

## **ABSTRACT**

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**Key Words:** TEACHERS' PERCEPTIONS, ADMINISTRATIVE SUPPORT,  
DEMOGRAPHIC FACTORS

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**Thesis Title:** A COMPARATIVE STUDY OF TEACHERS' PERCEPTIONS TOWARDS  
ADMINISTRATIVE SUPPORT ACCORDING TO THEIR  
DEMOGRAPHIC FACTORS AT THREE PUBLIC HIGH SCHOOLS IN  
KYEEMYINDINE TOWNSHIP, YANGON, MYANMAR

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The main purpose of this study was to compare teachers' perceptions of administrative support according to their demographic factors including age, grade level currently teaching and years of teaching experience at three public high schools in Kyeemyindine Township, Yangon, Myanmar.

A total of 102 teachers from three public high schools in Kyeemyindine Township completed a survey questionnaire designed for identifying the teacher's demographic factors and their perceptions towards administrative support. The questionnaire was adapted from the Methner Administrative Support Survey (MASS), developed and utilized in 2013 by Methner. This study was designed as a quantitative and comparative study. The data gathered from this study was analyzed using Descriptive Statistics (Frequency & Percentage, Means and Standard Deviation), One-Way Analysis of Variance (ANOVA) and Post-Hoc Multiple Comparison.

The data collected in this study indicated that teachers from three public high schools in Kyeemyindine Township, Yangon, Myanmar had “moderate” perceptions towards administrative support. However, further analysis of the collected data showed that there were significant differences in teachers’ perceptions towards administrative support according to their age and years of teaching experience, while no significant difference was found when comparing the teachers’ perceptions by their grade level currently teaching. Therefore, the hypothesis was confirmed as the study discovered that there were significant differences of teachers’ perceptions towards administrative support according to their demographic factors in three public high schools in Kyeemyindine Township, Yangon, Myanmar.

This study would give valuable insight into the role of administrative support in shaping teacher-principal relationships, school climate and student achievement. It reveals that administrators must make a greater effort to improve teacher-principal relationships through effective implementation of innovative instructional leadership approaches, such as classroom walkthroughs and professional learning development. Improved teacher-principal relationships can contribute to better instructional practices and enhanced student achievement.

**Field of Study:** Educational Administration

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