who had experience of 2 to 5 years teaching were the most in School A while respondents who had 10 years of teaching experiences were the most in School B. In School A, most respondents had taught for 1 to 2 years while respondents who had taught in School B for three to four years were the most.

Regarding to the results from the data analysis, it was found out that most teachers perceived their principals' leadership behavior as supportive as high in both schools. Teachers also perceived their leadership behavior by themselves as collegial as high in both schools. Hence principals' leadership behaviors were surveyed as supportive as high and teachers' leadership behaviors were surveyed as collegial, principals-teachers and teachers-teachers relationships could be interpreted as open and teachers perceived their school climates as open climates. There was no

difference between school climates perceived by teachers between School A and School B in Yangon, Myanmar.

Field of Study: M.Ed (E.A)

Student's signature.....

Graduate School of Education

Advisor's signature .....

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### CHAPTER I INTRODUCTION

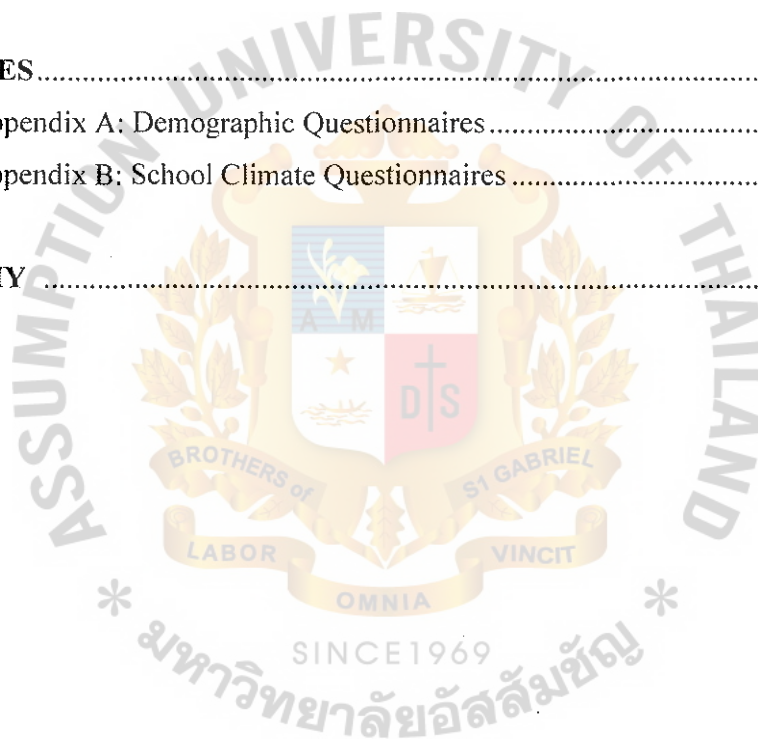
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents subheadings such as Background of the Study, Statement of the problem, Research Questions, Objectives and Hypotheses, Theoretical and Conceptual Framework, Scope and Limitation of the Study, Definition of Terms and Significance of the study.

#### **Background of the Study**

Education is one of the cores for nation's development and prosperity. When we think about education, we cannot neglect schooling because schooling is one of the first important and essential stages in our lives to help us acquire the skills that we will need to face the challenges. When we discuss about schooling, the principal becomes an important person and his/her leadership should be considered as one of the essential keys for student achievement and school improvement in school society. According to a well-known statement "As the principal goes so goes the school", there has been many research findings about the principalship (Kimbrough and Burkett, 1990). The research by Chamberlin and Cole (1972, as cited in Kimbrough and Burkett, 1990) stated that the most important person in a school society for student achievement is not the principal except the student himself. However the person who tries to create a better school learning environment for that student by the support of staff, teachers, resources, teaching materials and methods the most is the principal because s/he determines how the school should run, facilitates teachers and promotes a positive and open organizational climate through his/her leadership behavior (Kimbrough and Burkett, 1990).

Another key factor for student achievement and school success is a human-relation factor. The principal-teacher relation, the teacher-teacher relation, teacher-student relation, student-student relation and teacher-parent relation are important human-relationship for student achievement and the development of educational excellence. Therefore the social system is important for every school climate. Rebore (n.d, as cited in Green, 2010) stated that it is very important for school leaders to understand that the behavior of faculty and staff can be influenced by school climate and can affect the school climate positively or negatively because if there is a positive climate in school, the relationship between school leaders and staff will be good and high as teachers, staff and faculty members are satisfied with their working conditions and put the efforts in teaching and learning process to meet the objectives of the school. Unlikely, when the school has the climate of hostile and disengaged, the faculty and staff will be disconnected from the school and they will be uncooperative and aloof and the goals of the school and students' achievement will not be met. Therefore, it is very critical for school leaders to understand and analyze the school climate to enhance school success (Green, 2010).

### **Statement of the Problem**

When we look at the international schools in Yangon, most of teachers come from different countries such as America, Australia, England, Canada, Philippines, Hong Kong, China, India and so on. Some teachers work in same school for many years but some teachers move from one school to another school after one year. There can be many reasons why teachers do not work at one school for more than one year. The reasons might be high salary, nicer facilities, better relationship,

greater school reputation and school culture and so on. The main reason why teachers change the schools may be the salary however some teachers value good relationship with principal, school board of directors, faculty members and parents more than other factors.

Mostly personal relationship that occurs in any school is between principal and teachers. In a school the person who teachers interact with everyday the most is a principal. Teachers have meetings with principal, get emails and notes from principal, are being observed by principal and so on. If teachers dislike their principal, think that their principal burden them too much work, does not treat them equal and support them enough, they feel upset and stressed in their work and their performances do not commit highly. Then teachers try to look for a school with better relationships for them to be relaxed and comfortable.

In School A there is always teacher recruitment every school year. Every year school director and school principal always attend Thailand International Education Expo or TIEE and recruit the teachers. They recruit new teachers for new opening classes and replace in the place of resigned teachers. In School B there is an advertisement for teacher recruitment in Yangon Times Journal every school year. The research concerns whether teachers' movement from one school to another school is due to the relationship between principal and teachers or not. So the researcher would like to find out how teachers perceive the way of their principals' leading the schools, principal-teacher relationships such as principal's openness, teachers' openness and what kind of school climates exist concerned with principal-teacher and teacher-teacher relationships in both School A and School B.

### Research Questions

The research questions formulated regarding perceptions of teachers at two international elementary schools are as follows:

1. What are the principals' leadership behaviors perceived by teachers at School A and School B in Yangon, Myanmar?
2. What are the teachers' perceptions of school climates of School A and School B in Yangon, Myanmar?
3. Are there differences between principals' leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar?
4. Is there a difference between school climates perceived by teachers between School A and School B in Yangon, Myanmar?

### Research Objectives

The research objectives were as follows:

1. To identify the teachers' perceptions of their principals' leadership behaviors of School A and School B in Yangon, Myanmar.
2. To identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.
3. To compare the principals' leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar.
4. To compare the school climates perceived by teachers between School A and School B in Yangon, Myanmar.

### Research Hypothesis

1. There is a difference in principals' leadership behaviors: supportive, directive and restrictive, as perceived by teachers between School A and School B in Yangon, Myanmar.
2. There is a difference in school climates as perceived by teachers between School A and School B in Yangon, Myanmar.

### Theoretical Framework

This study's theoretical framework is composed of the following components:

- (1). Path-Goal Leadership Theory
- (2). Organizational Climate Theory
- (3). School Climate Model

- (1). Path-Goal Leadership Theory

Path-Goal Theory of Leadership was developed by House and his colleagues in the early 1970s (Chance & Chance, 2002). Path-Goal Theory focuses on the relationship between the leader's leadership style and followers' characteristics in the work setting and is derived from expectancy theory of motivation. Path-Goal Theory is designed to help the leaders to choose the specific behaviors that are fit to motivate the followers to achieve their goals along the path (Chance & Chance, 2002.)

## (2). Organizational Climate Theory

Two major organizational theories such the classical traditional theory which is known as “The Mechanistic, Bureaucratic Model” and the human resources development theory which is called as “The Organic, Humanistic Model” were conducted by Owens (1998). The Bureaucratic Model focused upon principles of scientific management and was characterized by top-down authority, “going by the book”. The Humanistic Model was based on principles of social system theory where the leader emphasized the skills and interests of the followers and their working relationships by fostering open communication, making participatory decisions and establishing collaborative teaming (Owens, 1998).

## (3). School Climate Model

This study will be conducted based on the school climate model of Hoy et.al (1996). Hoy et.al (1996) identified four types of school climates: open climate, engaged climate, disengaged climate and closed climate. Open School Climate is a school environment where teacher-principal relations are open and the principal treats teachers and students warmly as a good supporter. Engaged School Climate is a school environment where teachers cooperate with colleagues as professionals in open faculty by being supervised by principal however they do not communicate openly with principal. Disengaged School Climate in this study is a school environment where teachers do not cooperate with each other openly and are disengaged from tasks although the principal supports them warmly and openly. Closed School Climate in this study is a school environment where teacher-principal relations are closed and principal does not support the teachers but makes teachers busy with unnecessary paperwork.

## Conceptual Framework

Drawing from Path-Goal Leadership Theory, Organizational Climate Theory and School Climate Model, a conceptual framework was formulated as follows:

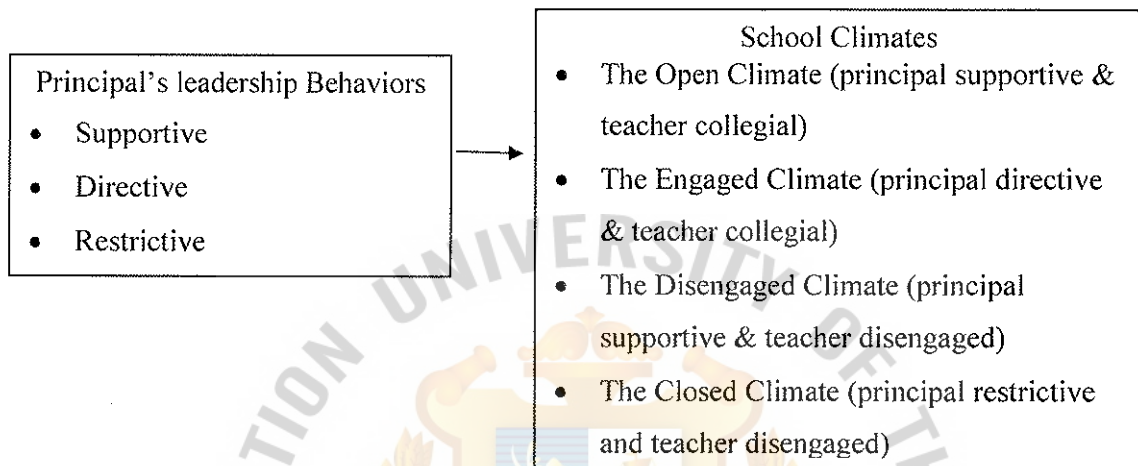


Figure 1. Conceptual Framework of this study

### Scope of the Study

1. Data in this study will be provided by selected two international elementary school A and B and may not reflect other international elementary schools in Yangon.
2. Data in this study will be measured the leadership behaviors of the principals who work at selected two international elementary schools (School A and School B) in 2012-2013 school year and may not reflect other principals who worked in previous school years .
3. Data in this study will not be measured by the perceptions of assistant teachers, students, parents, administrators.

4. School Climate concerns all aspects of school environment-physical factors, human factors, policy and philosophy; however, this study will only examine the principal-teacher relationship.

### Definitions of Terms

The certain key terms used in this study are defined for a better understanding and clarification of this study as follows:

**Leadership:** to the process of leading, guiding and motivating people in an organization to achieve the goals.

**Leadership Behaviors:** the way of how a principal and teachers practice in the school.

**Principal Leadership Behaviors:** there are three types of principal's behavior such as supportive, directive and restrictive.

(1). *Supportive Leadership Behavior:* the leading way of a principal by appreciating the performance of teachers, taking interest in followers and providing the necessary needs of teachers.

(2). *Directive Leadership Behavior:* the leading way of a principal by mostly monitoring and controlling over the teachers.

(3). *Restrictive Leadership Behavior:* the leading way of a principal by making the teachers busy with unnecessary work and forcing the followers to do the job more than their responsibilities and capabilities.

**Teachers' Leadership Behaviors:** There are three types of leadership behaviors of teachers such as collegial, intimate and disengaged.

- (1). *Collegial Leadership Behavior:* the acting way of teachers by getting well relationship, open communication and interactions with colleagues respectfully and professionally
- (2). *Intimate Leadership Behavior:* the leading way of teachers by showing strong relationship among faculty and supporting each other.
- (3). *Disengaged Leadership Behavior:* the way of teachers by showing no interest and effort on their work, having no good relationship with colleagues.

**Perceptions:** the feelings, assumptions and opinions from the teachers about principals' leadership behaviors and school climate.

**School Climate:** a school environment where students, teachers, staff and parents feel and perceive about their school positively or negatively.

- (1) Open School Climate: a school environment where the principal treats teachers as a good supporter by practicing high supportive leadership behaviors and teachers respect and support their colleagues by the use of high collegial leadership behavior.

[ high principal supportive leadership behavior + high teacher collegial leadership behavior ( taken from Prototypic Profiles of Climate Types by Hoy, Tarter & Kottkamp, 1999 )].

- (2) Engaged School Climate: a school environment where the principal is rigid and autocratic and gives instruction to the teachers by the use of high directive leadership behavior however teachers cooperate with colleagues as professionals and like each other as friends by the use of high collegial behavior [ high principal directive

leadership behavior + high teacher collegial leadership behavior (taken from Prototypic Profiles of Climate Types by Hoy, Tarter & Kottkamp, 1999 )].

(3) Disengaged School Climate: a school environment where the principal treats teachers as a good supporter by practicing high supportive leadership behaviors teachers do not cooperate with each other openly and are disengaged from task [ high principal supportive leadership behavior + high teacher disengaged leadership behavior (taken from Prototypic Profiles of Climate Types by Hoy, Tarter & Kottkamp, 1999 )].

(4) Closed School Climate: a school environment where principal stresses teachers with busy work by the use of restrictive behavior and teachers do not cooperate and respect and support each other and shows disengaged behavior [ high principal restrictive leadership behavior + high teacher disengaged leadership behavior (taken from Prototypic Profiles of Climate Types by Hoy, Tarter & Kottkamp, 1999 )].

**School A:** an international elementary school which has a variety of student nationalities from pre-kindergarten to grade five, applies an international American curriculum developed by University of Chicago, is accredited by Western Association of Schools and Colleges (WASC) and is a member of the East Asia Regional Council of Schools (EARCOS).

**School B:** an international elementary school which has 10 different student nationalities from nursery to year 6, applies an international Oxford curriculum.

**Principal:** a person who is in charge of an international elementary school ranged from nursery to grade 5.

**Teachers:** educated people who commit to the teaching task and they are homeroom teachers as well as special teachers in special classes such as music, art, computer, physical education, English as Foreign Language, Myanmar studies at two selected international elementary schools.

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### Significance of the Study

There is no previous research on principal's leadership behavior and school climate at selected two international elementary schools in Yangon. Thus this research will give the benefits to the teachers, administrators, school board of directors and further researchers.

This study may provide directions to teachers to understand principal's leadership behaviors and school climate so that they can engage in school works as professionals.

This study may help the administrators to understand principal's behaviors and apply these behaviors to create a better school climate for students, teachers and faculty.

This study may provide guidelines to school board of directors to develop a positive school climate with the good relationship between principal and teachers based on principal's leadership behaviors.

This study may provide incentives to further researcher to conduct further research in other international elementary schools in Yangon to investigate principals' leadership behaviors and school climate.

## CHAPTER II

### REVIEW OF LITERATURE

People live and work together in the society because the outcomes when we work together in a group or organization are better than the outputs when we work alone. The organization without vision, without direction, without discipline, without leadership and management cannot produce the best outcome. So leadership plays the most important role in an organization and without leadership organizations move too slowly, stagnate, and lose their ways. Therefore leadership shows people the same direction to approach, harness the efforts, ideas, and skills of people jointly and energizes people toward a goal (Mills, 2005).

#### Leadership

As James MacGregor Burns (1978, as cited in Gill, 2011) defined “Leadership is one of the most observed and least understood phenomena on earth,” the term “leadership” has been discussed through researches and defined from different perspectives for more than half a century.

Hoy and Miskel (2001) defined the leadership as the art of transforming people and organization with the purpose of organizational development because leaders develop a relationship between followers and themselves by aligning, motivating, and inspiring the subordinates to foster productivity. Lt-Gen. Edward Flanagan of the US Army (as cited in Gill, 2011) stated that leadership is a timeless subject because management experts have described, discussed, dissected and analyzed for centuries. Bennis (as cited in Gill, 2011) observed the leadership that leadership is a portmanteau field in French which means a field with variety of variables.

## Leadership Behavior Theories

Behavior theories appeared after the trait theories. Researchers focused on what the leaders do rather than what leaders should be. There were three widely leadership studies based on behavioral theories which were conducted at the University of Iowa, Ohio State University and University of Michigan (Drake & Roe, 2003).

The Iowa Studies was conducted by Kurt Lewin & his colleagues (as cited in Drake & Roe, 2003) by studying on the leadership with three groups of nine-to-twelve-year-old-boys to complete a carpentry assignment which were led by adults with three different leadership styles such as Authoritative, Democratic and Laissez-Faire at Iowa State University. In Authoritarian Leadership style, the leaders are directive and they make decisions without letting the subordinates' participate. In Democratic Leadership the leaders allow their subordinates participate in decision-making by encouraging them to express their ideas and suggestions. In Laissez-Faire leadership, the leaders allow subordinate to make decisions on their own by giving complete freedom to the groups without providing any leadership (Drake & Roe, 2003).

Drake & Roe (2003) stated that another study on leader behavior was conducted at Ohio State University in 1945. A major contribution of these studies is the development of the Leadership Behavior Description Questionnaires (LBDQ). By the use of LBDQ, two main categories of leader behavior: consideration (personal orientation) and initiating structure (task orientation) were identified. An "Initiating" Leadership refers to a leader who pays attention to only subordinates' standard performance, assign works and concerns for production. The leader sets goals, does scheduling and planning well, applies work procedures and clarifies work roles to

establish high achievement. The initiating structure leadership is similar to transactional leadership. A “Consideration” Leadership refers to a leader who cares the relationships with his/her subordinates in terms of friendship, trust, respect, warmth, support, cooperation and concerns for the satisfaction of staff by ensuring their inner needs (Drake & Roe, 2003).

The University of Michigan conducted researches on leadership styles by Katz and Maccoby, Morse and Likert (as cited in Drake & Roe, 2003) to analyze the behaviors of effective and ineffective leaders. The Michigan study identified two categories of leadership behavior: job-centered and employee-centered. This study focused on productivity initially under the leader’s authoritarian leadership and defined that the production will improve if a leadership process is based on teamwork, trust, participatory (Drake & Roe, 2003).

### **Contingency Theories of Leadership**

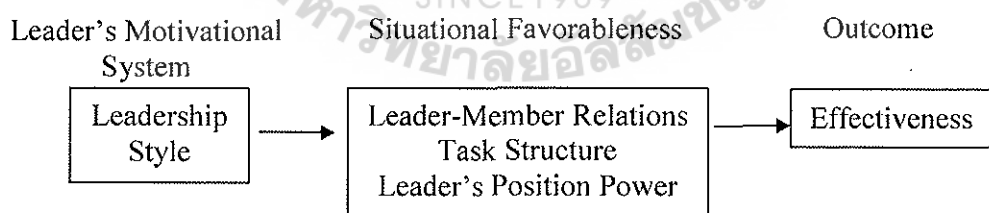
The main idea of contingency theories is that there is no best style of leadership for leaders because the leaders should apply different styles of leadership due to different situations, different organizations and different subordinates (Lunenburg and Ornstein, 2002).

**Fiedler’s Contingency Theory.** One of the most well-know contingency theories is a Fiedler’s Contingency Theory developed by Fielder and his colleagues (1964, 1967, 1974, 1987) (as cited in Lunenburg and Ornstein, 2002). It is also named as a leader-match theory in terms of matching the suitable leader to appropriate situations. The name of the theory itself includes the word “contingency” because effective leadership depends on how well a leader apply appropriate leadership style to be able to suit the right setting. Fiedler and his colleagues developed contingency

theory by observing different styles of different leaders in different situations mainly in military organizations (Lunenburg and Ornstein, 2002).

Fiedler's Contingency Theory mainly focuses on leadership styles and situations. There are two leadership styles defined in Fiedler's Contingency Theory: task-motivated and relationship-motivated. Task-motivated leaders emphasize on goal achievement however relationship-motivated leaders care for interpersonal relationship. Least Preferred Coworker (LPC) scale developed by Fielder is used to measure styles of the leader (Lunenburg and Ornstein, 2002).

Fiedler discovered that effective leadership relies on leader-member relations, task structure and position power in situation. Leader-member relations contain the relationship such as degree of confidence, respect, trust between the leader and subordinates. Task-structure consists of the nature of follower's task which is clearly simple structured or unclear, complex. Position Power refers to the authority of a leader that can control the subordinates by giving reward, promotions or punishment depending on the behaviors of subordinates (Lunenburg and Ornstein, 2002). The main variables in Fiedler's Contingency Theory was illustrated in figure shown in below.



*Figure 2. Major Variables in Fiedler's Contingency Theory (taken from Educational Administration: Concepts and Practices by Fred C. Lunenburg & Allan C. Ornstein, 2002)*

**Path-Goal Leadership Theory.** Northhouse (2010) mentioned that House reformulated Fielder's Contingency Theory and there are four main types of leadership behaviors have been researched among other leadership behaviors. The leadership behaviors of a leader in Path-Goal Theory are directive, supportive, participative and achievement-oriented leadership behaviors.

**Directive Leadership Behavior.** In directive leadership behavior, a leader supervises the followers and gives them instructions about their task whether the task is important or daily routine by controlling with his/her authoritative power (Northhouse, 2010).

**Supportive Leadership Behavior.** Supportive leadership behavior is characterized by a leader who has friendly relationships with subordinates, respects and cares for them by supporting to their human needs. A supportive leader focuses on taking a role of an equal instead of a boss. The supportive behavior is similar to consideration leadership which was conducted in the study of Ohio State University.

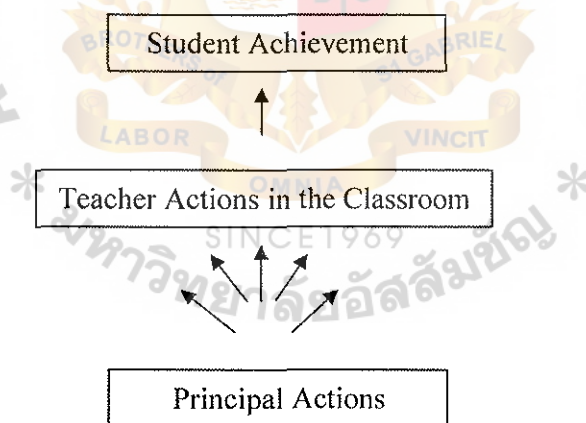
**Participative Leadership.** The characteristic of participative leadership behavior is that a leader discusses with subordinates, listens to their ideas and allows them to involve in decision making about the task (Northhouse, 2010).

**Achievement-oriented Leadership.** Achievement-oriented leadership emphasizes on a leader who sets the challenging goals and expect the excellence of subordinates' performance by believing their capabilities (Northhouse, 2010).

## Principalship

One of the important educational leadership is principal leadership. A principal plays an essential role for better school culture, school climate, and students' achievement in education. Why should principal effectiveness be defined as a vigorous factor for successful schools? In which ways are principal behaviors linked with school success?

In the meta-analysis of sixty-nine studies conducted from 1978 to 2001, Marzano & his colleagues identified that principal leadership has a significant and positive relationship with student achievement in K-12 education in the United States. The principal's actions and behaviors do not directly affect student learning. Principal instructs teachers first and then teachers interact with students in the class. The principal's influence on student achievement passing through teachers is shown in figure 3 (Dufour and Marzano, 2012).



*Figure 3.* Relationship between principal behavior and student achievement (taken from *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement* by Richard Dufour & Robert J. Marzano, 2012)

**Roles and Responsibilities Conceptions of a Principal.** The roles and responsibilities of a principal have been changed over time. Traditional roles and responsibilities of a principal are focused on administrative processes and functions. Sergiovanni (1995) stated that in 1986, the National Association of Elementary School Principals (NAESP) contributed the document “Elementary and Middle School Proficiencies for Principals” which consisted of a list of 74 proficiencies under 10 categories: leadership behavior, communication skills, group processes, curriculum, instruction, performance, evaluation, organization, fiscal and political. Leithwood and Montgomery (1986) (as cited in Holmes & Wynne, 1991) developed a typology of a principal based on five categories such as managerial tasks, personnel development, program development, implementation and problem-solving. MacBeath & Myers (1999) mentioned about headteacher competencies from a point of view of Industrial Society. The Industrial Society produced its own 20 lists of headteacher competencies. The first five items on the lists were concerned with the importance of support and encouragement to the followers such as: supporting other people, recognizing individual effort, promoting other people’s self-esteem, developing other people, minimizing anxiety. Cordeiro and Cunningham (2013) stated that the National Center for School Leadership (NCSL) contributed the five key aspects of the role of principal as below:

1. Defining and communicating a school’s educational mission
2. Coordinating curriculum
3. Supervising and supporting teachers
4. Monitoring student progress
5. Nurturing a positive learning climate

Matthew and Crow (2003) mentioned that there are seven principalship role conceptions. Principal needs to play in the roles of learner, mentor, supervisor, leader, manager, politician and advocate. In order to facilitate and nurture students, teachers and other staff to understand basic assumptions about teaching and learning and to reform the learning organization of school, principals should be active learners themselves and leaders of learning in their schools first. To be an active learner, a principal should have self-awareness, be a good inquirer to define problem correctly and to collect information to solve the problem and should apply practice of reflectivity to administrative learning. Otherwise principals might not be able to teach others how to be learners unless they push themselves for learning (Matthew & Crow, 2003).

Matthew & Crow (2003) stated that the principal should mentor veteran teachers in mid-career so that veteran teachers could continue needs in professional, psychosocial and career development. Principals need to mentor new teachers so as to understand the nature of school's norms and values and develop their professions from novice to experienced professional as well as students by correcting social behavior problems and achieving better academic results. One of the important factors for principal leadership is to build the trust and keep the faith among veteran teachers and staff and support the newcomers with a process of explaining about norms, values, beliefs and assumptions of the school's culture and changing school culture when internal integration breaks down (Matthew & Crow, 2003).

Principals play an important managerial role in school community when they deal with finance, facilities, programs and activities. Principals have to support faculty including teachers, staff and students with money by arranging school budget that was given by school boards for the teachers' professional development, salary

increases, program development, new buildings, learning activities and other teaching resources. The principal also have to do the long-and-short-term planning in the areas of outlining the activities that need to be accomplished, determining the resources needed, assigning people to work on the suitable activities, and establishing a good time line (Matthew & Crow, 2003).

Matthew and Crow (2003) mentioned that the role of principal is the task of supervision. Principals supervise the teachers by evaluating teachers' teaching performance. Principal should know how to give meaningful feedback effectively. Principal should understand that giving harsh feedback is not helpful and giving only positive feedback is not honest.

Matthew and Crow (2003) stated that politics is a necessary concept of the new role of the principal although school leadership and politics were separated for many decades. They described that principals are advocates to support, maintain and defend the moral, legal and thoughtful educational principles and practices for children and youth. The principal should support the students by asking their teachers about their attendance and progress in their study. Principals also maintain what is morally right. Maintaining a safe school for all children is one of principals' advocacies. Principals have to understand the diversities of race, ethnic, culture, language, gender, poverty and social class of the students and apply the legal principles and practices with thoughtfulness for teachers, students, and staff to have equal access to the educational system (Matthew & Crow, 2003).

## 21<sup>st</sup> Century Principals

To lead 21<sup>st</sup> century schools, Green (2010) pointed that there are four dimensions of principals such as

Dimension 1: Understanding Self and Others

Dimension 2: Understanding the Complexity of Organizational Life

Dimension 3: Building Bridges through Relationships

Dimension 4: Engaging in Leadership Best Practices

As Goleman (n.d, as cited in Green, 2010) stated that

“Self-understanding is a life-long process essential of effective human relations,” it is not easy to lead any group or organization if a leader does not have a clear understanding of himself/herself – values, beliefs and strengths. So firstly principals should understand their values well because their behaviors are influenced by their personal hierarchy of values. The leaders can show that they value the ideas and suggestions of their followers by acting with fairness and integrity. Moreover principals should understand how their belief can influence their behavior too. McGregor (n.d, as cited in Green, 2010) explained with an example that when the principal believes that faculty members do not appreciate to work on school improvement plan, he/she might use directive behavior by supervising them closely. Contradictory, if the principal believes that faculty members are cooperative and self-regulation and enthusiastic in doing their tasks of school improvement, the principal will change from his/her behavior of directing to facilitating behavior.

Green (2010) described that schools are multifaceted and complex open social systems because they have various structures and contributing factors, components and situations are different from one school to another. Due to the difference between schools' organizations, principals need to establish a deep

understanding of complexities and apply different strategies through their leadership. To understand the complexity of organizational life in schools, there are four areas to be focused on for school leaders such as culture, climate, structure and the interaction of people. Principals should develop a clear and deep understanding of internal culture of the school – behaviors of teachers, students, parents, their values, their beliefs, their traditions, their living styles, their dress and their interaction and communication with each other so that school leaders can socialize subordinates individually to gain insight of visions, missions and goals of the school. And principals should also understand and discover the elements of external culture – school community, community stakeholders, program implement so that a positive environment can be established (Green, 2010).

Robbins (n.d, as cited in Green, 2010) defined that

“Organizational structure refers to coordination and control – how tasks are assigned in a formal manner, how individuals are grouped to complete work assignments, how lines of communication are established, and the enactment of rules and regulations that govern the behavior of individuals.”

Green (2010) stated that the structure of schools has been hierarchical by bureaucratic model under one-person leadership for many years. Due to the 21<sup>st</sup> century challenges, the structure of school should change to a participative structure of a humanistic model under a facilitative style of leadership. Transition from a bureaucratic structure to a humanistic model becomes the challenges to organizational leadership because some school organizations need to be strongly structured while a flexible structure is needed for others. Therefore principals should understand that

organizational structure is one of the dominant factors that influence in school organizational life.

The diverse needs of students, the motivation level of faculty and staff and school leaders' leadership styles has become the complexity of organizational life in schools. Principals should develop a deep understanding of how and why the students' differences are associated with academic achievement so that they can design the better curriculum and apply appropriate instruction with the cooperation with teachers. Principals need to understand that the motivation level of faculty and staff is connected with the completion of the assigned tasks. Moreover principals should be mindful that how their leadership styles may affect the interaction among faculty members (Green, 2010).

Green (2010) wrote that to foster goal attainment, principals need to build the bridges to connect the relationships between school and faculty, the school and community, principal and teacher, teacher and teacher, teacher and student because a relationship is a catalyst to bond people's emotions and feelings by deriving energies and motivation for completion of tasks. Principals should be aware of the importance of building positive relationships in schools.

**Leadership Platforms needed in 21<sup>st</sup> Century Principalship.** For leading schools in 21<sup>st</sup> century, no single leadership style is enough for a principal to operate so as to lead a complex modern educational organization. Principals needs to realize how to analyze the situations, how to compile the findings from evaluation of conditions in school organization both external and internal, how to adjust their leadership styles for each unique situation, how to arrange the procedures systematically and how to keep the good relationships with teachers, students, staff,

parents and other school communities. The challenge for principals is to understand leadership strategies and effective school principals apply different kinds of leadership such as moral, ethical, participative, transformational, transactional, instructional leadership in various individuals, schools, situations.

Green (2010) mentioned that principals must be able to examine ideas, concepts and practices that best fit the culture, climate and readiness of their school organization. To perform these tasks, principals should have visionary leadership first so that they share the visions or mental picture of what they want the school organization to become. Trethowan (as cited in Bell & Harrison, 1996) believed that “No good school has ever been created without such a vision, and no school continues to be good once the vision of those who lead it has been lost”. Educational leaders should set the targets in long terms and short terms and must think about the best ways to develop their organizations.

In 21<sup>st</sup> Century, instructional leadership is considered as the essential leadership for academic – achievement and principals became instructional leaders to plan, develop, supervise and assess instructional capacity and curriculum programs. Many researches revealed that the instructional leadership supported by principal is a major factor for higher student achievement (Cordeiro and Cunningham, 2013). The characteristics of principal’s instructional leadership are setting mission and high expectations for teaching and learning, understanding the values and sharing commitments with school colleagues, classroom visits, supervising teachers and students.

Fullan (2002) stated that the role of the principal as instructional leader is just the beginning for the student learning and being an instructional leader for a principal is not enough for deeper learning, teachers’ empowerment and school

reform. It is not easy for a principal to keep sustained improvement in student achievement. For sustained improvement of schools, principal should have the understanding the change and reforming process in education. Fullan (2002) stated that “ to accomplish lasting reform, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself.”

According to Fullan (2002), the principal of the future should be transformational leader who can change the cultures of organization through people and team. Sagor (1992) mentioned that shared decision making and teacher empowerment have been important particularly in school effectiveness however these features cannot be centralized without principal's transformational leadership. From Collaboration Action Research with the faculties at more than 50 schools, he found out that teachers and students reported principal as a transformative leader for a culture conducive to school success. He gave the examples of three transformative principals who came in different shapes, sizes and behaviors but they had one common thing; transforming exemplary schools (Sagor, 1992).

### **Organizational Climate Theories**

According to Owens (1998), there were two major organizational perspectives. They are the classical traditional theory which is known as “The Mechanistic, Bureaucratic Model” and the human resources development theory which is called as “The Organic, Humanistic Model”. The bureaucratic model focused upon principles of scientific management and was characterized by top- down authority, “going by the book” (Owens, 1998). The human resources development theory was based on principles of social system theory where the leader emphasized

the skills and interests of the followers and their working relationships by fostering open communication, making participatory decisions and establishing collaborative teaming.

### **School Climate**

School climate has been defined in many ways. Norton (1984) described school climate as having a collective personality, characteristics that distinguish one school from another. Hoy, Tarter, and Kottkamp (1991) stated that school climate is the feel and personality of a school. In the 21<sup>st</sup> century, Ubben, Hughes, and Norris (2011) believed that a positive school climate exists when there are shared values, norms, and tacit assumptions that characterized a school as being distinct. School climate provided the framework within which principal, teachers, staff and students functioned. School climate is the main crucial factor to distinguish the difference between effective and ineffective schools. As schools, offices and classes are employed with people, school climate represents a human condition. When the school has a positive climate, it can develop an atmosphere where people's best efforts, cooperative tasks, high level of trust and respect among faculty, school improvement, students achievement can be generated (Norton, 2008.)

**The Measurement of School Climate.** School climate researches developed from organizational climate researches. Halpin and Croft (1962, 1963) (as cited in Hoy, Tarter & Kottkamp, 1991) firstly started the study of organizational climates in schools and designed the Organizational Climate Descriptive Questionnaire (OCDQ) to identify interactions between principal and teacher and between teacher and teacher in schools. OCDQ instrument consists of 64 Linkert-typed questions.

Norton (2008) mentioned that another instrument to measure climate in schools is The High School Characteristics Index (HSCI) which was developed at the Syracuse University Psychological Research Center. The HSCI consists of 30 scales which are connected to seven factors of school climate and is used to provide students' perception of existing school profile.

Norton (2008) mentioned that the Purdue Teacher Opinionnaire (PTO) was the another instrument which was designed to measure of teacher morale. It includes 10 factors which are concerned to school environment and is useful for school administrators and researchers who intends to measure teacher morale in groups by schools, by grade levels and so on.

Harrison (1985, as cited in Norton, 2008) designed The Harrison Instrument for Diagnosing Organizational Ideology. This instrument is used to compare organization's values and staff's personal values with four ideologies: power orientation, role orientation, task orientation, self-orientation.

OCDQ was revised and developed into OCDQ-RE by Hoy, Tarter and Kottkamp (1991) to be able to measure the climate of elementary schools. The OCDQ-RE instruments consists of 42-item questions with six subtests to identify the behavior of elementary teachers and the school principal. Hoy et al. (1991) identified three categories of principal behaviors: supportive, directive, and restrictive. In principal's supportive behavior, the principal pays attention to the teachers and listens to teacher suggestions. Principal often gives true praise for teacher's performance. Teachers and faculty pay respect to principal in both personal and professional. In directive principal behavior, principal supervises and monitors teachers and school activities even smallest detail. In restrictive principal behavior the principal stresses

teachers with paperwork, committee requirements, meetings, routine duties, and their teaching responsibilities.

Hoy et al (1991) identified three subsets of teachers' behaviors: collegial, intimate and disengaged. In collegial teacher behavior, teachers support and and respect each other professionally. Teachers enjoy working together with their colleagues at school. In intimate teacher behavior, there are strong social relations among themselves. Teachers know each other very well not only at school but also in their personal lives. They are close friends and they give strong social support for each other. In disengaged teacher behavior, teachers are not friendly each other and they do not like to work together with their colleagues and they are not supportive each other (Hoy et al, 1991).

From the measurement of six subscales of principal and teachers' behavior, Hoy et al. (1991) suggested four types of climate: open, engaged, disengaged, and closed.

**Open Climate.** The open climate means a school environment where the principal treats teachers and faculty equally as a good supporter and facilitator. Moreover the principal shows great interest and listens to teachers' ideas, appreciate and compliment teachers' performances, and supports the teachers' needs (high supportive leadership behavior). Teachers not only respect their principal but also know each other and corporate openly and professionally. Teachers feel proud of their schools and like each other as friends (high collegial and high intimate leadership behaviors) (Hoy et. al, 1991).

**Engaged Climate.** The engaged climate means a school environment where teacher-teacher relationship are highly performed although teacher-principal relationship is timid and weak. Mostly the principal supervises teachers by

instructions and burdens the teachers with unnecessary paperwork (high directive leadership behavior. Teachers like each other as friends as well as respect each other as colleagues. Thus teachers work together, support each other, enjoy their work and engage their performance highly and professionally (high collegial and high intimate leadership behaviors) (Hoy et. al, 1991).

***Disengaged Climate.*** The disengaged climate is the contrast to the engaged climate. In disengage climate, the principal is supportive and attentive to the teachers (high supportive leadership behavior) however teachers are not willing to take responsibilities and work together productively. And teachers do not like each other as friends and respect each other as colleagues (high disengaged leadership behavior) (Hoy et. al, 1991).

***Closed Climate.*** The closed climate is on the opposite spectrum to the open climate. In closed climate, the principal's behaviors are non-supportive, directive and demanding and teachers' behaviors are unhelpful, unproductive, intolerant and not respectful. The principal mostly commands the teachers with instructions and burden the teachers with unnecessary paper work over the limitation of teachers' responsibilities (high restrictive leadership behavior). Teachers never pay respect either principal or their colleagues and they only produce low performance of their work (high disengaged leadership behavior). Neither the principal nor teachers cooperate together to create a collegial school environment (Hoy et. al, 1991).

Table 1  
*Prototypic Profiles of Climate Types (Taken from Open Schools/ Healthy Schools: Measuring Organizational Climate by Hoy, Tarter & Kottkamp, 1991)*

Climate Dimension	Climate Type			
	Open	Engaged	Disengaged	Closed
Supportive	High	Low	High	Low
Directive	Low	High	Low	High
Restrictive	Low	High	Low	High
Collegial	High	High	Low	Low
Intimate	High	High	Low	Low
Disengaged	Low	Low	High	High

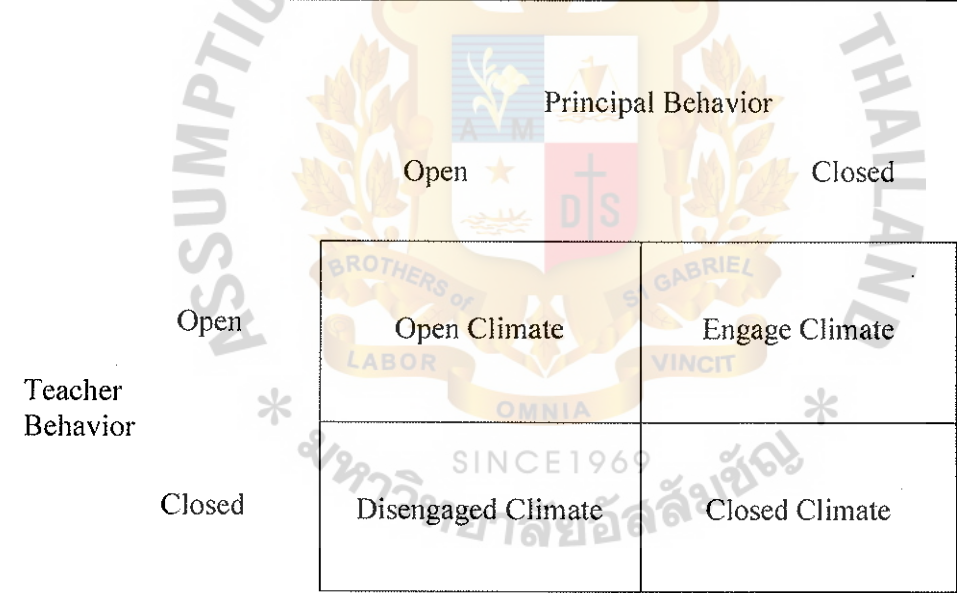


Figure 4. Typology of School Climates (Taken from Open Schools/ Healthy Schools: Measuring Organizational Climate by Hoy, Tarter & Kottkamp, 1991)

**Relationships in School Climate.** Educational leaders of today's schools need to develop an in-depth understanding of subordinates' values, beliefs, strengths, interests and levels of motivation individually with whom they lead and work together. When principals understand the skills and attributes of followers – teachers and staff and show their respect for followers' experiences, ideas and values, they will definitely foster collaborative working relationships between and among followers.

Green (2010) explained that there are three main types of relationships in internal school relationships such as principal-teacher, teacher-teacher and teacher-student. According to Barth (n.d, as cited in Green, 2010), the most important relationship in schoolhouse is the relationship between the principal and teachers for goal attainment, understanding of the needs of students, academic achievement and teachers' job satisfaction.

Another relationship for school effectiveness is the relationship between teachers because teachers need to work together to meet students' needs. Sometimes teachers lose trust between each other because of different visions and expectations and experiences. In these cases, school leaders or principals support teachers to build trust and positive relationships working on projects. The relationship between teachers and students is also important in school learning because interpersonal relationships influence students' learning capacity and teachers' teaching process. Therefore it is necessary for school leaders to understand deeply how teachers feel about students and how students feel about teachers (Green, 2010).

### **Historical Background of School A and School B**

School A was founded in 1998 by a group of concerned educators and business leaders who felt there was a need for an affordable, high-quality international

education option for Myanmar and expatriate students living in Yangon. From its humble beginnings as an "International Child Zone" with 48 students, the school has grown rapidly to over 1000 students and became elementary school, middle school and high school located in three separated campuses with its own principals in a residential neighborhood in the Hlaing Township of Yangon. In an elementary school, there are 35 teachers who have come from the United States, Canada, Great Britain, Wales, France, Pakistan, China, Taiwan, and Zambia with many holding advanced degrees. Additionally, over 60 Myanmar assistant teachers work to help ensure that all students are engaged in personalized learning. School A is accredited by Western Association of Schools and Colleges (WASC) and is a member of the East Asia Regional Council of Schools (EARCOS).

School B is an independent, coeducational day school, Nursery-Year 13 (ages 3-18 years). The school was purposefully built and opened in 2009 to provide the best possible learning environment for its students. Staff at School B come from varied international backgrounds including Austria, England, India, New Zealand, Philippines, Russia, South Africa, and USA. Most classes have an assistant teacher who works closely with the classroom teacher, especially in the area of ESL support. School B has 10 different nationalities represented on the student body. Currently a majority of students are Myanmar. It has a strong representation of students with Chinese nationality. The following are also represented: Japan, USA, Australia, Malaysia, Korea, Russia, India, South Africa and Thailand.

### **Related Prior Researches**

Salfi (2010) conducted the research of successful leadership practices of head teachers for school improvement. Data were collected by a mixed-methods

research design of review of related literature, documents about school achievements and students' attainment, questionnaire and interviews with different stakeholders including the head teachers, teachers, parents and students. It was conducted into two phases. In the first phase, Salfi (2010) distributed 1,053 questionnaires to 351 secondary schools in Punjab province in Pakistan to identify the successful schools. After successful schools were surveyed, second phase was conducted by distributing 315 questionnaires to 105 head teachers and 210 teachers from secondary schools and by interviewing 12 head teachers, 24 teachers, 24 parents and 120 students. There were eight conceptual factors of school heads' leadership practices such as shared school vision, collaborative school culture, distribution of leadership responsibilities, consultation and involvement of staff, instructional and mentoring support, interpersonal relationships, professional development and parental and community involvement. For second aspect of collaborative school culture, it was founded out that majority of head teachers from successful schools established a culture of collaboration, support and trust.

Shaw (2009) conducted a descriptive and quantitative research on the relationship between leadership styles and school climate and to determine a specific leadership style promotes positive school climate in selected elementary and middle schools in South Carolina. In his research, he applied Leader Behavior Description Questionnaire (LBDQ) Form XII Self, the Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE), and Organizational Climate Description Questionnaire for middle schools (OCDQ-RM). In his research, it was found that teachers provided highest mean rating for supportive behavior for principals and lowest mean rating for disengaged behaviors for teachers.

Mooney (2003) conducted the study of relationship between transformational leadership and organizational climate. He used The Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) and Leader Behavior Description Questionnaire (LBDQ) Form XII Self. The instruments were administrated to 59 principals and 425 teachers from elementary schools in Western Pennsylvania. Data indicated that there was a significant relationship between teachers' perceptions of principal's transformational leadership style and open school climate.

Gaines (2011) utilized a descriptive and quantitative research on the relationship between elementary school principals' leadership styles and school climate in an urban district within the southeastern region of the United States. In her research, participants were elementary school principals and teachers and as survey instruments, she applied Leader Behavior Description Questionnaire (LBDQ) Form XII Self to investigate principals' leadership styles and the Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) to identify how teachers described their school principal leadership behavior and school climate. Gaines (2011) found that there was a positive linear relationship between elementary school principals' leadership styles and school climate.

Black (2010) studied the correlation analysis of servant leadership and school climate. This study was a mixed-method study to determine in which extent servant leadership was correlated with school climate. In his research, he used Organization Leadership Assessment (OLA) and the Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) and the instruments were distributed to selected sample of 231 full-time teachers and 15 principals from a

Catholic School Board in Ontario. The study showed that there was a significant positive correlation with servant leadership and school climate.

Jankens (2011) conducted the study of relationship between school climate and student growth in Michigan Charter Schools. In his study, he applied Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) for school climate and for student growth, he calculated the reading and math results from Performance Series Test by Scantron and MAP Test by NWEA. The participants were 355 teachers from 35 Charter Schools in Michigan. The finding indicated that there were significant relationships between both principal openness and student growth, and teacher openness and student growth. There was a significant relationship between school climate and student growth.

Nichols (2007) conducted the study of relationship between school leadership, school climate and student performance from two elementary schools in Missouri. In her study, she applied Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) for school climate and for student performance, she calculated the communication arts and maths results from The Missouri Assessment Program (MAP) Test. The participants were 355 teachers from 35 Charter Schools in Michigan. The result showed that when School A was surveyed high restrictive scores, it received MAP that was increased from 2003-2005 and when School B was surveyed high supportive scores, it was shown that MAP decreased. Based on the result, there was a statistically significant relationship between school climate and student performance.

## Conclusion

In any organization, leadership skill is very important. Leadership is a process of communicating between people with respect, building the relationships between people with understanding, trusting and empathy, supporting people with what they need and leading the organization toward a certain goal by maintaining, integrating, performing tasks with group members.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the structure, procedures and process of how the researcher will carry out research study in terms of design, population and sample, instrument that will be used, data collection and data analysis.

#### **Research Design**

The purpose of this study is to compare teachers' perceptions of the principals' leadership behaviors and school climates between School A and School B.

This study is going to identify the teachers' perceptions of the principals' leadership behaviors and school climates in both School A and School B and the researcher tries to compare the principals' leadership behaviors and school climates as perceived by teachers between selected School A and School B.

The research will use a set of questionnaires which has two parts: (1) Teachers' Demographic Data, and (2) School Climate. The research will adopt these questionnaires from the previous reliable and validated researches. This study will be a quantitative research and comparative study.

#### **Population**

The populations were the teachers from selected School A and School B during the academic year 2012-2013. The population of the teachers will be 35 teachers from School A and 26 teachers from School B in total. As there are 33 teachers from School A in population, all should be taken. Like the sampling amount of the teachers from School A, all 26 teachers from School B will be used. The total

number of teachers will be 33 from School and 24 from School B. The population and samples were shown in Table 1:

Table2  
*Population of Teachers from School A and School B (2012-2013)*

Teachers from international elementary schools	Population
School A	33
School B	24

**Research Instrument**

To collect empirical data, a survey questionnaire will be administered to indentify the teachers’ perception of their principals’ leadership behaviors and school climates of selected School A and School B and to compare principals’ leadership behaviors and school climates perceived by teachers between selected School A and School B.

The questionnaire was divided into two parts as follows:

**Part one:** concerned with teachers’ demographic data such as age, gender, nationality, educational background, teaching experience and number of years of working in selected School A and School B.

**Part two:** concerned with school climates and Organizational Climate Description Questionnaire (OCDQ-RE) will be utilized to determine teachers’ perception of school climates of selected School A and School B.

OCDQ-RE Questionnaire was developed by Hoy, Tarter and Kottkamp (1991) and it includes 42 questions measured the basic six dimensions of elementary school climate. Among six dimensions, principal’s behavior is tested along three dimensions: supportive, directive and restrictive. Teacher’s behavior is tested along

three dimensions: collegial, intimate and disengaged. When we get the result of leadership behaviors of principal and teachers, four different climate profiles for the school such as open climate, engaged climate, disengaged climate and close climate are defined. The patterns of four different climate prototypes were summarized based on principal leadership behavior and teacher interactions and can be seen in Table 2 and the typology of school climate was illustrated in Figure shown in below (Hoy, Tarter & Kottkamp, 1991).

Table 1  
*Prototypic Profiles of Climate Types (Taken from Open Schools/ Healthy Schools: Measuring Organizational Climate by Hoy, Tarter & Kottkamp, 1991)*

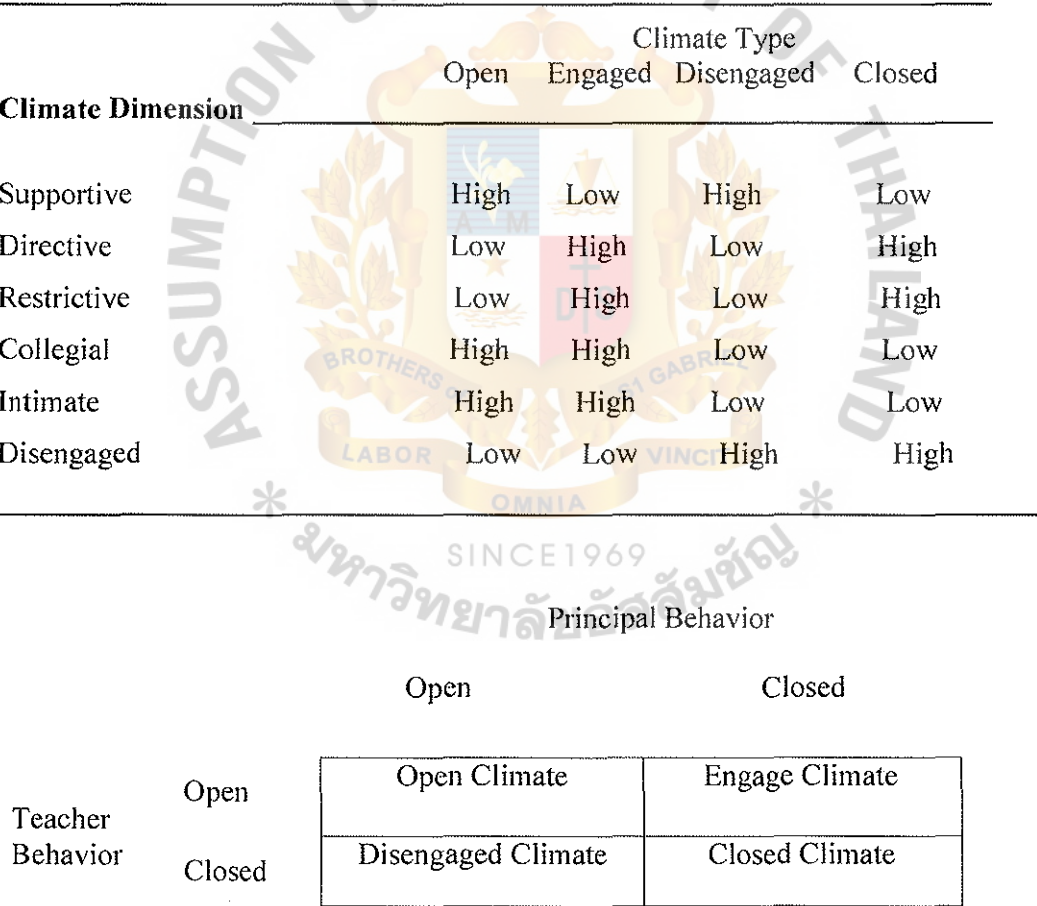


Figure 4. Typology of School Climates (Taken from Open Schools/ Healthy Schools: Measuring Organizational Climate by Hoy, Tarter & Kottkamp, 1991)

The OCDQ – RE is a four point Linkert scale questionnaire. The teachers from both School A and School B will answer the questions based upon their perception toward school climates by choosing four rating scales mentioned as following: (1) Rarely Occurs, (2) Sometimes Occurs, (3) Often Occurs and (4) Very Frequently Occurs.

Table 3

*Breakdown of OCDQ-RE*

Teachers' Perception of School Climate concerned with Principal and Teachers' Behaviors	Question Numbers
<b>Principal's Behaviors</b>	
Supportive Behavior	4, 9, 15, 22, 28, 16, 23, 29 and 42
Directive Behavior	5, 10, 17, 24, 30, 34, 35, 39 and 41
Restrictive Behavior	11, 18, 25, 31 and 36
<b>Teachers' Behaviors</b>	
Collegial Behavior	1, 6, 12, 19, 26, 32, 37 and 40
Intimate Behavior	2, 7, 13, 20, 27, 33 and 38
Disengaged Behavior	3, 8, 14 and 21

To investigate four different kinds of school climates such as open climate, engaged climate, disengaged climate and closed climate, we can draw the conclusion based on principal leadership behaviors and teacher leadership behaviors referring to the table 2 of prototypic school climate profile.

**Open Climate:** High Supportiveness of Principal and High Collegiality of teachers

**Engaged Climate:** High Directiveness of Principal and High Collegiality of teachers

**Disengaged Climate:** High Supportiveness of Principal and Low Collegiality of teachers

**Closed Climate:** High Restrictive of Principal and High Disengagement of teachers

### Validity and Reliability of the Instrument

The revised instrument Organizational Climate Description Questionnaire (OCDQ – RE) developed by Hoy, Tarter and Kottkamp (1991) is a validated and reliable questionnaire. It was examined with a new sample of schools to confirm validity and reliability of its subtests. Hoy, Tarter and Kottkamp (1991) used seventy elementary schools from urban, suburban, and rural areas in New Jersey. They randomly took the sample of at least 6 teachers from 38 pilot schools and 32 new schools and added to final sample. Very small schools were not included in the sample. Schools that participated came from 12 of the 21 counties in the state. Thirty-nine percent were located in the six counties having the least number of school districts; 37% of the schools came from the six counties with the largest number of districts; and 24% of the schools were gathered from the remaining nine middle counties. They collected data mostly from the teachers at the faculty meetings. In total 1071 educators in seventy schools in New Jersey participated in the test of OCDQ – RE (Hoy, Tarter & Kottkamp, 1991).

### Collection of Data

In February 2013, the researcher went to School A and School B to request Directors and Principals to allow her to conduct her research at both schools in person. The researcher got oral permission from Directors and Principals from both School A and School B first. After that the researcher will ask for official permission from School A and School B by sending official letters to Director and via electronic mail. In May, 2013 the researcher gave Thesis Proposal Defense PowerPoint Presentation at Graduate School of Education at Assumption University. In May,

2013 the hard copies of questionnaires were distributed to the teachers from selected School A and School B. Hard copies of questionnaires were collected in May, 2013.

### Data Analysis

The following appropriate statistical techniques utilized to meet the objectives of this study were as follows:

Objective 1: *To identify the teachers' perceptions of their principals' leadership behaviors of School A and School B in Yangon, Myanmar.* To meet Objective 1, Descriptive Statistical Means will be used to identify the teachers' perceptions of their principals' leadership behaviors of School A and School B.

Objective 2: *To identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.* To meet Objective 2, Descriptive Statistical Means will be used to identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.

Objective 3: *To compare the principals' leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar.* To meet Objective 3, two-tailed T-test will be used to compare teachers' perception of the principals' leadership behaviors between School A and School B in Yangon, Myanmar.

Objectives 4: *To compare the school climates perceived by teachers between School A and School B in Yangon, Myanmar.* To meet Objectives 4, two-tailed T-test will be used to compare School A's climate and School B's climate perceived by teachers.

### Summary of the Research Process

Table 4

*Summary of the Research Process*

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis	Results
1. To identify the teachers' perceptions of their principals' leadership behaviors of School A and School B in Yangon, Myanmar.	33 teachers from School A and 24 teachers School B	Organizational Climate Description Questionnaire (Revised Elementary) (OCDQ-RE)	Descriptive Statistical Means, Frequencies and Percent	Teachers perceived principals' behavior as supportive.
2. To identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.				School Climates of School A and School B were considered as open climates by perceptions of teachers.
3. To compare the principals' leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar.			Independent sample two-tailed t-test	There were differences in principal leadership behavior except supportive.
4. To compare the school climates perceived by teachers between School A and School B in Yangon, Myanmar.				There was no difference in both school climates

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the analysis and interpretation of the data derived from teachers from two selected international elementary schools (School A and School B) from Yangon, Myanmar. The results of these research findings were demonstrated and presented in four parts as follow:

Part 1. Demographic Data from School A and School B

Part 2. The analysis of principal leadership behaviors perceived by teachers from School A and School B

Part 3. The comparison of the teachers' perception of principal leadership behaviors between School A and School B

Part 4. The analysis of school climates perceived by teachers from School A and School B

Part 5: The comparison of school climates perceived by teachers from School A and School B

The data had been collected from 29 respondents from School A and 22 teachers from School B. The findings and analysis from the data supported important information that was required to determine the research objectives in Chapter One:

Objective One: To identify the teachers' perceptions of their principals' leadership behaviors of School A and School B in Yangon, Myanmar.

Objective Two: To identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.

Objective Three: To compare the principals' leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar.

Objective Four. To compare the school climates perceived by teachers between School A and School B in Yangon, Myanmar.

**Part 1: Demographic Data from School A and School B**

This section described the demographic descriptive characteristics of teachers from school A and School B which distribute the personal information profile of gender, age, nationality, level of education, teaching experiences and number of years teaching at respective schools. In this study, the demographic data were not mainly important and the researcher used as a reference of the teachers. The summarized demographic background of teachers from School A and School B was shown in following table.

Table 5 represents the demographic profile of teachers from School A and School B such as gender, age, nationality, level of education, teaching experiences and number of years teaching in both schools.

Table 5  
*Frequency and Percent Distribution of Demographics Data from School A and School B*

Demographic Factors	Variables	Frequencies		Percent	
		School A	School B	School A	School B
Gender	1). Male	10	8	34.5	36.4
	2). Female	19	14	65.5	63.6
Highest Level of Education	1). Bachelor Degree	14	14	48.3	63.6
	2). Master Degree	15	8	51.7	36.4

Table 5

*Frequency and Percent Distribution of Demographics Data from School A and School B (Continued)*

Demographic Factors	Variables	Frequencies		Percent	
		School A	School B	School A	School B
Age	1). 22-25	2	3	6.9	13.6
	2). 26-30	6	4	20.7	18.2
	3). 31-40	10	7	34.5	31.8
	4). 41-50	4	5	13.8	22.7
	5). 51-60	6	2	20.7	9.1
	6). 61 ≤	1	1	3.4	4.5
Nationality	1). American	18	5	62.1	22.7
	2). Canadian	3	2	10.3	9.1
	3). Australian	2	0	6.9	0
	5). British	0	1	0	4.5
	6). Asian	4	6	13.8	27.3
	7). Others	2	8	6.9	36.4
Teaching Experiences	1). 1 year	0	1	0	4.5
	2). 2-5 years	14	7	48.3	31.8
	3). 6-9 years	7	5	24.1	22.7
	4). 10 years	8	9	27.6	40.9
Number of Years Teaching at School A or School B	1). Under 1 year	6	4	20.7	18.2
	2). 1-2 years	17	7	58.6	31.8
	3). 3-4 years	5	9	17.2	40.9
	4). 5-9 years	1	2	3.4	9.1

The interpretation demographic characteristic of teachers from School A and School B from table 5 was described as following:

### **Gender**

In School A, it was observed that 34.5% of the respondents were males and 65.5% were females so female respondents were more than male respondents.

In School B, it was observed that 36.4% of the respondents were males and 63.6% were females so female respondents were more than male respondents.

### **Age**

The age of respondents were divided into seven groups. In School A, the respondents' ages between 22 to 25 years old were 6.9%, ages between 26 to 30 years old 20.7%, ages between 31 to 40 years old 34.5%, ages between 41 to 50 years 13.8%, ages between 51 to 60 years 20.7% and ages more than 61 years old 3.4%.

In School B, the respondents' ages between 22 to 25 years old were 13.6%, ages between 26 to 30 years old 18.2%, ages between 31 to 40 years old 31.8%, ages between 41 to 50 years 22.7%, ages between 51 to 60 years 9.1% and ages more than 61 years old 4.5%.

### **Nationality**

In School A, 62.1% of respondents were American, 10.3% Canadian, 6.9% Australian, 13.8% Asian and 6.9% others.

In School B, 22.7% of respondents were American, 9.1% Canadian, 4.5% British, 27.3% Asian and 36.4% others.

### **Education Level**

In School A, 48.3% of respondents were bachelor degree holders and 51.7% were master degree holders. In School B, 63.6% of respondents were bachelor degree holders and 36.4% were master degree holders.

### Teaching Experiences

In School A, 48.3% of respondents had teaching experiences between 2 to 5 years. The other respondents 24.1% had teaching experiences between 6 to 9 years and 27.6% had 10 years of teaching experiences.

In School B, 4.5% of respondents had one year teaching experience while 31.8% had teaching experiences between 2 to 5 years. The other respondents 22.7% had teaching experiences between 6 to 9 years and 40.9% had 10 years of teaching experiences.

### Years of teaching in Respective Schools

There were 20.7% of respondents who had taught in School A not more than one year. There were 58.6% of respondents who had taught in School A for one to two years. 17.2% of respondents had taught in School A for three to four years. The other respondents 3.4% had taught in School A for 5 to 9 years. There was no respondent who has taught in School A for more than 10 years.

There were 18.2% of respondents who had taught in School B not more than one year. There were 31.8% of respondents who had taught in School B for one to two years. 40.9% of respondents had taught in School B for three to four years. The other respondents 9.1% had taught in School B for 5 to 9 years.

In conclusion, there were more female respondents than male respondents in both School A and School B. The respondents whose ages from 31 to 40 were the most and the respondents who were more than 61 years old were the least in both School A and School B. Most respondents were American in School A but other nationalities were the most respondents in School B. Master degree holders were more than bachelor degree holders in School A however bachelor degree holders were

more than master degree holders in School B. The respondents who had experience of 2 to 5 years teaching were the most in School A while respondents who had 10 years of teaching experiences were the most in School B. In School A, most respondents had taught for 1 to 2 years while respondents who had taught in School B for three to four years were the most.

## **Part 2: The analysis of principals' leadership behaviors perceived by teachers from School A and School B**

To analyze principals' leadership behaviors perceived by teachers from two international elementary schools in Yangon, the researcher used the revised instrument Organizational Climate Description Questionnaire (OCDQ – RE) which included 42 questions to present principal's leadership behaviors: supportive, directive and restrictive, and teachers' leadership behaviors: collegial, intimate and disengaged. Among 42 questions, there are nine items representing principal's supportive leadership behaviors which were mentioned as below:

1. The principal goes out of his/her way to help teachers.
2. The principal uses constructive criticism
3. The principal explains his/her reasons for criticism to teachers.
4. The principal looks out for the personal welfare of teachers.
5. The principal compliments teachers.
6. The principal listens to and accepts teachers' suggestions.
7. The principal treats teachers as equals.
8. The principal is easy to understand.
9. The principal goes out of his/her way to show appreciation to teachers.

There are nine items representing principal's directive leadership behaviors that were mentioned as below:

1. The principal rules with an iron fist.
2. The principal checks the sign-in sheet every morning.
3. The principal schedules the work for the teachers.
4. The principal corrects teachers' mistakes.
5. The principal closely checks the classroom (teacher) activities.
6. The principal checks lesson plans.
7. The principal is autocratic.
8. The principal monitors everything teachers do.
9. The principal supervises teachers closely.

These five items represented principals' restrictive behavior as below:

1. Routine duties interfere with the job of teaching.
2. Teachers have too many committee requirements.
3. Administrative paperwork is burdensome at this school.
4. Clerical work reduces teachers' paperwork.
5. Teachers are burdened with busywork.

These eight items represented teachers' collegial behavior such as:

1. The teachers accomplish their work with vim, vigor, and pleasure.
2. The teachers leave school immediately after school is over.
3. Most of the teachers here accept the faults of their colleagues.
4. Teachers are proud of their school.
5. New teachers are readily accepted by their colleagues.
6. Teachers socialize together in small, select groups.
7. Teachers respect the professional competence of their colleagues.

These seven items represented teachers’ collegial behavior such as:

- 1. Teachers’ closest friends are other faculty members at this school.
- 2. Teachers invite faculty members to visit them at home.
- 3. Teachers know the family background of other faculty members.
- 4. Teachers have fun socializing together during school time.
- 5. Teachers have parties for each other.
- 6. Teachers socialize with each other on a regular basis.
- 7. Teachers provide strong social support for colleagues.

These four items represented teachers’ disengaged behavior as below:

- 1. Faculty meetings are useless.
- 2. There is a minority group of teachers who always oppose the majority.
- 3. Teachers exert group pressure on non-conforming members.
- 4. Teachers ramble when they talk at faculty meetings.

As the researcher applied the revised instrument Organizational Climate Description Questionnaire (OCDQ – RE) which is a four point Likert scale questionnaire, the range of mean scores was interpreted as shown in table 6 below:

Table 6

*Interpretation of Range of Mean Scores of Leadership Behaviors of Principal and Teachers*

Principal’s Leadership Behaviors	Range of Mean Scores	Interpretation
Supportive Behavior (9 items)	1-18	Low
	19-36	High
Directive Behavior (9 items)	1-18	Low
	19-36	High
Restrictive Behavior (5 items)	1-10	Low
	11-20	High

Table 6

*Interpretation of Range of Mean Scores of Leadership Behaviors of Principal and Teachers (Continued)*

Teachers' Leadership Behaviors	Range of Mean Scores	Interpretation
Collegial Behavior	1-16	Low
	17-32	High
Intimate Behavior	1-14	Low
	15-28	High
Disengage Behavior	1-8	Low
	9-16	High

As OCDQ-RE Questionnaire is a four-point Linkert scales questionnaires, the researcher interpreted total mean scores of leadership behaviors of principal and teachers according to the matrix formula (**four level of perception from 1-4**):

Low in behavior = number of question items x 2 points

High in behavior= number of question items x 4 points

Principal’s Supportive Behavior

- There were 9 question items.
- Low = 9 items x 2 points = 18, High= 9 items x 4 points = 36
- So the researcher interpreted the range of mean scores from 1 to 18 as low and from 19 to 36 as high in principal’s supportive behavior.

Principal’s Directive Behavior

- There were 9 question items.
- Low = 9 items x 2 points = 18, High= 9 items x 4 points = 36
- So the researcher interpreted the range of mean scores from 1 to 18 as low and from 19 to 36 as high in principal’s supportive behavior.

### Principal's Restrictive Behavior

- There were 5 question items.
- Low = 5 items x 2 points = 10, High= 5 items x 4 points = 20
- So the researcher interpreted the range of mean scores from 1 to 10 as low and from 11 to 20 as high in principal's supportive behavior.

### Teachers' Collegial Behavior

- There were 8 question items.
- Low = 8 items x 2 points = 16, High= 8 items x 4 points = 32
- So the researcher interpreted the range of mean scores from 1 to 16 as low and from 17 to 32 as high in teachers' collegial behavior.

### Teachers' Intimate Behavior

- There were 7 question items.
- Low = 7 items x 2 points = 14, High= 7 items x 4 points = 28
- So the researcher interpreted the range of mean scores from 1 to 14 as low and from 15 to 28 as high in teachers' Intimate behavior.

### Teachers' Disengaged Behavior

- There were 4 question items.
- Low = 4 items x 2 points = 8, High= 4 items x 4 points = 16
- So the researcher interpreted the range of mean scores from 1 to 8 as low and from 9 to 16 as high in teachers' collegial behavior.

According to the range of mean scores interpretation table 6, the researcher analyzed the principals' leadership behaviors perceived by teachers from School A and School B as shown in table 7 and 8:

Table 7  
*Means and Standard Deviations of Leadership Behaviors of Principal from School A*

	N	Mean	Std. Deviation	Interpretation
Supportive Behavior of Principal	29	26.14	6.87	High
Directive Behavior of Principal	29	18.79	5.09	High
Restrictive Behavior of Principal	29	11.59	2.82	High
Valid N (listwise)	29			

Referring to the table 6 of interpretation of range of mean scores, principal’s leadership behaviors from School A that were shown in table 7 were interpreted as below:

- Supportive Behavior was considered as high in the mean score of 26.14 (rounded to two decimal points).
- Directive Behavior was considered as high in the mean score of 18.79 (rounded to two decimal points).
- Restrictive Behavior was considered as high in the mean score of 11.59.

Teachers from School A perceived their principal as supportive by the mean score of 26.14 as highest in the comparison mean scores of 26.14, 18.79, 11.59 respectively. So it was considered that principal leadership behavior of School A was supportive in the mean score of 26.14.

Table 8  
*Means and Standard Deviations of Leadership Behaviors of Principal from School B*

	N	Mean	Std. Deviation	Interpretation
Supportive Behavior of Principal	22	27.09	5.98	High
Directive Behavior of Principal	22	21.73	4.62	High
Restrictive Behavior of Principal	22	9.50	2.26	Low
Valid N (listwise)	22			

Referring to the table 6 of interpretation of range of mean scores, principal's leadership behaviors from School B that were shown in table 8 were interpreted as below:

- Supportive Behavior and Directive Behavior were considered as high (the mean scores of 27.09 and 21.73 respectively) (rounded to two decimal points).
- Restrictive Behavior was considered as low in the mean score of 9.50 (rounded to two decimal points).

Most teachers from School B perceived their principal as supportive by the mean score of 27.09 as highest the comparison of mean scores of 27.09, 21.73 and 9.50. So it was considered that principal leadership behavior of School B was supportive in the mean score of 27.09.

The researcher summarized the findings for research objective one as below:

Objective one: To identify the teachers' perceptions of their principals' leadership behaviors of School A and School B in Yangon, Myanmar,

It was considered that teachers perceived their principals' leadership behaviors as supportive behavior in both School A and School B regarding to the highest mean scores.

**Part 3. The comparison of the teachers’ perceptions of principal leadership behaviors between School A and School B**

This part reveals the answer to complete Research Objective Three:

Objective Three: To compare principals’ leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar

To meet the requirement of research objective three, the researcher applied independent sample t-test which can be used to identify the differences and to highlight the answer of research objective three and hypothesis. The hypothesis was tested with .05 level of significant value.

Table 9

*Comparing Teachers’ Perceptions of Principal Leadership Behaviors between School A and School B*

Principals’ Leadership Behaviors	T	df	Sig (2-tailed)	Mean Difference
Supportive Behavior	-.519	49	.606	-.953
Directive Behavior	-2.11	49	.039	-.953
Restrictive Behavior	2.90	49	.006	-.953

\*p< .05

Table 9 describes that the significant of .606 was greater than .05 in teachers’ perception of Principals’ Supportive Leadership Behavior which indicated that there was no significant difference in Principals’ Supportive Leadership Behavior perceived by teachers between School A and School B. In Teachers’ Perceptions of Directive Behavior of Principals, the significant of .039 is less than .05 level of significant value. Therefore, there is a difference in principals’ Directive Leadership Behavior perceived by teachers between School A and School B. In Teachers’

Perceptions of Restrictive Behavior of Principals, the significant of .006 is less than .05 level of significant value. Therefore, there is a difference in principals' Restrictive Leadership Behavior perceived by teachers between School A and School B.

#### **Part 4. The analysis of school climates perceived by teachers from School A and School B**

This part shows the answer of Research Objectives 2.

Objective 2: *To identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.*

To investigate four different kinds of school climates such as open climate, engaged climate, disengaged climate and closed climate, the criteria of four types of school climates were interpreted as in Table 10:

Table 10

Criteria of Four types of School Climates (*Prototypic Profiles of Climate Types by Hoy, Tarter & Kottkamp, 1999*)

Types of Climates	Principal's Behavior	Teachers' Behavior
Open Climate	High Supportive	High Collegial
Engaged Climate	High Directive	High Collegial
Disengaged Climate	High Supportive	High Disengaged
Closed Climate	High Restrictive	High Disengaged

Table 11

*Means and Standard Deviations of Leadership Behaviors of Principal and Teachers from School A*

	N	Mean	Std. Deviation	Interpretation
Supportive Behavior of Principal	29	26.14	6.87	High
Directive Behavior of Principal	29	18.79	5.09	High
Restrictive Behavior of Principal	29	11.59	2.82	High
Collegial Behavior of Teachers	29	22.76	3.63	High
Intimate Behavior of Teachers	29	18.62	4.27	High
Disengage Behavior of Teachers	29	7.52	2.05	Low
Valid N (listwise)	29			

Referring to the table 6 of interpretation of total mean scores, most teachers from School A perceived principal's leadership behaviors as supportive as highest and most teachers perceived teachers' leadership as collegial as highest by comparing mean scores.

Table 12

*Interpretation of School Climates of School A*

School Climates	Behaviors of Principal and teachers	Range of Mean Score Interpretation	Mean Scores
Open Climate	Principal Supportive (High)	Low=1-18 High=19-36	26.14 (High)
	Teacher Collegial (High)	Low= 1-16 High= 17-32	22.76 (High)
Engaged Climate	Principal Directive (High)	Low= 1-18 High= 19-36	18.79 (High)
	Teacher Collegial (High)	Low= 1-16 High= 17-32	22.76 (High)
Disengaged Climate	Principal Supportive (High)	Low=1-18 High= 18-36	26.14 (High)
	Teachers Disengaged (High)	Low=1-8 High= 9-16	7.52 (Low)
Closed Climate	Principal's Restrictive (High)	Low= 1 – 10 High= 11-30	11.59 (High)
	Teachers' Disengaged (High)	Low=1-8 High=9-18	7.52 (Low)

By the mean scores of leadership behaviors of principal and teachers in the school climate criteria in table 12, school climate of School A could be interpreted as below:

- According to the criteria of school climate, open climate was interpreted as high principal supportive behavior and high teachers collegial behavior. As School A got high principal supportive behavior and high teachers collegial behavior so it school A was considered as open climate.
- According to the criteria of school climate, engaged climate was interpreted as high principal directive behavior and high teacher collegial behavior. As School A got high principal directive behavior and high teachers collegial behavior so school A was considered as engaged climate.
- According to the criteria of school climate, disengaged climate was interpreted as high principal supportive behavior and high teacher disengaged behavior. School A got high principal supportive behavior however it got low teachers disengaged behavior so school A was not considered disengaged climate.
- According to the criteria of school climate, closed climate was interpreted as high principal restrictive behavior and high teacher disengaged behavior. School A got high principal restrictive behavior however it got low teachers disengaged behavior so school A was not considered as closed climate.

To conclude the analysis of School A's school climates, it was found out that School A considered as open climate and engaged climate. However most teacher perceived principal's behavior as supportive as highest by the comparison of mean scores. Hence School A was considered as open climate by the comparison of mean scores of principal and teachers.

Table 13

*Means and Standard Deviations of Leadership Behaviors of Principal and Teachers from School B*

	N	Mean	Std. Deviation	Interpretation
Supportive Behavior of Principal	22	27.09	5.97	High
Directive Behavior of Principal	22	21.73	4.62	High
Restrictive Behavior of Principal	22	9.50	2.26	Low
Collegial Behavior of Teachers	22	22.36	2.90	High
Intimate Behavior of Teachers	22	14.55	3.00	High
Disengaged Behavior of Teachers	22	5.86	1.88	Low
Valid N (listwise)	22			

Referring to the table 6 of interpretation of range of mean scores, most teachers from School B perceived principal's leadership behaviors as supportive as highest and most teachers perceived teachers' leadership as collegial as highest by comparing mean scores.

Table 14

*Interpretation of School Climates of School B*

School Climates	Behaviors of Principal and teachers	Range of Mean Score Interpretation	Mean Scores
Open Climate	Principal's Supportive (High)	Low=1-18 High=19-36	27.09 (High)
	Teachers' Collegial (High)	Low= 1-16 High= 17-32	22.36 (High)
Engaged Climate	Principal's Directive (High)	Low= 1-18 High= 19-36	21.73 (High)
	Teachers' Collegial (High)	Low= 1-16 High= 17-32	22.36 (High)
Disengaged Climate	Principal's Supportive (High)	Low=1-18 High= 18-36	27.09 (High)
	Teachers' Disengaged (High)	Low=1-8 High= 9-16	5.86 (Low)
Closed Climate	Principal's Restrictive (High)	Low= 1 – 10 High= 11-30	9.50 (Low)
	Teachers' Disengaged (High)	Low=1-8 High=9-18	5.86 (Low)

By the mean scores of leadership behaviors of principal and teachers in the school climate criteria in table 14, school climates of School B could be considered as below:

- According to the criteria of school climate, open climate was considered as high principal supportive behavior and high teachers collegial behavior. As School B got high principal supportive behavior and high teachers collegial behavior so School B was considered as open climate.
- According to the criteria of school climate, engaged climate was considered as high principal directive behavior and high teacher collegial behavior. As School B got high principal directive behavior and high teachers collegial behavior so School B was considered as engaged climate.
- According to the criteria of school climate, disengaged climate was considered as high principal supportive behavior and high teacher disengaged behavior. School A got high principal supportive behavior however it got low teachers disengaged behavior so school B was not considered as disengaged climate.
- According to the criteria of school climate, closed climate was considered as high principal restrictive behavior and high teacher disengaged behavior. School A got low principal restrictive behavior and low teachers disengaged behavior so school A was not considered closed climate.

To conclude the analysis of School B's school climates, it was found out that School B was considered as open climate and engaged climate. However most teacher perceived principal's behavior as supportive as highest by the comparison of mean scores. Hence School B was considered as open climate by the comparison of mean scores of principal and teachers.

### Part 5. The comparison of school climates perceived by teachers from School A and School B

This part shows the answer of Research Objective 4.

Objective 4: To compare the school climates perceived by teachers

between School A and School B in Yangon, Myanmar.

Table 15

*Comparison table of School Climates of School A and B*

Types of School Climates	Behaviors of Principal and teachers	Mean Score Interpretation	Mean Scores of School A	Mean Scores of School B
Open Climate	Principal's Supportive (High)	Low=1-18 High=19-36	26.14 (High)	27.09 (High)
	Teachers' Collegial (High)	Low= 1-16 High= 17-32	22.76 (High)	22.36 (High)
Engaged Climate	Principal's Directive (High)	Low= 1-18 High= 19-36	18.79 (High)	21.73 (High)
	Teachers' Collegial (High)	Low= 1-16 High= 17-32	22.76 (High)	22.36 (High)
Disengaged Climate	Principal's Supportive (High)	Low=1-18 High= 18-36	26.14 (High)	27.09 (High)
	Teachers' Disengaged (High)	Low=1-8 High= 9-16	7.52 (Low)	5.86 (Low)
Closed Climate	Principal's Restrictive (High)	Low= 1 – 10 High= 11-30	11.59 (High)	9.50 (Low)
	Teachers' Disengaged (High)	Low=1-8 High=9-18	7.52 (Low)	5.86 (Low)

Based on the criteria and interpretation of school climates in table 15, it was found out that school A and school B were considered open climates (high principal supportive and high teacher collegial) and engaged climates (high principal directive and high teacher collegial). However by the comparison of mean scores of principal supportive and directive perceived by teachers, School A and School B were considered as open climates. Hence the researcher rejected hypothesis 2: There is a difference in school climates between School A and School B in Yangon, Myanmar. The researcher accepted that there was no difference in school climates between School A and School B in Yangon, Myanmar.

## CHAPTER V

### CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief overview of the study, describes the findings of the study and draws the conclusions based on the findings. It also includes the sessions of discussions of the findings and recommendations for further study.

#### Summary of the Study

This study identified and compared of how teachers from two international elementary schools in Yangon, Myanmar perceived their principals' leadership behaviors and school climates. Theories that were supportive in this study are (1) Path-Goal Theory of Leadership which was developed by House and his colleagues in the early 1970s, (2) Organizational Climate theories such as "The Mechanistic, Bureaucratic Model" and "The Organic, Humanistic Model" which were conducted by Owens and (3) The School Climate Model by Hoy et.al (1996). There were four research objectives in this study:

1. To identify the teachers' perceptions of their principals' leadership behaviors of School A and School B in Yangon, Myanmar.
2. To identify the teachers' perceptions of their school climates of School A and School B in Yangon, Myanmar.
3. To compare the principals' leadership behaviors perceived by teachers between School A and School B in Yangon, Myanmar.
4. To compare the school climates perceived by teachers between School A and School B in Yangon, Myanmar.

To meet the research objectives, the researcher applied the revised instrument Organizational Climate Description Questionnaires (OCDQ- RE) as research

instrumental tool and they were distributed to 59 teachers from two international elementary schools in Yangon in May, 2013. The rating scale for level of practice was a four-point Linkert Scale and frequencies, percentages, means, and two-tailed independent sample t-test were the statistical techniques applied in data analysis.

### Findings

1. In School A, it was observed that 34.5% of the respondents were males and 65.5% were females so female respondents. In School B, it was observed that 36.4% of the respondents were males and 63.6% were females.
2. In School A, it was found out that respondents whose ages from 31 to 40 were 34.5%, followed by ages from 26 to 30 and from 51 to 60 by same percent of 20.7%, 13.8% of ages from 41 to 50, 6.9% of ages from 22 to 25 and 3.4% of ages whose were more than 60 years old. In School B, it was found out that respondents whose ages from 31 to 40 were 31.8%, followed by ages from 41 to 50 in 22.7%, followed by ages from 26 to 30 in 18.2%, followed by ages from 22 to 25 in 13.6%, followed by ages from 51 to 60 in 9.1% and respondents who were more than 60 years old were 4.5%.
3. In School A, 62.1% of respondents were American, followed by 13.8% Asian, 10.3% Canadian, 6.9% Australian, and 6.9% others. In School B, 36.4% of respondents were other nationalities, followed by 27.3% Asian, 22.7% American, 9.1% Canadian and 4.5% British.
4. In School A, 48.3% of respondents were bachelor degree holders and 51.7% were master degree holders. In School B, 63.6% of respondents were bachelor degree holders and 36.4% were master degree holders.

5. In School A, the respondents who had 2 to 3 years of teaching experiences were 48.3%, followed by 27.6% of 10 years teaching experiences and 24.1% of teaching experiences of 6 to 9 years. In School B, the respondents who had 10 years of teaching experiences were 40.9%, followed by 31.8% of 2 to 3 years of teaching experiences, followed by 22.7% of 6 to 9 years of teaching experiences and 4.5% of one year teaching experience.
6. In school A, it was observed that there were 58.6% of respondents who had taught in School A for one to two years, followed by 20.7% of respondents who had taught not more than one year, by 17.2% of respondents who had taught for three to four years and by 3.4% of respondents who had taught for 5 to 9 years. In School B, it was surveyed that there were 40.9% of respondents who had taught in School B for three to four years, followed by 31.8% of respondents who had taught for one to two years, by 18.2% of respondents who had taught not more than one year and by 9.1% of respondents who had taught for 5 to 9 years.
7. In School A, the teachers perceived principal's supportive behavior as high in the mean score of 26.14, principal's directive behavior as high in the mean score of 18.79 and principal's restrictive behavior as high in the mean score of 11.59. In School B, the teachers perceived principal's supportive behavior as high in the mean score of 27.09, principal's directive behavior as high in the mean score of 21.73 and principal's restrictive behavior as low in the mean score of 9.50.
8. To compare principals' leadership behaviors between School A and School B, teachers' perception of Principals' Supportive Leadership Behavior received

the significant of .606, Principals' Directive Behavior received the significant of .039 and Principals' Restrictive Behavior received the significant of .006.

9. To identify the school climates of two international schools in Yangon, in School A most teachers perceived their principal as supportive by the mean score of 26.14 as highest and themselves as collegial leadership behavior by the mean score of 22.76. In School B, most teachers perceived their principal as supportive by the mean score of 27.09 as highest and themselves as collegial leadership behavior by the mean score of 22.36.

### Conclusions

1. Based on the results of demographic data given by teachers from two selected international elementary schools from Yangon, there were more female respondents than male respondents in both schools.
2. Regarding to the demographic data of ages of respondents from two selected international elementary schools from Yangon, the respondents whose ages from 31 to 40 were the most and the respondents who were more than 61 years old were the least in both schools.
3. Most respondents were Americans in School A but other nationalities were the most respondents in School B.
4. Regarding to the educational background of respondents from two selected international elementary schools from Yangon, master degree holders were more than bachelor degree holders in School A however bachelor degree holders were more than master degree holders in School B.
5. Regarding to the teaching experience background of respondents from two selected international elementary schools from Yangon, the respondents who

had experience of 2 to 5 years teaching were the most in School A while respondents who had 10 years of teaching experiences were the most in School B.

6. In School A, most respondents had taught for 1 to 2 years while respondents who had taught in School B for three to four years were the most.
7. Regarding to the mean scores of leadership behaviors, teachers perceived their principals' leadership behaviors as supportive behavior in both School A and School B.
8. To find the differences of principals' leadership behaviors between School A and School B by applying independent sample t-test at .05 level of significant value, there was no significant difference in Principals' Supportive Leadership Behavior perceived by teachers between School A and School B. There is a difference in principals' Directive Leadership Behavior perceived by teachers between School A and School B. There is a difference in principals' Restrictive Leadership Behavior perceived by teachers between School A and School B.
9. Based on the data analysis of mean scores of principals' leadership behaviors and teachers' leadership behaviors, most teachers perceived their school climates as open climates in both School A and School B.
10. To find the differences of school climates between School A and School B, there was no difference in school climates as perceived by teachers between School A and School B in Yangon, Myanmar.

## Discussion

In this section, discussion of findings revealed according to the research questions as following:

Research Question 1. What are the principals' leadership behaviors perceived by teachers at School A and School B in Yangon, Myanmar?

To analyze principals' leadership behaviors perceived by teachers from two international elementary schools in Yangon, the revised instrument Organizational Climate Description Questionnaire (OCDQ – RE) was applied to survey which principal's leadership behaviors could be found: supportive, directive and restrictive. Based on the data analysis perceived by teachers, most teachers perceived their principal as supportive leaders in both School A and School B.

MacBeath & Myers (1999) mentioned about head teacher competencies from a point of view of Industrial Society. The Industrial Society produced its own 20 lists of headteacher competencies. The first five items on the lists were concerned with the importance of support and encouragement to the followers such as: supporting other people, recognizing individual effort, promoting other people's self-esteem, developing other people, minimizing anxiety. Cordeiro and Cunningham (2013) stated that the National Center for School Leadership (NCSL) contributed the five key aspects of the role of principal as below:

1. Defining and communicating a school's educational mission
2. Coordinating curriculum
3. Supervising and supporting teachers
4. Monitoring student progress
5. Nurturing a positive learning climate

Research Question 3. Are there differences between principals' leadership behaviors perceived by teachers at School A and School B in Yangon, Myanmar?

There were no differences between principals' leadership behaviors perceived by teachers at School A and School B in Yangon. Most teachers perceived their principals as supportive leaders in both School A and School B.

Crum and Sherman (2008) conducted the research of facilitating high achievement high school principals' reflections on their successful leadership practice. In their research, 12 principals were interviewed and asked to describe their daily practices and state their roles as leaders. The principals pictured their roles as supportive for the staff instead of leading them in an authoritarian manner.

Salafi (2010) conducted the research of successful leadership practices of head teachers for school improvement. Data were collected by a mixed-methods research design of review of related literature, documents about school achievements and students' attainment, questionnaire and interviews with different stakeholders including the head teachers, teachers, parents and students. There were eight conceptual factors of school heads' leadership practices such as shared school vision, collaborative school culture, distribution of leadership responsibilities, consultation and involvement of staff, instructional and mentoring support, interpersonal relationships, professional development and parental and community involvement. For second aspect of collaborative school culture, it was founded out that majority of head teachers from successful schools established a culture of collaboration, support and trust.

Based on the findings of research questions one and three, the researcher also believed that supportive leadership behavior is one of the most

necessary and important leadership behaviors in principalship. The principals are required to support faculty, staff and students with their needs in school environment. Principals are required to support veteran teachers so that they enjoy working for their schools despite some working conditions. Since veteran teachers think positive about their principals and school culture and continue needs in professional, psychosocial and career development, principals can reduce teachers' retention and it will be less work in recruiting process. Principals are required to support new teachers by facilitating introduction to school policies, procedures, providing opportunities all teachers to gather and work together, visiting novices' classrooms with feedback so that new comers will feel welcomed and equipped to start the year.

Research Question 2: What are the teachers' perceptions of school climates of School A and School B in Yangon, Myanmar?

Research Question 4: Is there a difference between school climates perceived by teachers between School A and School B in Yangon, Myanmar?

Based on the findings for question 2 and 4, teachers perceived their climates in both School A and School B as open climates where principals' behaviors were surveyed as supportive as high and teachers' behaviors were surveyed as collegial as high which indicated that principals-teachers and teachers-teachers relationships could be interpreted as open and there is no difference between school climates perceived by teachers between School A and School B in Yangon, Myanmar.

School climate is the main crucial factor to distinguish the difference between effective and ineffective schools. As schools, offices and classes are employed with people, school climate represents a human condition. When the school has a positive climate, it can develop an atmosphere where people's best efforts,

cooperative tasks, high level of trust and respect among faculty, school improvement, students achievement can be generated (Norton, 2008.)

A variety of climate studies have been conducted on these areas: the characteristic of effective schools with positive climates and the impact of climate on student achievement. Levin and Lockhead (1993) described that during the 1970s, a group of British researchers studied the features of effective elementary schools and they found out 12 characteristics: purposeful leadership of the staff by the head teacher, involvement of deputy head, involvement of teachers, consistency amongst teachers, structured sessions, intellectually challenging teaching, a work-centered environment, limited focus with sessions, maximum communication between teachers and pupils, record keeping, parental involvement and positive climate. Hence positive climate is one of the characteristic of effective schools.

Mooney (2003) conducted the study of relationship between transformational leadership and organizational climate. He used The Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) and Leader Behavior Description Questionnaire (LBDQ) Form XII Self. The instruments were administrated to 59 principals and 425 teachers from elementary schools in Western Pennsylvania. Data indicated that there was a significant relationship between teachers' perceptions of principal's transformational leadership style and open school climate.

Gaines (2011) utilized a descriptive and quantitative research on the relationship between elementary school principals' leadership styles and school climate in an urban district within the southeastern region of the United States. In her research, participants were elementary school principals and teachers and as survey instruments, she applied Leader Behavior Description Questionnaire (LBDQ) Form

XII Self to investigate principals' leadership styles and the Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) to identify how teachers described their school principal leadership behavior and school climate. Gaines (2011) found that there was a positive linear relationship between elementary school principals' leadership styles and school climate.

Shaw (2009) conducted a descriptive and quantitative research on the relationship between leadership styles and school climate and to determine a specific leadership style promotes positive school climate in selected elementary and middle schools in South Carolina. In his research, he applied Leader Behavior Description Questionnaire (LBDQ) Form XII Self, the Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE), and Organizational Climate Description Questionnaire for middle schools (OCDQ-RM). In his research, it was found that teachers provided highest mean rating for supportive behavior for principals and lowest mean rating for disengaged behaviors for teachers.

Williamson (2007) utilized the study of relationship between principal's leadership style and school climate. He used The Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) and Leader Behavior Description Questionnaire (LBDQ) Form XII Self. The instruments were administered to teachers and principals from urban Title I elementary schools in Ohio. Data revealed that there was a significant relationship between principal's leadership style and school climate

Jankens (2011) conducted the study of relationship between school climate and student growth in Michigan Charter Schools. In his study, he applied Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) for school climate and for student growth, he calculated the reading and math results from Performance Series Test by Scantron and MAP Test by NWEA. The

participants were 355 teachers from 35 Charter Schools in Michigan. The finding indicated that there were significant relationships between both principal openness and student growth, and teacher openness and student growth. There was a significant relationship between school climate and student growth.

Nichols (2007) conducted the study of relationship between school leadership, school climate and student performance from two elementary schools in Missouri. In her study, she applied Organizational Climate Description Questionnaire for elementary schools (OCDQ-RE) for school climate and for student performance, she calculated the communication arts and maths results from The Missouri Assessment Program (MAP) Test. The participants were 355 teachers from 35 Charter Schools in Michigan. The result showed that when School A was surveyed high restrictive scores, it received MAP that was increased from 2003-2005 and when School B was surveyed high supportive scores, it was shown that MAP decreased. Based on the result, there was a statistically significant relationship between school climate and student performance.

Regarding to the previous studies about the relationship between principals' leadership styles and school climates, the researcher noticed that the principals' leadership behavior impacts on school climate. Principals' supportive or principals' openness can create positive school climate. Moreover, when a school reveals an open climate, it can generate better principal-teacher relationships, teachers-teachers relationship, teachers-students relationships to develop better student performance and growth. In this study, the researcher discovered that both School A and School B received their principals' supportive behaviors and open climates. The previous findings supported this finding of study that principals' leadership behaviors impacted on school climate.

## **Recommendations**

### **For Teachers**

This study may provide directions to teachers to understand principal's leadership behaviors and school climate so that they can engage in school works as professionals. Teachers need to understand how their principals lead the schools. When teachers understand the principals' workforce, they can build better relationship and communication with their principals. When there is a potential to improve principals-teachers' relationships and communications in schools, it will lead to better and positive school outcomes and student achievement. The main reason why teachers should review this study is that they can get the insights of developing good relationship with principal, collegial relationship between teachers to create a healthy school climate for better student performance.

### **For administrators**

This study may help the administrators to understand principal's behaviors and apply these behaviors to create a better school climate for students, teachers and faculty. Mostly personal relationship that occurs in any school is between principal and teachers. From this study, administrators can get some information how to act and take responsibilities as a principal, which leadership should be effective, how to develop good relationship with teachers, how to create healthy school climate.

### **For Further Researcher**

This study may provide incentives to further researcher to conduct further research in other international elementary schools in Yangon to investigate principals' leadership behaviors and school climate.

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APPENDICES





## APPENDIX A

### Part I: Demographic Questionnaires

## APPENDICES A

**Part I: Demographic Questionnaires****Purpose:**

To survey the demographics of teachers at two international elementary schools (U.K and U.S system).

**Direction:** The following survey contains 4 questions. After reading each question, indicate yourself by placing an “X” in the appropriate box. **Check one and only one box per statement.** There is no right or wrong answer.

**1. Gender**

☐ Male ☐ Female

**2. Age**

☐ 18-21 ☐ 22-25 ☐ 26-30 ☐ 31-40  
☐ 41-50 ☐ 51-60 ☐ 61+

**3. Nationality**

☐ American ☐ Canadian ☐ Australian ☐ French  
☐ British ☐ Asian ☐ Others

**4. Your highest level of Education you have completed?**

☐ High school or equivalent ☐ Some College ☐ Bachelor degree  
☐ Master degree ☐ Doctoral degree

**5. Teaching Experiences**

☐ 1 year ☐ 2-5 years ☐ 6-9 years ☐ 10 years +

**6. Number of years teaching at current school**

☐ Under 1 year ☐ 1-2 years ☐ 3-4 years ☐ 5-9 years ☐ 10 years +

## APPENDICES B

### School Climate Questionnaires

#### Direction:

The following survey contains 42 statements. After reading each statement, indicate your perception toward the level of the statement by placing an "X" in the appropriate box. **Check one and only one box per statement.** The following numbers represent the level of your perception and agreement to the statements.

1= Rarely Occurs    2=Sometimes Occurs    3=Often Occurs    4=Very Frequently Occurs

No.	Statements	Level of your perception			
		1	2	3	4
1.	The teachers accomplish their work with vim, vigor, and pleasure.				
2.	Teachers' closest friends are other faculty members at this school.				
3.	Faculty meetings are useless.				
4.	The principal goes out of his/her way to help teachers.				
5.	The principal rules with an iron fist.				
6.	Teachers leave school immediately after school is over.				
7.	Teachers invite faculty members to visit them at home.				
8.	There is a minority group of teachers who always oppose the majority.				
9.	The principal uses constructive criticism.				
10.	The principal checks the sign-in sheet every morning.				
11.	Routine duties interfere with the job of teaching.				
12.	Most of the teachers here accept the faults of their colleagues.				
13.	Teachers know the family background of other faculty members.				
14.	Teachers exert group pressure on non-conforming faculty members.				
15.	The principal explains his/her reasons for criticism to teachers.				
16.	The principal listens to and accepts teachers' suggestions.				
17.	The principal schedules the work for the teachers.				
18.	Teachers have too many committee requirements.				
19.	Teachers help and support each other.				
20.	Teachers have fun socializing together during school time.				
21.	Teachers ramble when they talk at faculty meetings.				
22.	The principal looks out for the personal welfare of teachers.				
23.	The principal treats teachers as equals.				
24.	The principal corrects teachers' mistakes.				
25.	Administrative paperwork is burdensome at this school.				
26.	Teachers are proud of their school.				
27.	Teachers have parties for each other.				
28.	The principal compliments teachers.				
29.	The principal is easy to understand.				
30.	The principal closely checks classroom (teacher) activities.				
31.	Clerical support reduces teachers' paperwork.				
32.	New teachers are readily accepted by colleagues.				
33.	Teachers socialize with each other on a regular basis.				
34.	The principal supervises teachers closely.				
35.	The principal checks lesson plans.				
36.	Teachers are burdened with busy work.				
37.	Teachers socialize together in small, select groups.				
38.	Teachers provide strong social support for colleagues.				
39.	The principal is autocratic.				
40.	Teachers respect the professional competence of their colleagues.				
41.	The principal monitors everything teachers do.				
42.	The principal goes out of his/her way to show appreciation to teachers.				

## BIOGRAPHY

### Personal Details

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### Educational Qualifications

2000-2003	B.A (English)	Yangon University of Foreign Languages (YUFL)
2004	Diploma in English Language Teaching Methodology (Dip. ELTM)	Institute of Education, Yangon

### Work Experiences

1999-2004	A freelance study guide for matriculation students
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2005-2011	a teaching assistant in Kindergarten and Grade 4	International School of Myanmar (I.S.M) ( Myanmar )
2011-2012	a specialist teacher in Primary ( 1 )	International Montessori Centre (I.M.C) ( Bangkok )
2012-present	Ph.D/MMOD coordinator a part-time English teacher	Assumption University, Bangkok ECC Language Centre ( Sinerkarin Branch, Bangkok )

### **Duties And Responsibilities**

- ✓ To demonstrate adequate English proficiency
- ✓ To prepare and organize resources and materials for program director and instructors
- ✓ To set up classes and presentation schedules for Ph.DOD and MMOD programs
- ✓ To arrange invitation, orientations and functions such as transportation, accommodation, remuneration, reimbursement of airtickets for visiting professors
- ✓ To handle admission and registration process for new students
- ✓ To manage database of students' records
- ✓ To negotiate between students and professors
- ✓ To attend professional development workshops and all staff meetings
- ✓ To adhere to office rules, policies, and regulations
- ✓ To have well collaboration and co-operations with other staff members as a team

### **Language Skills**

1. Myanmar ( mother tongue)
2. English ( Fluently)

### **Other Skills**

- Have knowledge of windows operations
- Finished Information and Technology Level (1)
- Hard-working , dutiful, responsible, cooperative, energetic, active and creative

