



A COMPARATIVE STUDY OF TEACHERS' PERCEPTION TOWARDS
PRINCIPAL INSTRUCTIONAL LEADERSHIP UTILIZING THE PIMRS
FRAMEWORK AT HUAHIN VITTHAYALAI SCHOOL, THAILAND.

Sattapong Sawatsupaphon

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
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in Educational Administration
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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By: SATTAPONG SAWATSUPAPHON

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: ASST. PROF. DR. WATANA VINITWATANAKHUN

Accepted by the Graduate School of Human Sciences, Assumption University in

Partial Fulfillment of the Requirements for the Master Degree in Education

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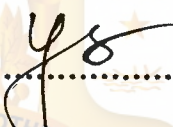
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ABSTRACT

I.D. No.: 6019542

Key Words: CATHOLIC EDUCATION, SCHOOL MISSION, SCHOOL LEARNING CLIMATE PROGRAM, EDUCATIONAL ADMINISTRATION, HUAHIN VITTHAYALAI SCHOOL, INSTRUCTIONAL LEADERSHIP, MANAGING THE INSTRUCTIONAL PROGRAM, PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE (PIMRS), PROFESSIONAL LEARNING COMMUNITY, TEACHERS' PERCEPTION

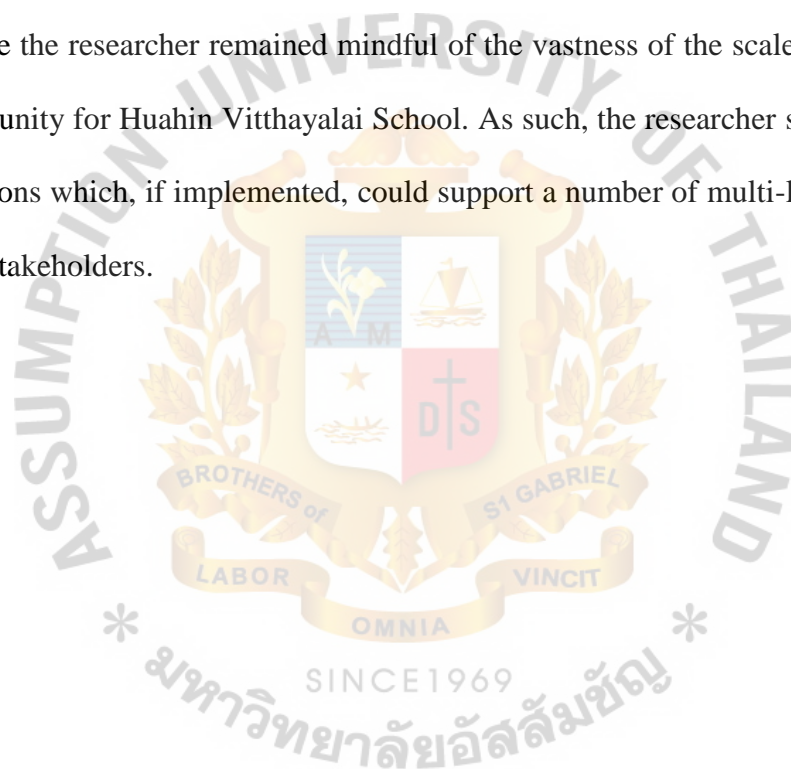
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This study used a quantitative and comparative research methodology in order to compare teachers' perception of principal instructional leadership utilizing the *Principal Instructional Management Rating Scale*, by Hallinger, according to teachers' demographics (age, educational level, gender, monthly income level, nationality, years of work experience with the current principal, and total years of teaching experience) at Huahin Vitthayalai School, Thailand in 2018. While 85 questionnaires were distributed, 76 were useable; achieving an 89.4% response. While the research identified various inter-correlational, and cross-relational, observations between a number of job-functions within the overarching dimensions, for instance, between *Supervise and Evaluate Instruction* and *Promote Professional Development*, as well as *Maintain High Visibility* as supported by previous context-related studies in Thailand, the researcher concluded that there were no significant

differences of teachers' perception towards principal instructional leadership utilizing the principal instructional management rating scale according to demographics at Huahin Vitthayalai School. However, the researcher observed a number of interesting demographic factors that had links to certain job-functions, and proposed a variety of explanations with supporting research for the non-significant differences as well as provided context to any observed relationships. Contrary to previous studies that focused on principal leadership in Southeast Asia, this research found there to be growing interest in managing the instructional program, while the researcher remained mindful of the vastness of the scale and the possible growth-opportunity for Huahin Vitthayalai School. As such, the researcher suggested various recommendations which, if implemented, could support a number of multi-layered initiatives taken by key stakeholders.



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Just what worth would any acknowledgement be without first offering praise and adoration to our Blessed Lord Jesus Christ? For, without such beauty and purpose there would not exist I, nor any of the wonders of the universe, in which this research or, indeed, any scientific inquiry would be possible. It is us who are made in the image of our Heavenly Father and it is He who we, as His children, must offer up our love to the infinite Creator.

And for many this must seem like a prayer more than an acknowledgement, but isn't a prayer just a dialogue with the Father that includes adoration and thanksgiving? Is that not the point of an acknowledgement? What finer acknowledgement is there, than giving thanks to the Divine? This is, first and foremost, my thanksgiving to you oh, Lord!

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CONTENTS

	PAGE
COPYRIGHT	ii
APPROVAL	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	vi
CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
CHAPTER I INTRODUCTION	
Background of the Study	1
Statement of the Problem	4
Research Questions	6
Research Objectives	6
Research Hypothesis	7
Theoretical Framework	7
Conceptual Framework	11
Scope and Limitation of the Study	12
Definitions of Terms	12
Significance of the Study	15

CHAPTER II REVIEW OF RELATED LITERATURE	PAGE
Instructional Leadership Theory	19
Background of Principal Instructional Management Rating Scale	21
1.0 Defining the School Mission	
1.1 Frame the School's Goals	23
1.2 Communicate the School's Goals	24
2.0 Managing the School Curriculum	
2.1 Supervise and Evaluate Instruction	27
2.2 Coordinate the Curriculum	30
2.3 Monitor Student Progress	31
3.0 Promoting a Positive School Learning Climate	
3.1 Protect Instructional Time	33
3.2 Maintain High Visibility	34
3.3 Provide Incentives for Teachers	35
3.4 Promote Professional Development	36
3.5 Provide Incentives for Learning	39
Related Research	
Leading a Learning Community and Delegating Roles	40
Academic Standards, Teacher Autonomy and Control	42
Professional Learning Community	44
School Culture and Climate: Role of a Principal	45
Context of The Catholic School	46
Previous Studies on Instructional Leadership	48
Summary of the Literature	54

CHAPTER III RESEARCH METHODOLOGY	PAGE
Research Design.....	56
Population	58
Research Instrument.....	58
Collection of Data	63
Data Analysis	64
Summary of the Research Process	65
CHAPTER IV RESEARCH FINDINGS	
Research Objective One.....	67
Research Objective Two	70
Research Objective Three	83
CHAPTER V CONCLUSION, FINDINGS, DISCUSSION	
Findings.....	88
Conclusions.....	90
Discussion	92
Recommendations.....	102
REFERENCES	109

APPENDICES	123
Appendix A:	
Principal Instructional Management Rating Scale (English)	124
Appendix B:	
Principal Instructional Management Rating Scale (Thai)	129
Appendix C:	
Request to Use Copyrighted PIMRS Survey Instrument	134
Appendix D:	
Permission Granted to Use Copyrighted PIMRS Survey Instrument	136
Appendix E:	
Permission Approved for Data Collection by Assumption University	138
Appendix F:	
Request and Permission to Conduct Research at Huahin Vitthayalai School (English)	140
Appendix G:	
Request and Permission to Conduct Research at Huahin Vitthayalai School (Thai)	142
Appendix H:	
Proof of Non-Exclusive License to Use IBM® SPSS® Statistics	144
 BIOGRAPHY OF THE RESEARCHER	 146

LIST OF TABLES

TABLE		PAGE
1.	Breakdown of the PIMRS Instrument.....	59
2.	Criteria of Interpretation	59
3.	Content Validation	60
4.	Reliability Report	61
5.	Internal Consistency for PIMRS Dimensions	62
6.	Data Collection Process	63
7.	Summary of the Research Process	65
8.	Demographic-Gender	67
9.	Demographic-Nationality.....	67
10.	Demographic-Age.....	68
11.	Demographic-Educational Level	68
12.	Demographic-Monthly Income Level.....	69
13.	Demographic-Years of Experience with the Current Principal	69
14.	Demographic-Total Years of Teaching Experience.....	70
15.	1.1: Frame the School Goals.....	71
16.	1.2: Communicate the School Goals.....	72
17.	2.1: Supervise and Evaluate Instruction.....	73
18.	2.2: Coordinate the Curriculum.....	74
19.	2.3: Monitor Student Progress	75
20.	3.1: Protects Instructional Time	76
21.	3.2: Maintain High Visibility	77
22.	3.3: Provide Incentives for Teachers.....	78
23.	3.4: Promote Professional Development.....	79

24.	3.5: Provide Incentives for Learning.....	80
25.	Summary of the Overall Teachers' Perception of Principal Instructional Leadership According to the 10 Job-Functions of the PIMRS framework	81
26.	Summary of the Overall Teachers' Perception of the 3 Dimension of the PIMRS framework	82
27.	Comparison between Teachers' Gender and Principal Instructional Leadership	83
28.	Comparison between Teachers' Nationality and Principal Instructional Leadership	84
29.	Comparison between Teachers' Age and Principal Instructional Leadership	84
30.	Comparison between Teachers' Educational Level and Principal Instructional Leadership	85
31.	Comparison between Teachers' Monthly Income Level and Principal Instructional Leadership	85
32.	Comparison between Teachers' Years of Experience with the Current Principal and Principal Instructional Leadership	86
33.	Comparison between Teachers' Total Years of Teaching Experience and Principal Instructional Leadership	86

LIST OF FIGURES

FIGURES	PAGE
1. Principal Instructional Management Rating Scale Framework	8
2. Conceptual Framework of This Study	11



CHAPTER I

INTRODUCTION

This chapter outlines principal instructional leadership and the background for researching teachers' perceptions of principal instructional leadership according to demographics. This chapter also discusses the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definitions of terms and significance of the study.

Background of the Study

The Thai National Education Plan 2017-2036 expected the economy to achieve a *developed stage*, which requires mechanisms – such as a developed quality education system – to help arrive at that economic level (National Strategic Committee the Prime Minister's Office, 2016). To achieve this, the Office of the Education Council (2017) stated that a principal should be a visionary, be able to strategize, and lead the school using creative ways to pull all necessary resources to meet, or exceed, these goal alignments.

From 1977 to 2009, major changes occurred within the Thai education system by increasing the number of years of high school learning, and illustrated the importance for quality education to take precedence over the number of education years. In fact, Kaewdaeng (2001) noted that an implication of quality education is the influence on the standard of social development as well as economic output of Thailand.

Huahin Vitthayalai School was founded in 1947 and it is a Catholic school affiliated with the Salesian Catholic Congregation whose focus is on training teachers to care for, help, and guide children to grow as moral and ethical citizens of the nation, while

emphasizing Catholicism. It focuses on St. Paul's educational methodology; which is learning based on morality.

The identity of a Catholic education was set out by the Catholic Education Council of Thailand, which recognized the dignity of the individual by promoting the universal right to education for all as an inalienable right as well as the importance of a Christian education that teaches the gift of *salvation*, and how the faithful should worship God during through their personal lives. The same document also recognized the obligation of parents, as principal educators of their own children, to care for the whole child.

Education in a global context of the 21st Century showed that there are growing trends towards professional learning communities as a means to improve value and purpose. As such, Thai principal leadership should be able to develop collaboration and participation with strong vision and direction, while establishing a modern and creative path to successful competency that is aligned with educational development within a changing environment (Office of the Education Council, 2017). Principals need to take a more proactive role in leading a school, despite increasing expectations that have encouraged greater acknowledgement of instructional leadership, the majority of Thai principals are not yet capable in all areas of the job functions (Hallinger, 2013). This could be due to the Ministry of Education, which appoints each principal without requiring practical experience or applicable leadership functions to become a principal (Hallinger, Taraseina and Miller, 1994). Adding to this is the global expectation that principals should work to enhance learning for students, while also sustaining a growing learning community for teachers.

Principal leadership duties and responsibilities are more complex than previously, so skillful principals are essential to overcome the social and political issues facing each institution. In fact, research in 2010 found that 95 percent of principals failed examinations in basic English and information and technology (Bunnag, 2010) when tested

by the Office of Basic Education (OBEC). As such, there is a pressing need to ensure that principals are capable and talented in their approach to supervision and evaluation of the instructional program. Adding to this is the changing Thai teacher demographics and the need to sustain professional learning development for them (Hallinger, 2013). Skills required for teachers in the 21st Century are more diverse than before, but the changing Thai teacher demographics, and professional development needs, create a more challenging situation. For instance, OBEC examined 3,973 computer science teachers across Thailand and found that 88 percent of the teachers failed the test in which they taught (Bunnag, 2010). The solution could be to create a professional learning community which will “comprise educators who work collaboratively to improve academic experiences for students and educators through an ongoing process of job-embedded collective inquiry and action research” (Desravines & Fenton, 2015).

In a global context, Caine and Caine (2010) noted that teachers require sufficient professional development to maintain their initial level of expertise and this must be routine and continual, which is also supported by Gurley, Anast-May, O’Neal and Dozier (2016).

By focusing on instructional leadership, principals may lead students to better learning experiences; and this can be achieved by acknowledging, setting, and working towards a set criteria of leadership qualities specifically designed for principals. As such, instructional leadership refers to the process of teaching, and the relationship between teachers and the curriculum itself (Sim, 2011). In this regard, Keefe and Jenkins (2002) stated that it is the principal, as an authoritative figure within the school, who can provide instructional support, guidance on curriculum issues, encourage stakeholder commitment and involvement, equip teachers’ with improved resources, manage student progress and, overall, to implement strategies that enable success in these respective areas.

The *Principal Instructional Management Rating Scale* (PIMRS) framework assesses three dimensions with ten principal job-functions to measure instructional leadership, while 50 stated questions assist in creating a profile of the principals' perceived instructional leadership behavior. It provides a holistic approach to measuring instructional leadership. The 10 job-functions ultimately work towards defining the school mission, managing the instructional program and developing a school learning climate (Hallinger & Wang, 2015). Thus, measuring the effectiveness of the principal in achieving those respective tasks is fundamental and beneficial to the purpose of the principal's job description as well as to the National Education Strategy, while, according to Alam and Ahmad (2017) if a school is managed or led effectively as a result of instructional leadership, then student achievement is likely to rise as well.

Statement of the Problem

Research by Hallinger and Lee (2014) found that there is little confidence in Thailand's principals to effectively implement instructional leadership in two areas, (1) managing the instructional program, and (2) adjusting principal job functions to align with the National Education Act of 1999. For Huahin Vitthayalai School, there is insufficient new research available in English with a focus on the Thai education system. For effective instructional leadership to be sustained in the local community, there must be sufficient knowledge that can draw on the experience of those who are implementing known instructional leadership strategies within their community.

In addition, achieving the *National Education Plan* (NEP) of 2017-2036 requires an education system that performs efficiently, and which is supported by individuals in an administrative position that can lead effectively. The *NEP* has thrust into the spotlight a need to have up-to-date and objective data available to achieve these goals. In substance, the *NEP* requires Huahin Vitthayalai School to be led by a principal who understands the breadth

and strategy of instructional leadership for the schools' context, while providing a holistic approach to leadership and who understands how different job-functions work together for the benefit of the learners and teachers as a whole.

Additionally, economic constraints within the educational sector have increased the need to utilize resources so they are aligned with budgetary requirements, while also achieving the specific goals unique to the circumstances of Huahin Vitthayalai School as a private Catholic institution.

Research by Blasé and Blasé (1999) had shown that professional development is changing in order to cater towards different learning styles, thus to look at either of these two respective issues independently of each could be a mistake since various student learning styles are understood through professional development opportunities that widen the teachers' perspectives and enhance their knowledge around student character and motivation.

Part of leading requires foresight into the changing educational landscape to reduce the risk of threats from affecting the school operations and to do as much mitigation as necessary through value-planning to strengthen its vision and mission. With foresight, tracking progress will allow Thailand to support other developing nations, and the placement of well-qualified principals that have a thorough understanding of instructional leadership may become more possible. All in all, providing specific instances of principal instructional leadership within Huahin Vitthayalai School may assist in resolving many of the challenges facing Thai principals.

Research Questions

The researcher designed the following questions in order to provide sufficient guidance throughout the study which was undertaken during the academic year of 2018:

1. What are the teachers' demographic factors at Huahin Vitthayalai School in Thailand?
2. What is the teachers' perception of principal instructional leadership utilizing the PIMRS framework at Huahin Vitthayalai School in Thailand?
3. Are there any differences in teachers' perception of principal instructional leadership utilizing the PIMRS Framework, according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, total years of teaching experience; at Huahin Vitthayalai School in Thailand?

Research Objectives

The researcher implemented these objectives so that constructive results might be achieved:

1. To identify the teachers' demographic factors at Huahin Vitthayalai School in Thailand.
2. To identify the teachers' perception of principal instructional leadership utilizing the PIMRS framework, at Huahin Vitthayalai School in Thailand.
3. To compare the teachers' perception of principal instructional leadership utilizing the PIMRS framework, according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience; at Huahin Vitthayalai School in Thailand.

Research Hypothesis

There are significant differences in teachers' perception of principal instructional leadership utilizing the PIMRS framework according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, total years of teaching experience, at Huahin Witthayalai School in Thailand.

Theoretical Framework

In this study, the underlying theory used was *instructional leadership* which was measured by the *Principal Instructional Management Rating Scale* (PIMRS) developed by Hallinger and Murphy (1985). The PIMRS measures instructional leadership by referring to effective school leadership as being made up of both the administrative ideals of school leadership responsibilities and also the modern day engagement and cultivation of professional relationships within the school.

The *Principal Instructional Management Rating Scale* framework and this research's objectives acted as a measure of the school's quality of principal leadership, as perceived by teachers, according to their demographic profiles. As a result, this is linked to the research hypothesis by assessing the principals' perceived ability to fulfill his duties and responsibilities effectively by using the instructional leadership model developed by Hallinger and Murphy – the *PIMRS*.

There were two parts to the *PIMRS*, part one requested demographic information, while, part two had 3 dimensions and 10 principal job-functions which were measured by 50-stated questions within the *PIMRS*; the results were interpreted using a 5-point Likert Scale.

Instructional Leadership

The *PIMRS* has been used in over 500 scholarly studies to measure principal instructional leadership (Hallinger & Wang, 2015), and for 33 years' instructional leadership has been measured using the model developed by Hallinger and Murphy. The *Principal Instructional Management Rating Scale*, as set out in Hallinger and Murphy's 1985 publication of *Assessing the Instructional Leadership Behavior of Principals*, has been used in over 26 countries, and measures three dimensions by analyzing the strength or weakness for each of the 10 principal job-functions with 50 stated questions that make up the questionnaire (see Figure 1).



Figure 1. Principal Instructional Management Rating Scale Framework with 3 Dimensions and the 10 Principal Job-Functions. Reprinted from *Mapping Instructional leadership in Thailand: Has Education Reform Impacted Principal Practice?* by Hallinger and Lee, November 18 2013, retrieved from <http://ema.sagepub.com/content/42/1/16>. Adapted with permission.

1.0: Defining the School Mission: This is described as creating, and setting a clear and precise school mission that enables the entire instructional program to be sustainable. The instructional leadership practices, which flows from defining the school mission, naturally involves setting the academic goals and creating school mission milestones. There are two functions that support the principal's role in defining the school mission:

1.1 Frame the School's Goals (Measured by questions 1 to 5): Developing a set of clear school goals support the principal's affirmative action to resolve areas that require a solution, which enables the commitment and utilization of school resources, and is aimed at proactively achieving the school's mission (Hallinger & Murphy, 1985).

1.2 Communicate the School's Goals (Measured by questions 6 to 10): There is an obvious link between communicating the school's goals to all stakeholders such as staff, students, teachers and parents, with defining the school mission – they go hand in hand. Hallinger and Murphy (1985) note that there are numerous ways in which this might be accomplished and it includes the institution of regular meetings, functions, informal discussions or routine newsletters.

2.0: Managing the Instructional Program: Overseeing the coordination and effectiveness of the school curriculum and instructional program is the main priority of the principal. For the principal to become fully aware and engaged with this dimension, he must be knowledgeable in the issues facing the school, and requires an understanding of curricular issues, general teaching and learning pedagogy (Hicks, 2014). There are three functions that support the principal's role in managing the instructional program:

2.1 Supervise and Evaluate Instruction (Measured by questions 11 to 15): Instructional support is achieved by the evaluation of teaching quality at the classroom level. Ensuring that the goals of the school are aligned with the pedagogy of the teacher is essential.

In order to achieve this, supervising and evaluating the teacher is important in the proactive role of the principal leading the school towards its mission.

2.2 Coordinate the Curriculum (Measured by questions 16 to 20): A well-performing school must have an effective curriculum in use. To achieve this, the goals of the school must be adequately aligned with mandated assessments regarding student learning, examinations, policies and regulations; and these must be effectively interpreted into daily use in the classroom.

2.3 Monitor Student Progress (Measured by questions 21 to 25): Making decisions based on research-data is important for leading a school. The principal must ensure that, throughout the year, the provision of relevant data from student assessments is passed onto teachers so that timely decisions might be made. The principal decides whether the progress is sufficient for department intervention or grade level intervention (Hallinger and Murphy, 1985).

3.0: Developing the School Learning Climate Program: The final dimension of the PIMRS Framework measures five functions of instructional leadership by the principal's role in creating an effective learning and teaching environment. There are five functions that support the principal's role in promoting a positive school climate:

3.1 Protect Instructional Time (Measured by questions 26 to 30): For effective student learning, the teacher must be able to utilize limited instructional time.

3.2 Maintain High Visibility (Measured by questions 31 to 35): Interacting with stakeholders, especially learners and teachers, is a pivotal role to forming a bonding professional relationship that encourages a higher level of commitment to teaching and academic achievement (Hallinger and Murphy, 1985).

3.3 Provide Incentives for Teachers (Measured by questions 36 to 40): Incentives for teachers does not necessarily refer to monetary compensation.

3.4 Promote Professional Development (Measured by questions 41 to 45): A skilled principal encourages a variety of professional development programs to enhance the learning community and lead it towards the school mission.

3.5 Provide Incentives for Learning (Measured by questions 46 to 50): The role of the principal here is to maximize this function so that improved learning is achieved by students through the use of, for example, awards or praise for committed learning.

Conceptual Framework

The dependent variable of this study was the teachers' perception based on the main theory of instructional leadership, whilst the independent variable consisted of the teachers' demographic factors of: age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience throughout the lifetime of the teacher.

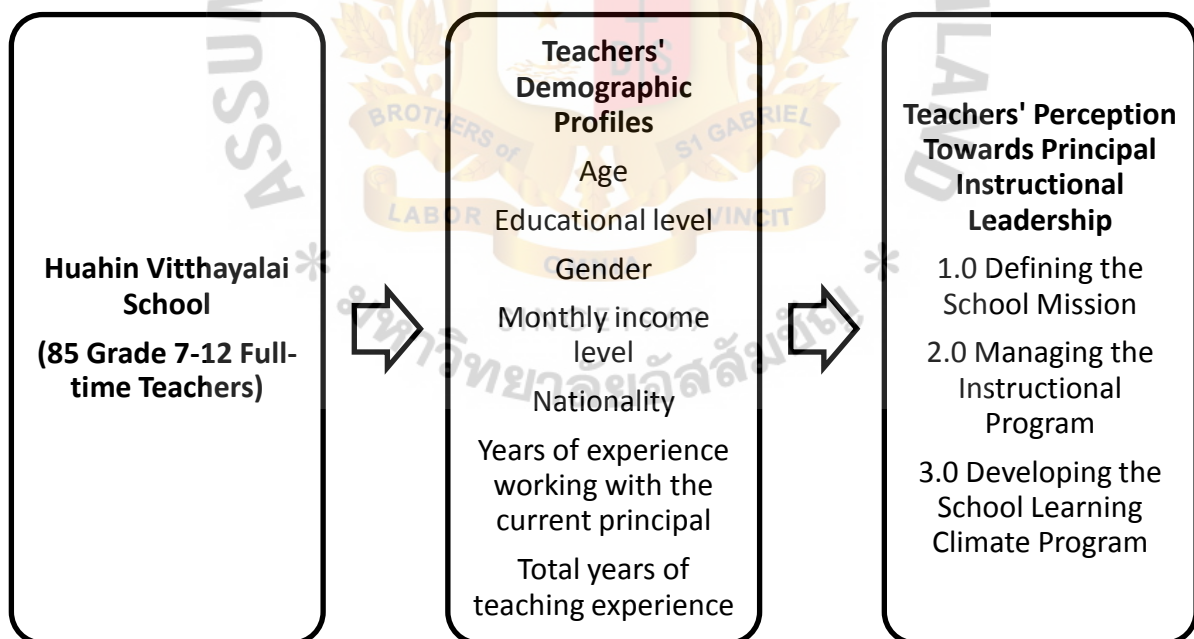


Figure 2. Conceptual framework. The perception of 85 grade 7-12 fulltime teachers, using their demographic profiles as listed will assist in comparing their perception of principal instructional leadership.

Scope and Limitation of the Study

This research was conducted between October and November, 2018 at Huahin Vitthayalai School in Thailand. Research was conducted at this school because it had a long history as it was founded in 1947 and it also had a large pool of full-time senior high school teachers that fit the reliability requirements of the *PIMRS*. The scope and limitations of this study was as follows:

Due to teachers' perception of instructional leadership, there was the possibility of bias involved because of subjectivity on the part of respondents. Due to a variety of different demographics being measured, these would affect the responses made by each survey participant; thus leading also to wide ranging results. Because the questionnaire came from an American perspective on instructional leadership, there could be potential response differences in culture which might lead to bias. This research did not measure the perceptions of principals, students, parents or other stakeholders. Only the teachers' perception towards principal instructional leadership was measured.

Definitions of Terms

- *Huahin Vitthayalai School* in this study refers exclusively to a private Catholic high school grades 7 through to 12. It is located in the city of Huahin, Thailand. It is also referred to simply as *school* throughout this study.

- *Instructional Leadership* and *Principal Instructional Management* although using the words leadership and management, are used interchangeably.

- *Instructional leadership* is defined as the principals' capacity to perform specific tasks in a manner that uses effective strategies in goal planning and attainment to achieve student academic achievement.

- *Perception* refers to the subjective conclusion of the individual's realization over a period of time about the behavior of the school principal.

- *Principal* refers to the Rector and Director of Huahin Vitthayalai School.

- *PIMRS* refers to the survey tool ‘*Principal Instructional Management Rating Scale*’ created by Hallinger and Murphy to measure the 3 dimensions and 10 principal job-functions of the principals’ perceived effectiveness towards instructional leadership within the school by posing both 7 demographic questions and 50 stated questions. It refers to the following dimensions, and each respective job-function:

- 1.0: Defining the School Mission:

1.1 Frame the School’s Goals

1.2 Communicate the School’s Goals.

- 2.0: Managing the Instructional Program:

2.1 Supervise and Evaluate Instruction

2.2 Coordinate the Curriculum

2.3 Monitor Student Progress.

- 3.0: Developing the School Learning Climate Program:

3.1 Protect Instructional Time

3.2 Maintain High Visibility

3.3 Provide Incentives for Teachers

3.4 Promote Professional Development

3.5 Provide Incentives for Learning.

- *School* refers to Huahin Vitthayalai School, in Huahin province, Thailand; and in this study is exclusive to high school grades 7, 8, 9, 10, 11 and 12.

- *Teachers* are defined as those who are in paid employment as a high school teacher at Huahin Vitthayalai School during the academic year 2018, and have been working at the same school for at least one year in a full-time capacity; they teach years 1 to 6.

- *Demographic factors* refer to the age, educational level, gender, monthly income level, nationality of the respondent, years of experience working with the current principal, and years of experience as a teacher; at Huahin Vitthayalai School in Thailand during the academic year 2018-2019.

- *Age* refers to the lifespan of the teacher, in years, from birth until the present, it is separated into groups of 5-years starting with 20 to 25, 26 to 31, 32 to 37, 38 to 43, 44 to 49, and 50 onwards.

- *Education level* refers to the highest level of degree bestowed on the full-time teacher at the school in Thailand. It may be either a bachelor, master, or doctorate degree.

- *Gender* refers to the sex of the teacher as either male or female.

- *Monthly income level* refers to the financial remuneration provided to the full-time teacher by the school on a consecutive basis. It is divided into 10,000 Thai baht per month or less; 10,001 to 15,000 Thai baht; 15,001 to 25,000; 25,001 to 35,000 Thai baht; or 35,000 THB or more per month, at the school in Thailand.

- *Nationality* of the respondent is classified as either Thai, American, Australian, British, Filipino or Other.

- *Years of experience working with the current principal* refers to the number of consecutive 12-month period(s) in which the teacher has been in full-time employment with the incumbent principal at the school in Thailand.

- *Years of experience as a teacher* refers to the number of consecutive 12-month period(s) in which the teacher has been in employed as a teacher throughout their lifetime.

Significance of the Study

For Students, Parents and the General Public

Changing values in Thai culture have shown that the emergence of social factors support development, knowing these may compliment principals in their roles and the general public will benefit. Mindful of this respective desire for engagement, there has been a growing call for accountability and responsibility on the part of leaders within the school; thus the term *instructional leadership*. Recognizing the need for greater accountability requires an understanding of the values that are held by those stakeholders involved with school operations. In doing so, the school begins to take on a living embodiment of what constitutes an evolving community that respects ongoing development as an ever-changing institution that cannot have expectations ‘set in stone’ once achieved; it must be constantly aware of its environment. As such, stakeholders may be able to hold principals to account using reliable research data, which could also be used to support wider industry improvements within the commercial sector (co-curricular or extra-curricular) by adapting ongoing training programs to supplement them for non-performing school initiatives.

For Teachers

Findings that are data-driven will help to approach educational issues with solutions that are supported by reliable data – this may ultimately lead to improved strategies to promote student success. Teachers may become more aware of how reliable data influences the outcomes of principal instructional leadership, and dedicate more of themselves to the teaching profession. Teachers will hold their principal to greater accountability, which forces the principal to look at all job-functions within principal instructional leadership and not only chosen job-functions. Thus, the results and recommendations of this research might encourage teachers to see the discrepancies of their principals’ instructional leadership capabilities.

For Educational Administrators and Principals

Administrators might allocate resources in the most utilized way for the school, which should be supported by reliable data. Education has constantly evolved to meet the needs of the learner, which have changed the way teachers provide the curriculum in a meaningful manner, by recognizing the wide array in which learners develop their ability to internalize information and learn (Office of the Education Council, 2017). The findings in this research may support effective principal instructional leadership within schools to optimize greater student academic achievement and support a more engaged learning community supported by research data (Hallinger and Murphy, 1985).

Administrators might identify what areas lack principal instructional leadership and thus enable appropriate improvements to begin in those specific areas (job-functions) – utilizing school resources and lifting overall school development. This should help to reduce the costs of school administration and increase the availability of existing funds toward increasing academic achievement, teacher professional development or other areas of necessity.

Principals could develop a data-driven approach to align the school mission, instructional program and school learning climate towards the National Education Plan 2017-2036 set out by the National Strategic Committee of the Prime Minister's Office, and this research will provide a means for tracking that progress over the next two decades.

Research that may have a Thai focus, and is in English, could help to support the international scholarly community – of which many instructional leaders might provide input on - to understand the challenges of the local school while providing valuable insight for which a solution might be identified. This may allow for objective measures to be illustrated, which could be duplicated across Thailand.

For Future Researchers

The results of this study might be used to track changes in teachers' perception of principal instructional leadership according to demographic factors at a later date, thus allowing for a future researcher to continue this study and plan for improved education environments, and develop improved recommendations.

Measurable statistics from this research will support the available knowledge regarding principal instructional leadership and the tracking the progress towards alignment with the National Education plan 2017-2036, as well as general progress nationwide.



CHAPTER II

REVIEW OF RELATED LITERATURE

The introductory sub-headings include: Instructional Leadership versus Instructional Management; Instructional Leadership Theory; and Background of the Principal Instructional Management Rating Scale. These are then followed by a review of literature which concerns three major leadership dimensions with ten principal job-functions. These leadership dimensions and job-functions become this research's sub-headings, and include:

1.0 Defining the School Mission:

1.1 Frame the School's Goals

1.2 Communicate the School's Goals.

2.0 Managing the Instructional Program:

2.1 Supervise and Evaluates Instruction

2.2 Coordinate the Curriculum

2.3 Monitor Student Progress.

3.0 Developing a School Learning Climate Program:

3.1 Protect Instructional Time

3.2 Maintain High Visibility

3.3 Provide Incentives for Teachers

3.4 Promote Professional Development

3.5 Provide Incentives for Learning.

Respectively following this will be a review of the Related Research; Previous Studies on Instructional Leadership and a Summary of Literature on Instructional Leadership.

Instructional Leadership Theory

Principals who are effective in their role as instructional leader exhibit a high level of dignity for the expertise and capability of their teachers (Blasé & Blasé, 2000), and as such identify with the “teacher as intellectual rather than teacher as technician” (Little, 1993, p. 129). Quint, Akey, Rappaport and Willner (2007) also agree and noted that principals who are experienced with instructional leadership have the capacity to greatly stimulate the learning and teaching environment. Interestingly, if we accept that understanding of the significance of instructional leadership as a theory then one may wish to contrast the typical role of a principal.

According to Semadeni (2009), the traditional view of a principals’ role is to fulfill administrative duties such as securing a safe learning environment, scheduling, attending and conducting meetings and other *get-togethers*, evaluating work, compiling research data, budgeting and providing effective discipline; a common view also held by those in Thai society regarding the role of a principal according to Hallinger (2014). Semadeni also illustrated that the characteristics of instructional leadership include enhancing the school climate, providing quality professional development opportunities, and improving student learning.

Despite this, some research has shown that developing such general characteristics within a school can be overwhelming for the majority of principals who are expected to juggle administrative duties as well as fulfill instructional leadership responsibilities. Now, although the solution may clearly be a delegation of duties, there still seems to be barriers to instructional leadership within the Thai state education system (Hallinger, 2013). Instructional leadership is “seen as having an indirect impact on student outcomes through improving organizational learning culture and staff performance” (Antoniou & Lu, 2017, p. 2), but this can fall short due to other issues such as school politics

or inadequate funding. As such, according to previous studies, “budget restrictions often cause teacher support positions such as instructional coaches and curriculum specialists to be eliminated, so the essential curricular and instructional support tasks of these people are transferred to administrators because there is no one else to do it” (Whiteman, 2013, p. 4). As a result, a solution to over-prioritizing mediocre tasks is that instructional leadership maintains a high level of criticism from within the school itself, in order to maintain credibility and increase performance quality. On this note, Antoniou et al (2017) summarizes two main positive attributes relating to the study of instructional leadership and outcomes as supported by Lee, Hallinger and Walker (2012), as (1) instructional leadership positively influences an organization, and (2) instructional leadership recognizes the unique characteristics of each institution; as such, there is tremendous flexibility in using this theory.

Despite this, Whiteman (2013) concedes that conducting oneself in a manner that actively exhibits constructive behavior of instructional leadership by the principal can go an immense way to improving teacher perceptions of principal behavior. For instance, Ellis (1986) found that “research on effective schools has verified the proposition that schools are rarely effective unless the principal is a proficient instructional leader” (Ellis, 1986, p. 3).

As such, performing well as a credible and responsible principal supports the school as a proactive institution within the wider community, yet requires ongoing support, the elimination of unimportant tasks, and an understanding of the local community and stakeholder values, the cultivation of a positive learning culture and an ability to perform well while taking on constructive criticism; the culmination of such requires a well-tuned instructional leader focused on increasing student academic achievement. Interestingly, previous studies have indicated that most Thai secondary school principals have historically achieved only low to moderate levels of instructional leadership, and that other nations generally score higher than Thailand (Hallinger, Taraseina, & Miller, 1994).

Background of Principal Instructional Management Rating Scale (PIMRS)

“One of the most renowned and frequently used conceptual frameworks of instructional leadership is the *Principal Instructional Management Rating Scale*” (Antoniou et al, 2017, p. 3). Hallinger (2011) also stated that the PIMRS is the preferred instrument for measuring teachers’ perception of principal instructional leadership, and is strengthened by the high number of schools and scholarly researchers using the PIMRS scale to measure perceived instructional leadership (Hallinger, 2012).

Further studies have found that, according to Hallinger (2013), three dimensions are investigated to account for the level of principal instructional leadership within any given school. For example, (1.0) *defining the school mission*, (2.0) *managing the instructional program*, and (3.0) *developing the school learning climate program* (Hallinger, 2013). The respective dimensions have a total of ten job-functions that further analyze the overarching dimension as well, and these include; *1.0 Defining the School Mission: 1.1 Frames the School’s Goals; 1.2 Communicates the School Goals; 2.0 Managing the Instructional Program: 2.1 Coordinates the Curriculum; 2.2 Supervises and Evaluates Instruction; and 2.3 Monitors Students Progress; 3.0 Developing the School Learning Climate: 3.1 Protects Instructional Time, 3.2 Maintains High Visibility; 3.3 Provides Incentives for Teachers; 3.4 Promotes Professional Development; and 3.5 Provides Incentives for Learning* (Hallinger, 2013).

Regarding school improvement and leadership, a link was established and illustrated by Hallinger and Heck (2010) in support of the PIMRS, who noted that “successful school leadership creates conditions that support effective teaching and learning and builds capacity for professional learning and change” (Hallinger & Heck, 2010, p. 97). This was made more apparent by Heck (1993) who found that schools that work as a single cohesive unit, which means doing so on a number of integrated and inter-related levels, have stronger

educational and societal support structures that achieve fruitful results in the long-term.

Furthermore, research by Hallinger (2011) attested that the PIMRS instrument “meets the applicable standards of reliability required for use in both personnel assessment and research” (Hallinger, 2011, p. 296). Hallinger noted that 26 countries have used the PIMRS instrument to assess principal instructional leadership and these were conducted by national governments and ministerial levels as well as at local government level; overall, studies by Hallinger (1983) note both the strong validity and reliability of the PIMRS instrument.

The researcher was mindful of the words *instructional management* and *instructional leadership*, as to what distinctions may contrast them. Hicks (2014) explained that there is no difference in meaning when referring to the terms leadership and management in the context of the instructional leadership theory and the principal instructional management rating scale (PIMRS) established by Hallinger and Murphy.

Hicks (2014) also pointed out that the instructional management framework assists in analyzing the behavior of the principal as perceived by teachers “even though the authors use the words ‘management’ and ‘leadership’ interchangeably when presenting the framework for heuristics scrutiny” (Hicks, 2014, p. 26).

Previous studies found that research in south-east Asian nations often show similarities between the teachers’ perception of the higher and lowest job-function (Hao, 2016). In particular, Hao (2016) found that for Thai principals’, they demonstrated:

“three highest scores on job functions (10) providing incentives for learning, (6) protecting instructional time, and (1) framing the school goals. The three lowest rated job functions were (7) maintaining high visibility, (3) supervising and evaluating instruction, and (5) monitoring student progress” (Hao, 2016, p.5)

In comparison to Malaysian and Vietnamese principals', the same job-functions were also ranked similarly with very little distinction between them and previous studies associated this link with developing nations, or nations that have low socio-economic growth (Hao, 2016).

1.0 Defining the School Mission

1.1 Frame the School's Goals

According to Hodgins (2006) the first step to defining the school's purpose is developing a strong framework of school goals. Essential to this task is the position of the principal towards promoting these goals, and according to Hicks (2014), refers to the alignment of the school mission in accordance with academic goals and other mission statements. Other research identifies the evolving role of developing the school mission (Hallinger, 2010). According to Leithwood, Louis, Anderson and Wahlstrom (2004), the need to continually improve the quality of instruction, for any principal, requires that a high standard of expectation is met by all stakeholders and a starting point for the stakeholders is to identify the shared objectives in order to frame the school's goals (Quinn, 2002).

To investigate this further, research had shown that the success of brainstorming school goals is a pivotal role of stakeholders in developing goals. Hicks (2014) found that directly correlating the research data to student performance, supported also by Arnold, Perry, Watson, Minatra and Schwartz (2006), was the most objective means of examining the principal's level of ongoing commitment towards framing the school goals.

Therefore, the identification of goals is an essential task, for without such realization, the school is left without a goal to direct the optimization of resources, to give general direction, and as such, without such clear goals there is little means of measuring the level of institutional improvement or growth (Quinn, 2002) over a period of time. The role of collaboration as a means to support goal-identification is a core task that should ultimately be

spearheaded by the principal, and supported by school staff that direct the overall decision-making process. For instance, research found that strategic planning which required the alignment of goals with actionable tasks at the school, district and state level were effective practices of a principal, and that tasks which supported this strategic planning, such as instructional focus calendars, helped to define the school mission in a way that encouraged greater goal achievement (Grooms, 2013), while the framing of the school's goals should be done within the context of the particular school itself, such as the current school climate, overall student grades and teacher performance. As such, the goals of the school must be realistically achievable and measurable as well as within the grasp of the school itself.

1.2 Communicate the School's Goals

According to Quinn (2002), communicating the school goals to stakeholders while creating, forming, implementing and reviewing the goals; ensures that there is a greater chance of success as well as support for achievement by the stakeholders.

On one hand, the previous instance of framing the school goals, it is essential that the principal recognizes the need for a shared vision, and the relationship of each framed goal should be to that particular shared vision. On the other hand, essential is the collaboration of all stakeholders to work together towards those school goals, but this is greatly influenced by the principals' effectiveness in communicating the school's goals which, requires a clear-path allowing for the goals to be achieved. Whenever goals are communicated succinctly, consistently and routinely, there is a high chance of success (Robinson, Lloyd & Rowe, 2008), however, further research by Bryk, Camburn and Louis (1999) has found that goals must also be shared by all stakeholders –in order for greater effectiveness in goal achievement.

Hallinger and Lee (2014) noted that the communication of these goals, requires, on the part of the principal, the deliberate and frequent engagement of stakeholders

in a communicable manner that constitutes incremental and actionable steps being taken towards those goals. Therefore, an environment where institutional goals are openly discussed and promoted in conversation as well as during teacher engagement activities, for example, during meetings or teacher observations, provided added support towards communicating and achieving the school goals. Consequently, previous studies by Hallinger (2003/2010) found that once school goals are undergoing development, it is essential that sufficient effort is made to ensure that they are concise, clear, time-based, measurable and that the ultimate goal is to increase overall student academic achievement.

Communicating the school goals creates a sense of unity within the school vision. In fact, Jennings (2013) noted the importance of the school vision in relation to closing the achievement gap between advantaged and disadvantaged learners and that the key to doing so is for identifiable and measurable aspects of the school vision to be seen daily. This is supported by Horton (2013) who found that “a shared vision motivates people and provides direction to the organization” (p.45).

This definition of a shared vision is developed much further which stated that an effective principal who wants to increase student academic achievement will also want to create and plan a school vision that is respected by all stakeholders. The principal will develop the right focus necessary to motivate a common, and relevant, sense of shared purpose with each stakeholder (Horton, 2013). This leads the reader to single out the word focus as having uniquely distinct functions within the sentence, such that the full capacity of the school is managed in such a way that resources are permanently and plainly aimed at achieving that specific school vision.

Hicks (2014) found that there are numerous ways in which the principal can communicate the school’s goals to stakeholders. They include newsletters, staff meetings, parent-teacher functions, and informal discussions with stakeholders. This seems to be

supported by research completed by Blasé and Blasé (1999) who noted that high achieving schools were those with principals who actively sought to communicate goals. However, it is also noted that the research went further, not only noting the desire to communicate those goals, but the intention to do so with a focus on specific academic goals (Hicks, 2014).

According to Stronge, Richard, and Catano (2008), collaboration produces a higher chance of attaining goals, while similar research conducted by Janhonen and Lindstrom (2015) found that it is the individual efforts of a variety of contributing individuals that help to sustain the message in order to achieve the goals; therefore, delegating leadership roles is also essential to communicating school goals. This was also supported by Han, Lee, Beyerlein and Kolb (2018) in their research paper on shared leadership and the strong impact it has on coordination and goal commitment.

However, for goal-attainment to be effective there must first be communication school-wide (Zepeda, 2003). In fact, the principal communicates the needs of the school to the main office and the vision and direction of the overall school back to the departments and stakeholders. Communication at the level of the school is critical to keep stakeholders aware of the progress in goal-tracking.

The Thai context of education found that research generally favors administrative roles of the principal, for instance, Taraseina (1993) explored this domain in-depth and noted that Thai principals excelled in this job-function. As such, “mechanisms need to be in place for teachers to communicate with one another, with members of the school improvement team, and with the principal throughout planning, implementing, and monitoring school improvement efforts” (Zepeda, 2003, p. 86). Clearly, the study saw that communication of the school goals has the potential to take on characteristics of its own in a number of ways if the principal does not ensure intentional, deliberate and on-going support of numerous stakeholders throughout the different stages of goal development.

2.0 Managing the Instructional Program

2.1 Supervise and Evaluate Instruction

Students need to have the resources and skills to be able to accomplish academic expectations. It is the teacher who must be able to adequately benchmark expected accomplishments as part of their lesson planning against core standards. According to research, supervising and evaluating instruction is an objective manner in which to gather sufficient research to manage the instructional program (Blasé and Blasé, 1999).

Supervising teachers inside the classroom in order to engage with both teachers and learners assists proper curriculum implementation, as well as securing the implementation of tested instructional practices (Blasé & Blasé, 2000). In this context, it is prudent to recognize the opportunity of the principal to see the advantages of being involved with classroom activities and, through observation, it helps to accurately judge the quality of teaching. As such, this relationship, between teacher and principal, cultivates a greater appreciation of knowledge and reiterates the supporting role of the principal as instructional leader during real-time. Despite this, research had indicated that there were “substantially lower levels of engagement by principals on Managing the Instructional Program” (Hallinger & Lee, 2013b, p.312) with particular emphasis on south-east Asian nations.

However, wider research by Blasé and Blasé (2000) found that effective principals exhibited multiple instances of supervising and evaluating instruction, for instance, principals that presented new forms of modeling at a professional development conference or demonstrating teaching techniques in a classroom helped to develop better delivery of the instructional program. The effects of modeling instructional leadership had a positive influence on teacher motivation and reflection (Blasé & Blasé, 2000), while instructional support, such as coaching, requires the principal to identify gaps in classroom academic achievement, be mindful of the teachers’ teaching philosophy and praise the teachers where

progress has been made. As such, implementation of accepted teaching techniques and relationship building supports supervision and evaluation of teacher instruction.

In addition, research by Busher (2006) supported Blasé and Blasé but went further by noting that effective instructional supervision encouraged colleagues within the school to share resources, discuss various teaching methods that support improved academic learning, and develop a positive record of stable and collegial relationships with school departments. Busher also found that teachers and other stakeholders did so in order to increase the understanding of student character motivation, learning styles and other pedagogical methods (Busher, 2006). As a result, supervising and evaluating instruction also requires the support of colleagues and the principal to engage their opinions, ideas and recommendations. Kutsyuruba (2013) found that the importance of a principal being seen within the confounds of the classroom supports teacher confidence, in fact, through instructional supervision such as classroom observations, of both a formal and informal nature, the principal shows that he understands the complexities of teaching and is willing to support the teacher in building a solution to those complexities. Thus, this job-function is linked to promoting professional development through classroom observations and feedback (Kutsyuruba, 2013).

Likewise, Zepeda (2003) found that there are three phases to good instructional supervision, (1) pre-observation conference, (2) the observation, and (3) post-observation conference. However, the most important phase where the professional relationship supports instructional supervision more closely is through the pre-observation conference since the pre-observation conference provides an opportunity for both the teacher and principal to talk things through, enhance each other's pedagogical understanding, begin to develop a closer collegial relationship, and discuss issues relevant to the teacher who takes the lead at this stage. To add to this, Zepeda (2003) noted that the observation phase

recognizes the need for the principal to be better prepared for entering the classroom as observer, this means having the right observational tools on hand to collect the necessary data outlined in the pre-observation conference phase. Research also found that it is essential that the principal enters the classroom with knowledge of data techniques that can be matched to the focus set out in the pre-observation conference, and which has relevance to the teaching experience of the teacher as well as the principal's capacity to use such a technique (Zepeda, 2003). While preparation of not only a curricula nature is necessary, understanding the background of the teacher is also important. To achieve this, Ingle (2009) noted that additional information is required, and it should include foundational knowledge of past schools, teaching, and past supervision feedback. For Ingle, the assumption is that the principal's mindset or philosophy can have a tremendous effect on the manner in which the supervision takes place, thus, the results of the observation stage can be affected widely even for the most well-intentioned principal.

Despite this, research by Zepeda (2003) explained the post-observation conference as the principal and teacher coming together as colleagues and discussing the initial focus of the observation (so the discussion recalls the initial pre-observation conference phase), and more importantly, the principal provides the data results of the observation phase. In this phase, the teacher is able to receive a deeper analysis of the data and provide in-depth reasoning to the principal given the results provided (Zepeda, 2003). The principal's role then is to ensure that objective feedback is provided and that it is used to enhance the growth and professional development of the teacher, while, Silva (2001) also promoted collegial relationship building as an opportunity to enhance instructional supervision. Although Silva (2001) weighs-in on the importance of good communication skills as the basis of good preparation for supervising and evaluating the instructional program, Ingle (2009) recognized that in-depth understanding of what motivates the teacher

helps with the technical skills of supervision. Therefore, the development of collegial relationships is also an important part of preparing for open discourse on supervising and evaluating the instructional program.

2.2 Coordinate the Curriculum

McEwan (2003) found that leadership skills specifically developed for instructional leadership is the defining factor that sets an effective principal apart from an ineffective principal. This is expanded upon by research conducted by Heck and Marcoulides (1993) who found that outward signs of principal-support towards student academic achievement is a core task since it encourages student learning and promotes professional growth, and they concluded that coordinating the curriculum is done through leadership that is balanced between the standards expected of the school and its students.

Possessing expertise over curriculum design and instructional practices help to ensure that the principal is capable of monitoring the effectiveness of curriculum implementation within the classroom. Although any action on the part of the principal is not effective without also being proactive, research by McEwan (2003) had shown that the principal must model the behavior he expects of staff and teachers.

According to research by Glatthorn and Jailall, “to serve as effective leaders of curriculum and understand the importance of their role in this area” (2009, p. 33) is an objective for an informed principal. It is widely accepted that if the curriculum is of a high standard, and if it has a track record of proven academic achievement, then this is a defining characteristic for student success (Marzano, 2003). For instance, Grooms’ (2013) research found that “I use reading level data and district benchmark assessments to develop school-wide plans. I review professional development hours accrued, another data resource, under specific language arts strategies to determine, make decisions, and I look at classroom performance data to make decisions related to teacher assignment” (Grooms, 2013, p. 83).

Research by Grooms also came across a number of principals who used performance statistics to adjust the mandated curriculum to benefit the children's overall learning experience, for example, effective principals looked at the circumstances of their student population, their challenges and difficulties, which principals use to encourage, for instance, the integration of reading, writing, science and social studies into compulsory school subjects as a means to compensate for weaknesses in these areas. (Grooms, 2013). As such, an integrated curriculum is one factor that supports the coordination of the curriculum, but this must always be underpinned by tests, assignments and other student performance data (Blasé and Blasé, 1999).

2.3 Monitor Student Progress

Hallinger (1982) found that monitoring student progress is an effective manner to identifying the quality of instructional program overseen by the principal. The instructional program plays a role in developing a lesson plan that can be used with assessments, and periodic, yet individualized, progress reporting in order to ascertain student academic growth. However, Reeves (2006) identified that in order to monitor student progress with the goal of closing the academic achievement gap, there must routinely be an analysis of student progress for timely solutions to be identified. With the goal of academic achievement in mind, an effective principal must recognize the significance of developing the cause of such achievement; that is, principals engaging with staff professional development to achieve growth and ultimately student academic achievement. Leithwood et al (2004) found that this can be done through facilitating teaching, developing a positive learning environment, and promoting staff growth through professional development to ensure ongoing student progress. Although administrative and operational tasks can reduce the availability of a principal to effectively monitor student progress (Ratchaneeladdajit, 1997) the importance of professional development supports the need to develop greater efficiency in the school.

Consequently, research by Leithwood et al (2004) found that the culmination of such professional development is done through teacher engagement and by showcasing outward signs of modeling best practice throughout the school. Blasé and Blasé (1999) developed this further by also noting that such engagement requires teacher supervision, instructional supervision as well as the principal encouraging critical reflection through one-on-one sessions with the teacher. This engagement between principal and teacher in managing the instructional program, however, is greatly improved by the principal himself according to Blasé and Blasé (1999) when principal expectation is set high enough.

Jennings (2013) summarized the significance not only of managing the instruction program but doing so in a proactive manner that illustrates classroom intervention to monitor student progress. Such intervention includes hands-on activities on the part of the principal within the classroom itself and collaborating with the teacher to improve the curriculum. In doing so, according to Hallinger (2013), the principal can ensure that the academic goals set out in the second job-function (*1.2 Communicates the School Goals*) is carried out at the classroom level to monitor student progress.

This assurance is an essential check and balance step by the principal, for identifying quality instruction and, more importantly, areas that require an adjustment in order to achieve academic goals according to learner personalities and learning styles through which student progress is supported. Similarly, research by Stronge et al (2008) found that a principals' supporting role within a school is to gather student achievement data and use this research to determine the quality of teaching and learning methods as part monitoring student progress. With the analysis of those results, the principals' potential to determine and influence the necessary forthcoming steps should ultimately achieve higher academic achievement as proactive monitoring of student achievement is routinely analyzed.

Although further research by Boone and Higgins (2015) showed that targeted instructional design can be challenging wherever the research data indicates multiple groups of varying learner characteristics – such as slow learners or learners with disabilities (Edyburn, 2015), research by Omogbehin (2013) found that instructional design can become burdening to a principal alone, and as such, illustrates the importance of sharing and delegating leadership roles, in particular for student-groups with varying learning styles. This is more so in cases wherever there is a wide range of learner dynamics that exists within the school, but it has consequences on professional development in that teachers need the principal to provide specific and particular professional development opportunities for teachers to cater to these student-groups (Omogbehin, 2013). By monitoring student progress through weekly class visits, sampling students' work, and measuring class achievement against school averages; the principal is able to assess the effectiveness of the instructional program for the school's local community (Horton, 2013). Thus, relevant assessments of student learning are at the heart of measuring principal and teacher effectiveness to promote higher student achievement, and is identified by the routine monitoring of student records and academic progress.

3.0 Developing the School Learning Climate Program

3.1 Protect Instructional Time

Protecting instructional time, according to Edmonds (1979), is an essential task to developing a school learning climate that is founded upon reducing, to a minimum, any interruption to instructional time so that teachers have more time to teach students, and to allow time for each teacher to complete administrative duties free of interruption (Hallinger, 2010). According to research completed by the Royal Commission Implementation Secretariat (1995), 28 percent of instructional time was reduced due to unplanned interruptions. Furthermore, other research found that in British schools there was a regular

amount of interruption experienced (Leonard, 1999) and it was Stringfield and Teddlie (1991) who noted that effective principals consistently enforced school policies regarding the protection of instructional time. Interestingly, it is important to note that interruptions to instructional time can be made by internal stakeholders or external stakeholders, teachers and students alike. Indeed, Leonard (1999) found that interruptions were observed, on average, 12 times per school day, and that the effect on teaching momentum causes great frustration. Blasé and Blasé (2000) recommended that protecting instructional time required a reduction in the amount of committee meetings and administrative paperwork (Blasé & Kirby, 2000).

3.2 Maintain High Visibility

The visibility of the principal and the relationship it has to effective instructional leadership is the connection it has to expressing outward signs of prospective modelling behavior and engagement within the school (Hallinger & Heck, 2010). According to Blasé and Blasé (1999), essential to leadership is a prominent display of visibility on behalf of the principal within the school itself. To support this, they referred to it as *walk-throughs* with intent to observe, interact and provide constructive feedback to classroom instruction as well.

A study by Price (2012) found that if “the tone of the school climate, especially the atmosphere of trust, is established by the principal” (Price, 2012, p. 42), then the actions of the principal reinforce that desired atmosphere. This means it is important, as the basis of good and proactive principal instructional leadership, to be involved with the inner workings of school life. Although Price (2012) noted that there is still much debate over how a principal can garner sufficient trust to develop a positive school climate, he did indicate that there is much work to be done on how best to attend to visible leadership without conflicting with classroom interruptions or causing disturbances. In contrast to this, Blasé and Blasé (1999) admits that there are numerous downsides to visible leadership

despite recognizing the benefits of maintaining high visibility, like constructive criticism, interaction with students and teachers, acting as a motivating factor for teachers, monitoring instruction, providing support and remaining informed on the school climate. It seems that there is overwhelming research that is in favor of visible leadership in the classroom and around the school grounds, which means that sufficient solutions are required in order to maximize this principal job-function.

Interestingly, Jennings (2013) stated that maintain visibility is not enough. In fact, hands-on activities on the part of the principal contributes more, while Jennings (2013) also added to this by noting the significance of viewing the instructional leadership theory as primarily built on the school vision, with a deep intellectual capacity for curriculum development in relation to the heart of the school's unique culture and historical origins. And, although Jennings focuses primarily on the relationship between principal character and instructional leadership; she is mindful of the principal's capacity to bring into effect a positive school climate primarily by the principal's own personality towards teaching and learning (Jennings, 2013). The challenge to visible leadership is the balancing act that is required to meet the needs of teachers and students in the classroom while maintaining the necessary respective ingredients to sustain effective teaching and learning, and the necessary trust, encouragement and autonomy that teachers require. In support of this, Horton (2013) stated that protecting teachers from unacceptable or avoidable interruptions in the classroom must be dealt with using school policy, and he also noted that schools which protect instructional time can be associated with student achievement, thus providing an added reason to support incentives for teachers.

3.3 Provide Incentives for Teachers

Incentives for teachers does not exclusively refer to an increase in remuneration (Hicks, 2014), it can also refer to other incentives such as personal notes of

praise, openly praising a teacher during a meeting, promoting a teacher to oversee a school project, or singling out a teacher to whom the principal could receive feedback from regarding future school initiatives, ideas or as a sort of support person. Comparatively, Thai government teachers receive higher monthly incomes based on their years of experience and education level (Office of the Teacher Civil Service and Educational Personnel Commission, 2015). Naturally this has a positive effect on student academic achievement and is supported by the Southeast Center for Teaching Quality (2005), which found that 90 percent of teacher survey responses concluded that positive work conditions also resulted in increased student academic achievement. According to Elmore (1996), the benefit to the school of added incentives for teachers is greater motivation to improve their instructional methods, carry out administrative tasks and engage in professional development for the benefit of learners.

3.4 Promote Professional Development

A principal promotes professional development for the benefit of both the teacher and the student (Hallinger, 2010). Although good principals exhibit outward signs of instructional leadership within classrooms, both informally through coaching, giving praise, soliciting advice and mentorship programs, principals must also promote professional growth as a means to develop the learning community (Blasé & Blasé, 1999). The reasoning for this is, according to Hoerr (2005), is the effectiveness of teaching is strongly correlated to student learning, while, professional development must take a leading role in supporting the continuing development of a professional learning community. In fact, when American university partnerships with schools grew exponentially during the 1980's, the result was the phrase 'professional development schools'. The main goal was to reinvigorate the success of student academic achievement by reforming the support available to teachers and to do so on an ongoing basis through professional development (Frampton, Vaughn & Didelot, 2003).

According to Chitpin (2014), the limited support provided by ministerial departments does not encourage a principal to feel motivated to find opportunities of teacher professional development. As such, there is a negative consequence in the school regarding teacher's reflective practice, level of collaboration amongst colleagues and reduction in the level of up-to-date knowledge of modern teaching methods (Chitpin, 2014) which is compounded by the limited time a principal has to personally support professional development and his ability to resolve teacher or student issues that may arise through the school day. This means that promoting teacher professional development should not depend fully on the principal but he should promote both teacher autonomy for professional development and encourage a greater collaborative culture amongst teachers within the school.

On the other hand, Trifiro (2017) had shown that there is a strong relationship between bridging teacher and principal professional development. According to his research, teachers learn from experience, practical activities, coaching, feedback from seasoned professionals and they also benefit from professional development opportunities when they are given the chance to refine their teaching techniques and pedagogy (Trifiro, 2017) for each school's demographic. This is focused on further by Blasé and Blasé (1999) who found that sustaining professional relationships is an essential component to bridging professional development between the principal and the teacher. Most researchers agree that in order to cultivate interdependent professional development, two factors are important, (1) engagement, and (2) communication. This is perhaps what is meant by Blasé and Blasé in terms of sustaining a professional relationship so that the professional development is both reliant on other faculty within the professional learning community, and is self-supporting in the sense that the bridge is built through the relationship itself. Therefore, if autonomous teachers are important for instruction then reconciliation between the significance of

professional development and, bearing the respective terms defined by Blasé and Blasé in mind; self-supporting teachers and professional development are important roles that should be played out school-wide while remaining dependent on each other.

Furthermore, the relevance of promoting professional development illustrates a strong link between professional development that looks at improving the capacity of interpersonal skills and the relationship with student academic achievement. Despite research by Medley and Coker (1987) who found that there is no relationship between the results of teacher evaluations conducted by principals and the results of student achievement, there is indeed numerous contrasting literature which noted that students with higher levels of academic achievement are frequently taught by those who have teachers with better professional work evaluations administered by their principals (Barile, Anthony, Donohue & Henrich, 2011).

Indeed, what cannot be denied is the notion that positive relationships between teachers and students fosters improved rates of graduation (Barile et al, 2011). Promoting professional development ensures that teachers are provided with current knowledge in classroom instruction and technology, pedagogy and helps teachers to keep continually up-to-date with modern approaches to child education and pastoral care that support improving academic growth. Research has shown that by advocating professional development, opportunities to develop the intellectual capacity of teachers are increased and when this occurs, according to Horton (2013), greater debates are held both formally and informally amongst all teachers with the purpose of increasing student academic achievement school-wide. It is this climate, built on strong instructional leadership, that is a desirable state for the school to aspire toward since it has a core origin spawned by academic development, and the consequence of a sincere desire on the part of teachers, to genuinely develop their own professional development as a means to uplift student assessment scores.

Australian researchers noted that the practice of reflection supports the ongoing development of teaching professionals. When new teachers begin to self-reflect they also begin to have a greater appreciation of who they are as individuals, their character and behavior, as well as a deeper understanding of humanity and their students. As such, reflective practice assists a teacher in growing professionally (Mathew, Mathew & Peechattu, 2017). This explanation is also supported by Olteanu (2016) who, in her study, found that teachers used reflection consciously to identify important areas that require critical thinking skills, such as improving student learning, decision making and goal orientation. Despite this, Olteanu (2016) explained further by expanding on the respective definition by concluding in her research that “teachers change their behaviors through reflection processes” (Olteanu, 2016, p. 60). As such, a link exists between the action of reflection practice into the past, and the relationship it has on molding future behavior. Olteanu (2016) also found examples of reflection practice beneficial, such tasks like questioning techniques, note-taking strategies in fulfilling objectives, reviewing, analyzing and evaluating their past-teaching by comparing these to determined goals. Brookfield (1995), stated that the key to substantive reflection practice is effective communication through collaborative learning, but Blasé and Blasé (2000) expanded on that with peer observation, feedback from various stakeholders (including students and faculty), action research, reflection journal writing, and pre-service training as pivotal to sustaining the practice of professional development in any professional learning community.

3.5 Provide Incentives for Learning

Leithwood et al (2004) found that the principal, as instructional leader, is an influential factor for determining student learning. By developing incentives for learners, students are able to realize their intellectual potential when faculty openly praise students for their achievements, for example, through the award of certificates and prize-giving (Horton,

2013). Rewards should not have any monetary value, and they should be infrequently awarded to retain any intrinsic significance (Jenson, 2002). According to Hallinger (2010), recognizing academic achievement helps to create a high level of motivation for which students can use to actively engage in on-going academic engagement and accomplishment.

In addition, Blasé and Blasé (1999) found that promoting material prizes, like certificates, helps to manifest a greater sense of commitment between the student and the school. With this in mind, a principal may use incentives for learning as a means to promote a continually engaging learning community that strives for greater academic achievement through building student's sense of continued dedication to academic goals.

Related Research

Leading a Learning Community and Delegating Roles

Fiore (2006) found that effective principals help to frame the capacity of a school to satisfactorily carry out its duties and responsibilities within the local community, as well as produce a community that is creative and cultivating. Interestingly, the link between principals and sustaining a learning community was established by Pawlas (2005) who noted that in order to lead and sustain a learning community, it is necessary for relationship and engagement to be both well developed, and sustainably cultivated. As such, sporadic instances (such as parent teacher meetings) are not sufficient to sustaining a learning community. In fact, this presents the notion that frequent professional or social interactions with all stakeholders are a necessary factor to establishing and sustaining a learning community (Phusavat, Delahunty, Kess & Kropsu-Vehkapers, 2017). Furthermore, Price (2014) found that the relationships built by principals as part of their leadership capacity is a fundamental function of engagement within the learning community, for this reason, sustainable leadership is a significant role for instructional leaders to create positive teacher

perception and thus, positively affect the academic and general school engagement by students.

Principals must encourage teachers by seeking out teacher perspectives, support ongoing learning, proactively listen to teacher communication and provide support avenues necessary within the professional learning community (PLD). As such, Price (2014) noted that there is a potential ripple effect which occurs between the behavior of an effective principal and his teachers. In fact, principal instructional leadership should cultivate professional relationships within their school so that as the perceived behavior of the principal improves, the same behavior of teachers towards student engagement also improves (Price, 2014).

Delegating and sharing leadership roles is part of good leadership (Zepeda, 2003) for both curriculum and instruction. Research by Blasé and Blasé (2000) had shown that no one leader can achieve instructional goals alone and that support is necessary at all levels to maintain school effectiveness and direction. In the book *Instructional Leadership for School Improvement* Blasé and Blasé dedicates a full chapter to forming teachers in taking on leadership roles, by stating that principals who support teacher leadership is a significant goal which underpins the need for promoting professional growth. Without opportunities to engage in teacher autonomy, there is little chance of teacher growth and trust being observed (Blasé & Blasé, 2000). This can cause immense challenges within the school itself, and as such, delegating and sharing leadership roles is a popular means of gathering all-round support for necessary initiatives.

Interestingly, it was Carpenter (2015) who cited Hord (1997) on his view of shared leadership as requiring a principal instructional leader to also submit himself to professional development sessions, to learn from others within the school compound, and to delegate leadership roles like power and authority by encouraging staff to take a more

proactive role in the school's higher order tasks both on short-term projects, long-term tasks, and in permanent positions of leadership delegation (Carpenter, 2015).

In addition to sharing leadership roles, implementing the right procedures and putting the right people in place is pivotal to the success of effective delegation. For this reason, Zepeda (2003) stated that communication strategies must be put in place and should (1) inform, (2) assist planning, (3) ask questions, and (4) evaluate. However, sharing leadership requires an immense amount of time to building positive engagement in order for communication to be effective within the school environment.

An additional reason is captured well by Dimmock (1999) who stated that “school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration)” (as cited in Adams & Zabidi, 2017, p. 1). In such instances, the effectiveness of the role of good principals is reduced without the support of others to provide sufficient input and guidance, thus balancing the duties that matter more to the principal in regards to the school vision and mission, as opposed to everyday administrative routines.

In light of this, the spirit of sharing and delegating leadership within a school is summed up well in the following quote, “supporting and nurturing leadership across the school can help to make the work of school improvement more meaningful.” (Zepeda, 2003, p. 49). However, for meaningful goals to be achieved, sufficient input is required by wide-ranging individuals who understand their roles as stakeholders.

Academic Standards, Autonomous Teachers and Control

According to Dondero (1997), the depth of organizational climate is a significant and contributing factor made up by the ability to assert the principal's authority over teachers. This led Dondero (1997) to find that teachers' perception of an effective school

is when there is greater teacher autonomy and less control by management. Although Dondero (1997) prefers more teacher participative approaches to management and leadership, it is Johari, Tan and Zulkarnain (2018) who recognized the numerous challenges that face schools in the modern-era and hence, provides insightful remarks into striking the right balance between autonomy and control. To exemplify this, Johari et al (2018) stated that “teachers do not only serve as educators to disseminate knowledge, but also as a manager, planner, facilitator, and exemplary to the community” (Johari et al, 2018, p. 108) and teachers need autonomy to create high quality work. Interestingly, the authors also found that teacher autonomy positively influences classroom performance (Johari et al, 2018), consequently, less centralized control by management leads to improved job performance by teachers.

Therefore, a degree of teacher control is essential to any school. Cheng, Ko and Lee (2016) found that learning is a relative factor to facilitating professional development of teachers. In such a case, argued Cheng et al (2016), school leadership is crucial; but, distributed, shared, collaborative and participative leadership are supporting pillars to multi-level learning for both sides. Although, Cheng et al (2016) emphasized the role of school autonomy as opposed to teacher autonomy, it would be imprudent not to recognize the role teacher autonomy has to play in forming a positive school culture.

“While having all students achieve academic proficiency is a worthy goal, it should be only the starting line” according to Daggett (2014, p. 2), but McKewin (2003) expanded on this notion further by stating that establishing meaningful academic standards, program consistency and coherency, as well as a school-wide focus on ongoing achievement are essential ingredients. According to Weber (1987) understanding the values of those involved in the school is the best starting point to providing meaningful guidance on academic standards. As these values begin to influence and develop the school vision and mission, sufficient program consistency and coherency ensures that teachers’ are well versed

in the entire national curriculum expected of student learning as if it were a single grade school (McKewin, 2003). However, for any substantive academic standards to have any meaningful effect on the school, then school-wide achievement must be respected for its ongoing nature. According to McKewin (2003), sustaining the need for academic achievement and the lifelong desire for greater improvement must be a goal to academic excellence, but in doing so, the challenge is monitoring such a goal. McKewin (2003) consistently notes that focusing on data is essential to charting the course of academic standards in goal-attainment, and doing so requires making the necessary adjustments to improving and dedicating resources to achieving such a standard or goal. By monitoring student test results, grade reports, attendance records, surveying faculty, and sharing related material regarding a student in a collaborative environment cultivates improving academic standards. As such, achieving academic standards is more likely to occur if teachers have greater autonomy and control over the instructional program.

Professional Learning Community

Professional learning communities are formal networks that impacts school improvement positively through professional development, training and teacher collaboration (Carpenter, 2018). While the same research found that “PLCs operate under the assumption that the key to improve teaching and learning is continuous, job-embedded learning, and professional development for educators” (Carpenter, 2018, p. 123), Chitpin (2013) found that a PLC “can be powerful in improving teaching and learning and maintains the notion that school principals have a critical role to play in this process” (Chitpin, 2013, p. 225). However, it was Chichibu and Kihara (2013) who cited Hord (1997) and further supported by Netolicky (2016) that positive attributes of a PLC as having “supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice” (as cited in Chichibu & Kihara, 2013, p. 15).

In spite of this, Netolicky (2016) found that creating a PLC cannot be a ‘stand-alone’ component to creating an enhanced school environment that focuses solely on student learning alone. In her research paper on *Rethinking Professional Learning for Teachers and School Leaders*, Netolicky found that the process in achieving higher academic performance is important, in particular, “it is not just professional learning, but epiphanic life experiences that shape professional selves and practices. Learning is highly individualized, not one-size-fits-all. It is that which taps into who educators see - and feel they are - that has the most impact on beliefs, thoughts, behaviors, and practices” (2016, p. 270). Principals must work to encourage and cultivate personal experiences that bring about shared collaboration and communication, while supporting school wide partnership and teamwork that actively engages in whole-child growth with a 21st century education in mind.

School Culture and Climate: Role of a Principal

Although culture (shared values and norms) is the way that things are done within the school itself, climate (shared perceptions of behavior) is about the perception by stakeholders of that school culture (McKewin, 2003). Despite this, there is much consensus on a leader understanding the culture in order to implement appropriate change management within the school (Leithwood, Patten & Jantzi, 2010), and there is little debate over the relationship between school culture and climate as one of interrelatedness. These, although related concepts, were identified by Miner (1995) and can be viewed from both psychological (shared perception) and anthropological (shared norms) perspectives. Bearing these two perspectives in mind, the role that a strong principal takes when forming school culture and school climate is pivotal, without which, would negate the value of collegiality and reduce the significance of any objective to improve academic standards. This is supported by MacNeil, Prater and Busch (2009) who found that “in schools where achievement was high and where there was a clear sense of community, we found invariably that the principal made

the difference” (p. 219). To emphasize this relative point, the word ‘invariably’ implies that the role principals play is ‘indirect’ in terms of influencing academic achievement, and this point seems to be supported by Hallinger and Heck (1998/2006). Walat (2014) also found that the more engaged a principal is with stakeholders and the tasks of the school, the better the school climate, although Walat also found that there was a large distinction on the results of the PIMRS based on teachers’ gender where this dimension was concerned.

Despite this, research by Doll (2010) had shown that one of the best measurements of school engagement is the schools’ sense of accountability, which can be identified, in part, to the principals’ commitment to the classroom climate as a collegial and development process through coordination of the curriculum. Doll (2010) also noted that promoting a positive school climate requires engaging in open professional relationships that reduce and restrain conflicting situations that lead to workplace bullying or favoritism. The role of the principal in forming such a school climate is setting the right tone and for creating a positive framework that enhances this tone uniformly and without prejudice. Through strong and communicative support structures that provide objective, though honest, frank and consistent, feedback, that are done in a manner which is mindful of the unique character, values and background of each teacher within the school is likely to be receive with critical praise. The acute distinctiveness may seem lacking in value, but the relationship between climate and culture does recognize the unique situation in which the principal finds himself; that is, having to be mindful of both measuring shared anthropological norms and shared psychological norms.

Context of The Catholic School

The context of a school is a key factor that influences the principal’s instructional leadership (Hallinger & Murphy, 1987). As such, organizational context is highly important to the final analysis and the conclusion part of any research. This confirms

that the PIMRS framework is context dependent and not “uniform in nature” (Hallinger & Murphy, 1987, p. 33), thus, the context of a Catholic school must be reviewed in literature.

Like many schools that believe in a foreign curriculum to teach skill transferability, such as the Australian International School in Bangkok, or integrated curriculums that help children build the right 21st century skills (Mohr & Welker, 2017), so too does Huahin Vitthayalai School adhere to a belief in Christ as the “foundation of the whole educational enterprise in a Catholic school” (Catholic Education Council of Thailand, 2013, p. 36). *The Identity of Catholic Education* expresses that parents are the first educators in the life of their child, but the Catholic school takes a fundamentally core role by ensuring that it cultivates the human will, moral judgment, social awareness, affection and must encourage a high sense of value in order to instill a good degree of just behavior, cultural patrimony, the ability to create good relations and the preparation for a professional life (Catholic Education Council of Thailand, 2013). Through these roles, the Catholic school is able to bridge the social duties with that of the mission of the Catholic Church.

The Sacred Congregation for Catholic Education use the term *educator* to mean the formation of human persons because their expectation is that the role of a teacher is not exclusive to the transmission of knowledge, but also the communication of truth which is defined as forming “strong and responsible individuals, who are capable of making free and correct choices” (Catholic Education Council of Thailand, 2013, p. 76), so that the child is able to make free choices through an understanding of reality and the purpose of life. The bishops state that, by this definition, the Catholic school is concerned with becoming more human by realizing the truths of reality, and the facts of science. As such, defining the Catholic school mission should contain both a religious and social element, while managing the instructional program requires the insistence of Catholic perspectives that are in communion with the official teachings of the Catholic Church. As a result, a Catholic school

has at its heart the teachings of Christ for its integrated curriculum and this has a significant influence on the development on the school learning climate.

In fact, a Catholic school has much less bureaucracy when compared against state schools, as such, the values of the community can have a greater influence over the operation of the school than those of public schools (Griffin, 1993). Furthermore, the school mission is not exclusive to the physical compound of the school itself, neither the substance of an integrated curriculum, but the school mission is, in fact, often strongly shared at home amongst the family. Despite this, a Catholic school does not operate without market restrictions, despite the less bureaucracy. A Catholic school operates within the marketplace, and as such, as a private institution, it must devote more time, finances and marketing resources to compensate for market dynamics so that it may remain in operation. For these respective reasons, principal instructional leadership takes a central role for both internal and external operations.

Previous Studies on Principal Instructional Leadership

A dissertation by Ratchaneeladdajit entitled *Perceptions of Thai Principals and Teachers Toward the Principals' Role as Instructional Leaders in Private Schools in Bangkok, Thailand* used the PIMRS instrument to measure the perception of principal instructional leadership. Her study of 386 teachers found that promoting professional development was the most utilized function of Thai private-school principals, furthermore, public-school principals placed greater importance on providing incentives for learning (Ratchaneeladdajit, 1997). Interestingly, maintaining high visibility was the least performed function by both private and public school principals. Ratchaneeladdajit (1997) concluded that financial aid policy and the school size negatively affected the visibility factors of principals, while professional development for principals hindered effective principal instructional leadership. In addition, her research recommended that the Department of

General Education should perform instructional leadership surveys by both principals and teachers routinely, and begin the development of an instructional leadership department to support on-going teacher and principal training.

The PIMRS was also used by Poovatanakul for her dissertation in *The Perceptions of the Principals and Teachers in Government Secondary School in Bangkok as to the Principals' Role as Instructional Leader* and the questionnaire was endorsed for government circulation by the Department of General Education within the Ministry of Education, Bangkok on June 22, 1992. Poovatanakul (1993) found that, of the 432 questionnaires completed by teachers and the 44 completed by principals across Bangkok, “the years of administrative experience did not affect the perceptions of the principals about the instructional leadership” (Poovatanakul, 1993, p. 102), but also that “the women principals performed the principals’ role as instructional leadership more frequently than did the men principals” (Poovatanakul, 1993, p. 102). Despite this, Poovatanakul concluded that “the Thai principals and teachers agreed on the perceptions that the principals performed their job functions quite frequently” (1993, p. 102). Interestingly, Poovatanakul also found that providing incentives for learning was the most common function performed by principals and, in agreement with Ratchaneeladdajit (1997), Taraseina (1993) also noted that maintaining high visibility was the least performed function. The researcher also found that Thai principals reviewed their own performance much higher than their own teachers (Poovatanakul, 1993).

Interestingly, Poovatanakul reasoned that Thai principals placed greater emphasis on organizational management than instructional leadership. This led the researcher to recommend that the Department of General Education could adjust the job descriptions to include “supervision and evaluation for all principals in practice” (Poovatanakul, 1993, p. 109), and to lower the amount of time spent in formal meetings with a principal at the

department. Similar to Ratchaneeladdajit's recommendation, Poovatanakul (1993) also noted that a specific instructional leadership workshop or training session should be available to support, and evaluate, Thai principals.

In a dissertation conducted by Harris (2014) under the title *Instructional Leadership Perceptions and Practices of Elementary School Leaders*, the researcher recommended that “because principals have demonstrated that they have limited time to engage in instructional leadership, it is imperative that they target their work to the activities that teachers perceive would be the most beneficial to them” (Harris, 2014, p. 109). Harris also notes that he found that public praise of a teacher was an important function of the principal in order to motivate better teacher performance. However, Harris (2014) identifies time management as the main barrier to implementation of effective instructional leadership. In particular, “without meaningful reflection and purposeful action on the part of school leaders, behavior changes that could assist them or their organizations will likely not occur” (Harris, 2014, p. 114). Furthermore, the researcher also found that the perceived low quality and in-effectiveness of research based data acts as a demotivating factor to implementing better methods of instructional leadership (Harris, 2014). Harris also suspects that if time was effectively managed, consistency of implementation would still be an impeding barrier, and so it is important for instructional leadership to stay in-tune with current educational policy.

In an article by Hao, Hallinger, and Chen (2018) in which they sampled 569 teachers and 117 principals in Ho Chi Minh, Vietnam; a link is established between *antecedent variables* which influence teachers' perception of principal instructional leadership. According to the researchers, antecedent variables include the size of the school and its population, the locality of the school (whether it be urban based or a rural based school), as well as the gender of the principal. They found that a study of Vietnamese teachers had perceived their principal as exhibiting high levels of instructional leadership,

even though their conclusion showed that the antecedent variables had no relationship with teachers' perception of their principal's behavior of instructional leadership. Despite this, the researchers did recommend that high performing principal instructional leaders should model principals that share their practices with others within the school. However, the researchers stressed that it was only in 2012 that an international study of educational leadership appeared, which means that quantitative data is limited for comparative purposes.

In a subsequent article, researchers reiterate the importance of principal instructional leadership for developing nations, but that instructional leadership in general must be looked at from both socio-cultural contexts and the circumstances of the local community; that is, it is not enough to measure the dimensions without first looking at the context of each school. The researchers prefer to use the phrase *relational perspective* as a growing, but influential, part of instructional leadership measurement and effectiveness. This article provided insight into the importance of applying principal instructional leadership using relational perspectives. In the 2017 study of principal instructional leadership, they found that Vietnam cultural norms of power-distance heavily influence the role of principal instructional leadership, while, the opportunity for the delegation of duties and leadership responsibilities outside the principal is unlikely. As a result, the researchers conclude that the culmination of these findings cause institutional and bureaucratic roles to take greater precedence than the role of instructional leader; thus, the principal job-functions are not as highly employed. This, however, did not mean that Vietnamese principals did not exhibit signs of engagement, but that their method of engagement is of a formal and structured style, for example, formal votes were used to engage teachers with issues facing the school. Interestingly, the researchers recommended that a qualitative design method should be used in developing nations due to the differences of understanding as a foreign instrument like the PIMRS. This would help to capture the full relational perspectives accorded in that society.

A previous study by Hao (2016) whose study on teachers' perception of principal instruction leadership within Vietnam found that there were statistically significant differences between genders and five job-functions, namely, (1) framing the school goals, (2) communicating the school goals, (3) supervising and evaluating instruction, (4) coordinating the curriculum, and (5) providing incentives for learning. In each of the respective job-functions, females consistently perceived the principal's behavior higher than male teachers. Interestingly, Hao (2016) also found there to be a statistically significant differences according to the total years of teaching experience with the current principal; Hao also found that the more years the teachers had been working with the principal, the higher their perception they had of the principal when performing instructional leadership functions.

According to another article in a 2012 study by Lee, Walker and Chui who applied the PIMRS dimensions in their study on an examination of the effects of instructional management and direct supervision of teachers in the classroom with regards to the effects on student learning, 2,037 students in Hong Kong's secondary schools responded positively to a boost in academic commitment concerning instructional management. Interestingly, the researchers also found that direct supervision actually had a negative effect on student learning and did not support academic achievement. The researchers asked why direct supervision of teachers' instruction in the classroom impacted negatively on teachers' performance, and three potential explanations are provided. First, the unawareness of the principal's leadership style, second, the cultural distinction of education in Hong Kong towards accountability is high such that principals may feel an inclination to drive principal instructional leadership exclusively towards observational or supervisory roles, and third, the researchers state that a natural tendency is to use direct supervision as a more influential and effective means to develop student-wide academic achievement. They state that accountability must be understood from a wide perspective, and that delegating leadership

roles is one of them. The researchers stressed that accountability should not be removed, but more widely understood in light of the results of the study.

Research by Moore, Kuofie, Hakim and Branch (2016) completed a quantitative study of the possible differences between principals' instructional leadership and student academic achievement using the PIMRS framework in Georgia, United States of America. Of the three state schools invited to partake in the study, it was hoped that, should evidence of a difference exist, then changes might be made readily available to principal instructional leadership in order to support the growth of student academic achievement. Their findings from the One-way ANOVA and the Tukey's HSD post hoc test were to accept that there were significant differences both between each of the schools, and also for each dimension of the PIMRS framework. Specifically, their tests identified that there are significant differences between the teachers' perception of principal instructional leadership and student academic achievement, while, those schools that performed academically higher also responded with a high level of principal instructional leadership as perceived by the teachers. Interestingly, the researchers drew a conclusion based on the years of experience with the current principal. They state that the school with low student academic achievement may have scored low because the teachers' only had a few years of teaching experience with the principal and thus, were unfamiliar with the leadership behavior of the principal. The recommendations provided by the researchers were to enhance the low scoring principal job-functions identified in the PIMRS instruments by providing incentives for teachers and learners, maintain high visibility by covering classes for absent teachers, participate in extra and co-curricular activities and enhance the relationships between stakeholders, in particular, with parents. The two schools that performed at, or over, the state levels of student academic achievement illustrated high levels of teachers' perception towards principal leadership.

Summary of the Literature

Instructional leadership continues to be challenging for school-wide implementation, but an effective principal may be able to identify gaps of teachers' perception towards principal instructional leadership behavior to encourage greater commitment to academic growth (Blasé & Blasé, 2000) through the use of a data-driven approach provided by the findings illustrated in the Principal Instructional Management Rating Scale (Hallinger, 2012).

This research set out to complete a comparative study of teachers' perception towards principal instruction leadership, using the PIMRS framework, according to teachers' demographics at the school in Thailand; so that the principal, whose limited time requires the most effective utilization, might be able to focus his productivity optimally. The optimization of the school's resources will then support greater efficiency in realizing higher academic achievement. Subsequently, the flow on effect of optimized principal instruction leadership may also help to strengthen the commitment of stakeholders once the school mission is defined. In addition, once the principal begins managing the instructional program effectively it is likely that student progress will improve either directly (through monitoring student progress) or indirectly (through teacher professional development). This has an effect on developing the school learning climate program, where the principal will find a reduction in classroom interruptions by protecting instructional time, increasing his commitment to student academic achievement through the provision of incentives for teachers and learners, and providing teachers with a modern and up-to-date instructional program supported by ongoing professional development.

Adding to this instructional leadership was the need to put into context the general circumstances of the school in order to understand the role of the principal's duties

and responsibilities as deemed shared by the stakeholders. As a Thai-Catholic private school, the circumstances of the role of education in this context became clearer to the researcher.

Ultimately, the researcher hoped that the findings identified will help to improve understanding of the current Thai education environment taking into consideration the changing dynamics of society and expectations of a 21st century education as defined by the Ministry of Education. With this in mind, the researcher also hoped that the changing values of stakeholders will be identified in this study in order to support the principal of the surveyed school, indeed the general school environment, to engage in more effective methods for improving overall teacher engagement and thus student academic achievement as a professional learning community.



CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to identify the teachers' demographic factors, and second to identify teachers' perceptions of principal instructional leadership, using the *PIMRS* framework, at Huahin Vitthayalai School according to those demographic factors. As such, the researcher used a quantitative and comparative study approach to explore teachers' perception towards principal instructional leadership according to the teachers' demographic factors.

In this chapter, the methodology and procedures of the study were provided as a means to illustrate the main objective; to study teachers' perception of principal instructional leadership according to demographic factors at Huahin Vitthayalai School in Thailand. Specifically, the structure of this Research Methodology chapter comprises of: Research Design, Population, Research Instrument, Collection of Data, Data Analysis, and Summary of the Research Process.

Research Design

In this study, the researcher aimed to study the teachers' perception of principal instructional leadership according to demographic factors at the school in Thailand during the academic year of 2018. The research utilized a quantitative and comparative design. The research described the demographic factors of teachers', their perception of principal instructional leadership, and the differences in their perception of principal instructional leadership according to demographic factors. The questionnaire entitled *Principal Instructional Management Rating Scale (PIMRS)* was divided into two parts. *Part One* had seven questions requesting the participant's demographic factors, such as: age,

educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of experience as a teacher; at Huahin Vitthayalai School in Thailand during the academic year 2018-2019; this part of the questionnaire was adjusted. *Part Two* adopted the PIMRS Teacher Form with copyright permission granted and has 50 stated questions that measured instructional leadership according to:

- 1.0 Defining the School Mission:

1.1 Frame the School's Goals

1.2 Communicate the School's Goals.

- 2.0 Managing the Instructional Program:

2.1 Supervise and Evaluate Instruction

2.2 Coordinate the Curriculum

2.3 Monitor Student Progress.

- 3.0 Developing the School Learning Climate Program:

3.1 Protect Instructional Time

3.2 Maintain High Visibility

3.3 Provide Incentives for Teachers

3.4 Promote Professional Development

3.5 Provide Incentives for Learning.

The population was 85 full-time high school teachers, who had been working with the incumbent principal for at least one year, at Huahin Vitthayalai school in Thailand. Sox statistical methods were used to analyze the data; Frequency, Percentage, Mean, Standard Deviation, The Independent Samples t-Test and One-way ANOVA. Frequency and Percentage analyzed the demographic factors of participants respectively mentioned; while the Mean, Standard Deviation identified teachers' perception of principal instructional leadership; furthermore, The Independent Samples t-Test and One-way ANOVA determined

the comparative differences in teachers' perception of principal instructional management according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience.

Population

The targeted population for this research was the total number of full-time teachers (85) who were teaching at the school in Thailand for the academic year 2018 between grade 7 to 12. The reason for choosing to select the school was noted in the scope of the study, that is, it had a sufficiently sized pool of suitable senior full-time high-school teachers.

Research Instrument

The research instrument used a two-part questionnaire for this study with wide ranging and global scholarly acceptance. Permission to re-print the instrument was obtained from the copyright owner. The *PIMRS* instrument was designed to measure teachers' perception of principal instructional leadership behaviors within a school environment (Hallinger & Murphy, 1987/2015). The first part of the questionnaire identified the demographic factors of the teachers, such as: age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience. The second part of the questionnaire was aimed at teachers' perception of principal instructional leadership. The researcher used the *PIMRS* instrument to calculate the mean for each group of job-functions (e.g. *Frame the School Goals*) which was used to create a profile of the teachers' perception of principal instructional leadership behaviors from the total of 10 *PIMRS* job-functions. The 5-point Likert Scale was used to make an interpretation based on their range. It measured three overarching dimensions, 10 principal job functions, and 50-questions as identified in Table 1.

Table 1

Breakdown of the PIMRS Instrument

Dimension	Job-Functions	Question Range
1.0 Defining the School Mission	1.1 Frame the School Goals	1-5
	1.2 Communication of the School Goals	6-10
2.0 Managing The Instructional Program	2.1 Supervise and Evaluate Instruction	11-15
	2.2 Coordinate the Curriculum	16-20
	2.3 Monitor Student Progress	21-25
	3.1 Protects Instructional Time	26-30
3.0 Developing the School Learning Climate Program	3.2 Maintain High Visibility	31-35
	3.3 Provide Incentives for Teachers	36-40
	3.4 Promote Professional Development	41-45
	3.5 Provide Incentives for Learning	46-50

Note. Breakdown of the PIMRS instrument with the overarching dimensions, principal job-functions and question range from Hallinger (2013). There are three dimensions, and ten job-functions with a range of questions totaling 50 from Wongson (2016).

Table 2

Criteria of Interpretation

Range	Score	Range	Interpretation
Almost Always	5	4.51-5.00	Very High
Frequently	4	3.51-4.50	High
Sometimes	3	2.51-3.50	Moderate
Seldom	2	1.51-2.50	Low
Almost Never	1	1.00-1.50	Very Low

Note. Reprinted from The Relationship Between Teachers' Perception of Instructional Leadership and Organizational Climate at Santichon Islamic School, by Nakorn Wongson, retrieved from <https://www.repository.au.edu> Copyright 2016 by Assumption University of Thailand.

In Table 2, the interpretation of the teachers' perception of instructional leadership behaviors was measured by using a 5-point Likert Scale. The respondent assessed each question according to frequency with (1) almost never to (5) almost always.

Validity and Reliability of the Instrument

Hallinger assessed both reliability and validity issues in his *Measurement Properties of the Principal Instructional Management Rating Scale: Technical Report Version 5.11* and accordingly, the assessment was as follows:

1. **Content validity** – Among a group of expert judges, each of the ten principal job-functions of the survey scored a minimum average agreement of 0.80 each when rated by expert professionals. These ten functions were relevant to measuring the critical duties of the principal and each met an appropriate standard for validity.

Table 3
Content Validation

Functions	Number of Items	Average Agreement
Frame Goals	6	91%
Communicates Goals	6	96%
Supervise/Evaluation	11	80%
Curricular Coordination	7	80%
Monitor Progress	8	88%
Protects Time	5	85%
Incentives for Teachers	4	100%
Professional Development	10	80%
Academic Standards	5	95%
Incentives for Learning	4	94%

Note. Reprinted with permission. Content validation and the average agreement on items among expert judges of superintendents from Hallinger (2013).

In Table 3 above, the average agreement was made up of knowledgeable experts in their particular field (*instructional leadership*) to assign the relevant items to particular job-functions. The reader will note that at this stage of the instrument development, visibility was not included and instead it included academic standards.

2. Construct validity (function inter-correlation) – Groups of items must inter-correlate stronger than those between other functions, and this was observed by Hallinger (see Table 3)

3. Reliability - A reliability coefficient of .80 was needed to pass the internal consistency test for the instrument (Hallinger, 2013), but Hallinger recommends “a minimum acceptable range of .60 to .70 when data will be used for research” (Hallinger et al, 2013, p. 288), while .80 or .90 is for performance evaluation (Hallinger et al, 2013).

Table 4
Reliability Report

Functions	Reliability
Frame Goals	.89
Communicate Goals	.89
Supervision/Evaluation	.90
Curriculum Coordination	.90
Monitors Student Progress	.90
Protects Instructional Time	.84
Visibility	.81
Incentives for Teachers	.78
Professional Development	.86
Academic Standards	.83
Incentives for Learning	.87

Note. Reprinted with permission. Reliability estimates for the principal instructional management rating scale are Cronbach Alpha coefficients from Hallinger (2013).

In Table 4 above, the reader will note that visibility was included as well as academic standards, but by 2012 the later was removed by Hallinger; thus, the job-functions are not numbered as previously. Also note that the reliability coefficient for *Incentives for Teachers* is .78 which is below the acceptable level of .80 for professional evaluation, but Hallinger notes that for research purposes at least .70 is satisfactory (Hallinger, 2013).

The reliability for each dimension of the PIMRS instrument is identified in the following Table 5 and the internal consistency for each dimension's variables were calculated using Cronbach's Alpha and exceed academic research standards.

Table 5

PIMRS Dimension	Cronbach's Alpha
Creating a School Mission	.82
Managing the Instructional Program	.84
Developing a Positive School Learning Climate	.88
One Factor Solution	.95

Internal Consistency for PIMRS Dimensions

Note. Adapted from Teachers' Perceptions of Principals' Instructional Leadership in Omani Schools by Yasser, Hendawy and Amal. Retrieved from <http://pubs.sciepub.com/education/3/12/4> Copyright 2015 by American Journal of Educational Research.

4. Construct validity - A level of performance that is similar between the results of this survey, and the level identified in existing school documents, when analyzing related school documents regarding the principals' instructional leadership behavior as measured by this survey.

Translation of the Instrument

The original English version of the PIMRS questionnaire was translated into Thai by Hallinger, which was made accessible for both doctorate and master degree students in Thailand and overseas. Both translations of the Thai and English versions are made available to the reader in Appendix A (English) and B (Thai) respectively.

Permission to Use Copyrighted Instrument

As a copyrighted instrument, the researcher requested permission to use the *Principal Instructional Management Rating Scale* directly from the author. A copy of the request to use the PIMRS questionnaire, as well as the author's approval to use the PIMRS Survey with conditions, is available in Appendix C (Request) and D (Approval).

Collection of Data

The researcher maintained the trust of the respondents and the security of their responses, by following certain procedures.

First and foremost, having completed the necessary procedures regarding the university regulations, the researcher contacted the Rector and Director at the school to request an undertaking of research.

The request and approval letter was attached in Appendix E and F respectively. When the approval was granted by the school, and a signed document received by the researcher, the researcher requested an appointment to meet the Rector and Director of the school to discuss further issues. Once permission was granted, the Rector and Director signed the document with the remark *approved* in both English and Thai.

Using this opportunity, the researcher then began formal discussions on the purpose of this research with the school as well as agreed on the most appropriate circumstances for which the collection of this research should be undertaken. The Rector and Director was also given an opportunity to convey any other issues and provide other conditions he may have had with this research. The principal chose not to enforce any other conditions on this research. The principal, and all other employees of the school, were not permitted to read the individual responses of the participants.

Table 6

Data Collection Process

Tentative Date	Data Collection Process
18 October, 2018	Thesis Proposal Passed
31 October, 2018	Requested Permission of the principal
1 November, 2018	Distributed Questionnaires in Huahin
23 November, 2018	Data Collection Ended
6 December, 2018	Thesis Defense Passed

Data Analysis

Simple statistical methods were utilized in accordance with the data collection and analysis of teachers at the school in Thailand. Based on the research objectives, the following research methods were utilized and applied to the data analysis section of this research.

The statistical tool licensed for this data analysis was *IBM® SPSS® Statistics GradPack 25*, which was personally purchased by the researcher and proof of non-exclusive license is provided in Appendix H. *Frequency* and *Percentages* were used to identify the demographics of full-time teachers, while the *Mean* and *Standard Deviation* were used to identify teachers' perception of principal instructional leadership. *The Independent Samples t-Test* was used to compare the independent variables with two groups or less (e.g. educational level, gender, nationality), while, those groups with three or more cases to choose from, the *One-way ANOVA* was applied. The researcher used an alpha at a level of .05.

1. To identify the demographic profiles of the teachers: For age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, total years of teaching experience; the *Frequency* and *Percentages* were applied.

2. To identify the teachers' perception towards principal instructional leadership; the *Frequency*, *Percentage*, *Mean* and *Standard Deviation* was applied.

3. To determine the significant differences in perception of instructional leadership utilizing the PIMRS framework, towards the principal based on age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, total years of teaching experience; *The Independent Samples t-Test* as well as *One-way ANOVA* were applied.

Table 7

Summary of the Research Process

Research Objective	Source of Data	Data Collection Method or Research Instrument	Method of Data Analysis
1. To identify the demographic profiles of the teachers at Huahin Vitthayalai School in Thailand.	85 full-time Grade 7 to Grade 12 teachers at Huahin Vitthayalai School in Thailand.	<i>Part 1:</i> Questions the demographic profile of the participant at Huahin Vitthayalai School in Thailand.	Frequency Percentage
2. To identify teachers' perception of principal instructional leadership at Huahin Vitthayalai School in Thailand.		<i>Part 2:</i> Questions the participant regarding their perception of principal instructional leadership, at Huahin Vitthayalai School in Thailand.	Mean Standard Deviation
3. To compare the teachers' perception of principal instructional leadership utilizing the PIMRS Framework, according to age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, total years of teaching experience; at Huahin Vitthayalai School in Thailand.			The Independent Samples t-test One-way ANOVA

CHAPTER IV

RESEARCH FINDINGS

This chapter analyzed and discussed the results of the data which was collected from full-time high-school teachers at Huahin Vitthayalai School, Thailand. A total of 85 questionnaires were distributed, while 76 were returned with a response rate of 89.4% (one questionnaire had a single missing response, which the reader will recognize in certain parts of Research Objective Three).

According to this research's objectives, the analysis of data and research findings were presented as follows:

1. To identify the teachers' demographic factors at Huahin Vitthayalai School, Thailand.
2. To identify the teachers' perception of principal instructional leadership, utilizing the PIMRS framework, at Huahin Vitthayalai School, Thailand.
3. To compare the teachers' perception of principal instructional leadership, utilizing the PIMRS framework, according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience; at Huahin Vitthayalai School, Thailand. The statistical tool licensed for this data analysis was *IBM® SPSS® Statistics*, which was personally purchased by the researcher (proof of non-exclusive license is provided in Appendix H).

Research Objective One

This objective identified the demographic factors of 76 full-time high school teachers at Huahin Vitthayalai School, Thailand. These demographic factors included the teachers' age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience.

The demographic questions formed part one of the questionnaire. These results are illustrated below in Table 8, Table 9, Table 10, Table 11, Table 12, Table 13, and Table 14 respectively. The statistical tool licensed for this analysis was *IBM® SPSS® Statistics GradPack 25*, specifically Frequency and Percentage.

Table 8

Demographic-Gender

Gender	Number	Percentage
Male	26	34.2
Female	50	65.8
Total	76	100

The number of female respondents was 50 (65.8%), which outweighed the 26 male responses (34.2%). This indicated that the majority of Grade 7 to 12 full-time teachers at Huahin Vitthayalai School were female and that males were the minority.

Table 9

Demographic-Nationality

Nationality	Number	Percentage
Thai	65	85.5
Non-Thai	11	14.5
Total	76	100

The findings for nationality revealed that 65 full-time teachers (85.5%) in Grades 7 to 12 identify as *Thai*, with eleven identified with *Non-Thai* (14.5%), although Thai teachers were the majority nationality group at the school.

Table 10

Demographic-Age

Age	Number	Percentage
20 - 25	6	7.9
26 – 31	19	25.0
32 – 37	17	22.4
38 – 43	15	19.7
44 – 49	10	13.2
50 ≥	9	11.8
Total	76	100

The ages of full-time teachers providing instruction in Grades 7 to 12 revealed that 19 teachers were between the ages of 26 to 31 years of age (25%), while 6 teachers were part of the most under-represented age group of between 20 and 25 years of age (7.9%). Despite this, 17 of those between the ages of 32 and 37 also made up a large group (22.4%).

Table 11

Demographic-Educational Level

Educational Level	Number	Percentage
Bachelor	66	86.8
Master	10	13.2
Total	76	100

The demographics for educational levels illustrated that 66 (86.8%) of full-time teachers had a bachelor degree as their highest degree level, while 10 (13.2%) full-time teachers identified as having a master degree for their highest level of education.

Table 12

Demographic-Monthly Income Level (THB)

Monthly Income Level	Number	Percentage
10,001 – 15,000	1	1.3
15,001 – 20,000	50	65.8
20,001 – 25,000	17	22.4
25,001 – 30,000	5	6.6
30,001 ≥	3	3.9
Total	76	100

As illustrated, 50 teachers earned a monthly income of between 15,001 to 20,000 Thai Baht (65.8%), while one (1.3%) teacher earned the lowest monthly income of between 10,001 to 15,000 Thai Baht per month. Despite this, three teachers (3.9%) earned the highest income for a full-time teacher at 30,001 Thai Baht per month. It is also worth mentioning that, of the 76 full-time teachers at Huahin Vitthayalai School, 17 teachers (22.4%) earned between 20,001 to 25,000 Thai Baht per month.

Table 13

Demographic-Years of Experience with Current Principal

Years of Experience with Current Principal	Number	Percentage
1	6	7.9
2-4	19	25.0
5-9	48	63.2
10 - 15	3	3.9
15 ≥	0	0
Total	76	100

While 48 (63.2%) full-time teachers stated that they had 5 to 9 years of teaching experience with the current principal, no teacher had 15 years or more of experience with the current principal. Despite this, six (7.9%) teachers illustrated at least 1 year of teaching experience with the current principal.

Table 14

Demographic-Total Years of Teaching Experience

Total Years of Teaching Experience	Number	Percentage
1	3	3.9
2-4	12	15.8
5-9	24	31.6
10 - 15	14	18.4
15 ≥	23	30.3
Total	76	100

Interestingly, 24 (31.6%) full-time teachers had five to nine years' experience and this was then followed by 23 teachers (30.3%) stating that they had 15 years or more of teaching experience in their lifetime.

Research Objective Two

This objective was to identify the teachers' perception of principal instructional leadership utilizing the PIMRS framework, at Huahin Vitthayalai School, Thailand. In order to identify the teachers' perception of principal instructional leadership, part two of the questionnaire was utilized, which was constructed with 10 principal job functions that measured perceived principal behavior of the overarching three dimensions. In addition, 50-related questions formed the *Principal Instructional Management Rating Scale*. The results of objective two are illustrated below in Table 15, Table 16, Table 17, Table 18, Table 19, Table 20, Table 21, Table 22, Table 23, Table 24, Table 25, and Table 26 respectively. The statistical tool licensed for data analysis was *IBM® SPSS® Statistics GradPack 25*, specifically Mean and Standard Deviation.

Table 15

1.1 Frame the School Goals

Question	N	μ	σ	Interpretation
Frame the school's goals in terms of staff responsibility for meeting them	76	4.19	.81	High
Use data on student performance when developing the school's academic goals	76	4.19	.71	High
Develop goals that are easily understood and used by teachers in the school	76	4.19	.71	High
Develop a focused set of annual school-wide goals	76	4.17	.78	High
Develop a focused set of annual school-wide goals	76	4.17	.78	High
Use needs assessment or other formal and informal methods to secure staff input on goal development	76	3.88	.83	High
TOTAL	76	4.12	.65	High

Note. Questions 1 to 5 measure the dimension Defining the School Mission

Table 15 revealed that the overall mean score of teachers' perception for *1.1 Frame the School Goals* was a total of 4.12. According to the *Criteria of Interpretation*, this can be interpreted that full-time teachers in Grades 7 to 12 at Huahin Vitthayalai School, regard the principal as exhibiting a **high** level of behavior towards this principal job-function. The lowest performing sub-function was *use needs assessment or other formal and informal methods to secure staff input on goal development*, which scored 3.88. In each of the questions for this principal job-function, the principal was observed by teachers generally as exhibiting a high level of framing the school goals.

Table 16

1.2 Communicate the School Goals

Question	N	μ	σ	Interpretation
Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic programs)	76	4.26	.78	High
Communicate the school's mission effectively to members of the school community	76	4.22	.74	High
Discuss the school's academic goals with teachers at faculty meetings	76	4.09	.73	High
Refer to the school's academic goals when making curricular decisions with teachers	76	4.06	.71	High
Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	76	4.06	.78	High
TOTAL	76	4.17	.59	High

Note. Questions 6 to 10 measure the dimension Defining the School Mission

Table 16 identified that the overall mean score of teachers' perception for *1.2 Communicate the School Goals* with an overall mean of 4.17. This can be interpreted that the teachers perceived their principal to exhibit a **high** level of behavior towards this principal job function. Despite this, the job-function *school's academic goals are reflected* scored the highest mean of 4.26, while the lowest job-function perceived were referring *to the school's goals or mission when meeting with students* and referring *to the school's academic goals when meeting with teachers to decide on curricular issues*; both job-functions scored the same mean of 4.06. In all questions for this principal job function, the principal was observed as exhibiting a high level of communicating the school goals.

Table 17

2.1 Supervise and Evaluate Instruction

Question	N	μ	σ	Interpretation
Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	76	4.30	.69	High
Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	76	4.00	.87	High
Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	76	3.98	.88	High
Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	76	3.96	.85	High
Review student work products when evaluating classroom instruction	76	3.92	.68	High
Total	76	3.85	.62	High

Note. Questions 11 to 15 measure the dimension Managing the Instructional Program.

Table 17 identified the overall mean for *2.1 Supervise and Evaluate*

Instruction. The overall mean of teachers' perception towards this job-function was 3.85, and it is within the scale of 3.51-4.50 so it was interpreted as the principal exhibiting a **high** level.

The highest mean corresponds to the sub-function *ensure that the classroom priorities of teachers are consistent with the goals and direction of the school*, which scored 4.30 and it was interpreted as high. The lowest scoring sub-function was 3.92 which refers to *review student work products when evaluating classroom instruction*, however this is still interpreted as high on the criteria of interpretation. The principal was observed as exhibiting a high level of supervision and evaluation of instruction.

Table 18

2.2 Coordinate the Curriculum

Question	N	μ	σ	Interpretation
Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	76	4.43	.61	High
Participate actively in the review of curricular materials	76	4.23	.79	High
Monitor the classroom curriculum to see that it covers the school's curricular objectives	76	4.14	.81	High
Draw upon the results of school-wide testing when making curricular decisions	76	4.05	.79	High
Assess the overlap between the school's curricular objectives and the school's achievement tests	76	3.92	.82	High
TOTAL	76	4.15	.63	High

Note. Questions 16 to 20 measure the dimension *Managing the Instructional Program*

Table 18 revealed that 2.2 *Coordinate the Curriculum* received an overall mean of 4.15, which is interpreted as **high**, and it is between the scales of 3.51-4.50. The highest mean was 4.43 which illustrated that the principal was observed as *making clear who is responsible for coordinating the curriculum across grade levels*, while, the lowest mean within this dimension was 3.92 which referred to *assess the overlap between the school's curricular objectives and the school's achievement tests*. In all questions for this principal job function, the principal was observed to have exhibited a high level of coordinating the curriculum across the school.

Table 19

2.3 Monitors Student Progress

Question	N	μ	σ	Interpretation
Inform students of school's the academic progress	76	4.27	.84	High
Use tests and other performance measure to assess progress toward school goals	76	4.09	.73	High
Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)	76	4.03	.73	High
Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	76	3.77	.90	High
Meet individually with teachers to discuss student progress	76	3.73	.89	High
Total	76	3.97	.66	High

Note. Questions 21 to 25 measure the dimension Managing the Instructional Program

Table 19 found that *2.3 Monitors Student Progress* received an overall mean of 3.97, which was interpreted as **high** on the Criteria of Interpretation's scale of between 3.51 to 4.50. While, the highest mean was observed to be 4.27 which is to *inform students of the school's academic progress*, the lowest mean was observed as 3.73 which is to *meet individually with teachers to discuss student progress*. Despite this, in all questions for this principal job function, the principal was observed by teachers as exhibiting a high level of monitoring student progress.

Table 20

3.1 Protect Instructional Time

Question	N	μ	σ	Interpretation
Encourage teachers to use instructional time for teaching and practicing new skills and concepts	76	4.31	.71	High
Ensure that students are not called to the office during instructional time	76	4.11	.84	High
Limit interruptions of instructional time by public address announcements	76	4.09	.91	High
Ensure that tardy and truant students suffer specific consequences for missing instructional time	76	3.98	.88	High
Limit the intrusion of extra- and co-curricular activities on instructional time	76	3.94	.83	High
Total	76	4.08	.67	High

Note. Questions 26 to 30 measure the 3.61dimension Developing the School Learning Climate Program

Table 20 found that *3.1 Protects Instructional Time* received an overall mean of 4.08, which was interpreted as **high** on the Criteria of Interpretation's scale of between 3.51 to 4.50. While, the highest mean was 4.31 for *encourage teachers to use instructional time for teaching and practicing new skills and concepts*, the lowest mean was observed as 3.94 with *limit the intrusion of extra- and co-curricular activities on instructional time*. Overall, the principal was observed as exhibiting a high level of protecting instructional time.

Table 21

Question	<i>N</i>	μ	σ	Interpretation
Attend/participate in extra- and co-curricular activities	76	3.86	.85	High
Cover classes for teachers until a late or substitute teacher arrives	76	3.72	1.15	High
Take time to talk informally with students and teachers during recess and breaks	76	3.61	.86	High
Visit classrooms to discuss school issues with teachers and students	76	3.53	.83	High
Tutor students or provide direct instruction to classes	76	3.27	1.10	Moderate
Total	76	3.59	.76	High

3.2 Maintain High Visibility

Note. Questions 31 to 35 measure the dimension *Developing the School Learning Climate Program*

Table 21 found that *3.2 Maintain High Visibility* received an overall mean of 3.59, which was interpreted as **high** on the Criteria of Interpretation's scale of between 3.51 to 4.50. While, the highest mean was observed as 3.86 for *attend/participate in extra- and co-curricular activities*, the lowest sub-function mean was observed as 3.27 which is *tutor students or provide direct instruction to classes*.

The principal was observed as exhibiting a high level of maintaining high visibility overall, however, the lowest scoring sub-function as respectively mentioned was equated with the scale of 2.51-3.50, and as such, this sub-function was interpreted as moderate. Despite this, the principal was observed as having exhibited a high level of maintaining high visibility across the school for full-time grade 7 to 12 teachers at Huahin Vitthayalai School, overall.

Table 22

3.3 Provide Incentives for Teachers

Question	N	μ	σ	Interpretation
Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	76	4.06	.85	High
Compliment teachers privately for their efforts or performance	76	3.92	.92	High
Reward special efforts by teachers with opportunities for professional recognition	76	3.86	1.04	High
Create professional growth opportunities for teachers as a reward for special contributions to the school	76	3.80	.93	High
Acknowledge teachers' exceptional performance by writing memos for their personnel files	76	3.67	1.02	High
Total	76	3.86	.84	High

Note. Questions 36 to 40 measure the dimension Developing the School Learning Climate Program

Table 22 found that *3.3 Provide Incentives for Teachers* received an overall mean of 3.86, which was interpreted as **high** on the Criteria of Interpretation's scale of between 3.51 to 4.50. While, the highest mean was observed as 4.06 for *reinforce superior performance by teachers' in staff meetings, newsletters, and/or memos*, it was also observed that the lowest sub-function mean was 3.67 for *acknowledge teachers' exceptional performance by writing memos for their personnel files*. Despite this, in all questions for this principal job-function, the principal was observed by grade 7 to 12 full-time teachers as exhibiting a high level of providing incentives for teachers, overall.

Table 23

3.4 Promote Professional Development

Question	<i>N</i>	μ	σ	Interpretation
Obtain the participation of the whole staff in important in-service activities	76	4.19	.71	High
Actively support the use in the classroom of skills acquired during in-service training	76	4.17	.73	High
Ensure that in-service activities attended by staff are consistent with the school's goals	76	4.03	.91	High
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	76	3.98	1.07	High
Lead or attend teacher in service activities concerned with instruction	76	3.92	.84	High
Total	76	4.05	.73	High

Note. Questions 41 to 45 measure the dimension Developing the School Learning Climate Program

Table 23 found that *3.4 Promote Professional Development* received an overall mean of 4.05, which was interpreted as **high** on the Criteria of Interpretation's scale of between 3.51 to 4.50. The highest mean was observed as 4.19 for *obtain the participation of the whole staff in important in-service activities*, while the lowest sub-function mean was observed as 3.92 for *lead or attend teacher in service activities concerned with instruction*. Overall, the principal was observed by grade 7 to 12 full-time teachers as exhibiting a high level of promoting professional development.

Table 24

3.5 Provide Incentives for Learning

Question	N	μ	σ	Interpretation
Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	76	4.34	.68	High
Use assemblies to honor students for academic accomplishments or for behavior or citizenship	76	4.28	.72	High
Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	76	4.13	.82	High
Recognize superior student achievement or improvement by seeing in the office the students with their work	76	4.03	.95	High
Contact parents to communicate improved or exemplary student performance or contributions	76	3.93	.92	High
Total	76	4.14	.69	High

Note. Questions 46 to 50 measure the dimension Developing the School Learning Climate Program

Table 24 found that *3.5 Provide incentives for Learning* received an overall mean of 4.14, which was interpreted as **high** on the Criteria of Interpretation's scale of between 3.51 to 4.50. The highest mean was observed as 4.34 with *support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class*, while the lowest sub-function mean was observed as 3.93 for *contact parents to communicate improved or exemplary student performance or contributions*. Overall, the principal was

observed as exhibiting a high level of providing incentives for learning by grade 7 to 12 full-time teachers.

Table 25

Summary of the Overall Teachers' Perception of Principal Instructional Leadership According to the 10 Job Functions of the PIMRS framework

Dimension	Principal Job Function	N	μ	σ	Interpretation
Defining the School Mission	Communicates the School Goals	76	4.17	.56	High
	Frame the School Goals	76	4.12	.65	High
Managing the Instructional Program	Coordinate the Curriculum	76	4.15	.63	High
	Monitor Student Progress Supervise and Evaluate Instruction	76	3.97	.66	High
Developing the School Learning Climate Program	Provide Incentives for Learning	76	4.14	.69	High
	Protect Instructional Time	76	4.08	.67	High
	Promote Professional Development	76	4.05	.73	High
	Provide Incentives for Teachers	76	3.86	.84	High
	Maintain High Visibility	76	3.59	.76	High

Note. Each mean describes the teachers' perception of the principal's behavior with regards to each job function.

Table 25 provides an overview of the 50-questions so that the total means of each of the 10 principal job-functions are illustrated. The highest observed mean was 4.17 which corresponds to *Communicates the School Goals*; this was interpreted as having a **high** level of teachers' perception for this principal job-function. Despite this, the lowest mean observed mean referred to the dimension *Maintain High Visibility*, which scored an overall

mean of 3.59, but this was still interpreted as high on the Criteria of Interpretation's scale between 3.51-4.50.

Table 26

Summary of the Overall Teachers' Perception of the 3-Dimensions of the PIMRS framework

Dimension	<i>N</i>	μ	σ	Interpretation
Managing the Instructional Program	76	3.99	.59	High
Developing the School Learning Climate Program	76	3.99	.64	High
Defining the School Mission	76	3.95	.57	High
Total	76	3.98	.58	High

Note: Each mean describes the teachers' perception of each dimension.

Table 26 illustrated the mean scores for each of the 3-dimensions. The highest perceived dimensions were *Managing the Instructional Program* and *Developing the School Learning Climate Program* with an overall mean of 3.99 for both, and these were both interpreted as **high** within the scale of 3.51-4.50 in the Criteria of Interpretation. The lowest perceived dimension was *Defining the School Mission*, with an overall mean of 3.95. In each dimension, the principal was perceived as having a **high** level of teachers' perception towards principal instructional leadership at Huahin Vitthayalai School, Thailand.

Research Objective Three

According to objective three, utilizing part two of the PIMRS questionnaire, which contained 50 questions related to measuring the perceived behavior of principal instructional leadership; the researcher set out to compare the teachers' perception of principal instructional leadership utilizing the PIMRS framework, according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience; at Huahin Vitthayalai School in Thailand. Based on the seven demographic factors, a comparison is required. Respectively, there are seven tables to illustrate the teachers' perception of principal instructional leadership; accordingly, Table 27, Table 28, Table 29, Table 30, Table 31, Table 32, and Table 33. The licensed statistical tool licensed for data analysis was *IBM® SPSS® Statistics GradPack 25*, specifically *The Independent Samples t-Test* and *One-way ANOVA*. The researcher used an alpha level of .05 for all statistical tests.

Table 27

Comparison between Teachers' Gender and Perception of Principal Instructional Leadership

Gender	N	μ	σ	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Male	26	3.94	.50			
Female	50	4.06	.61	.87	74	.39
Total	76	4				

Table 27 indicated the comparison between teachers' gender and teachers' perception of principal instructional leadership at Huahin Vitthayalai School, Thailand. Mindful of this research's hypothesis and research objectives, "There was no significant

difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' gender at Huahin Vitthayalai School, Thailand", since the Sig. .39 is more than .05, thus the research hypothesis was rejected.

Table 28

Comparison between Teachers' Nationality and Principal Instructional Leadership

Nationality	N	μ	σ	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Thai	65	4.05	.59			
Non-Thai	11	3.83	.42	1.21	74	.23
Total	76	3.94				

Table 28 showed the comparison between teachers' nationality and teachers' perception of principal instructional leadership at Huahin Vitthayalai School, Thailand. Mindful of this research's hypothesis and research objectives, "There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' nationality at Huahin Vitthayalai School, Thailand", since the Sig. .23 is more than .05, thus the research hypothesis was rejected.

Table 29

Comparison between Teachers' Age and Principal Instructional Leadership

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.49	5	.50		
Within Groups	22.06	70	.32	1.58	.18
Total	24.55	75			

Table 29 indicated the comparison between teachers' age and teachers' perception of principal instructional leadership at Huahin Vitthayalai School, Thailand. Mindful of this research's hypothesis and research objectives, "There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS

framework according to teacher's age at Huahin Vitthayalai School, Thailand", since the Sig. .18 is more than .05, the research hypothesis was rejected.

Table 30

Comparison between Teachers' Educational Level and Principal Instructional Leadership

Highest Educational Level	N	μ	σ	t-test for Equality of Means		
				t	df	Sig. (2-tailed)
Bachelor	66	4.01	.58			
Master	10	4.08	.53	-.35	74	.73
Total	76	4.04				

Table 30 indicated the comparison between teachers' highest degree and teachers' perception of principal instructional leadership at Huahin Vitthayalai School, Thailand. Mindful of this research's hypothesis and research objectives, "There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to their gender at Huahin Vitthayalai School, Thailand", since the Sig. .73 is more than .05, the research hypothesis was rejected.

Table 31

Comparison between Teachers' Monthly Income Level and Principal Instructional Leadership

Monthly Income Level	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.928	3	.309		
Within Groups	18.98	71	.267	1.157	.33
Total	19.907	74			

Note: A single respondent (leaving 74) was excluded in order to complete a Scheffe's test due to One-way ANOVA results. This table illustrates data after utilizing the post-hoc test.

Table 31 indicated the comparison between teachers' monthly income level and teachers' perception of principal instructional leadership at Huahin Vitthayalai School,

Thailand. Mindful of this research's hypothesis and research objectives, "There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' monthly income at Huahin Vitthayalai School, Thailand", since the Sig. .33 is more than .05, the research hypothesis was rejected.

Table 32

Comparison between Teachers' Years of Experience with the Current Principal and Principal Instructional Leadership

Years' Experience with the Current Principal	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.74	3	.30		
Within Groups	23.81	72	.33	.75	.52
Total	24.55	75			

Table 32 compared the teachers' years' of experience working with the current principal and their perception of principal instructional leadership at the school. This study found, "There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' years' experience working with the current principal at Huahin Vitthayalai School, Thailand", since the Sig. .52 is more than .05, the research hypothesis was rejected.

Table 33

Comparison between Teachers' Total Years of Teaching Experience and Principal Instructional Leadership

Total Years Teaching Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.82	4	.46		
Within Groups	22.73	71	.32	1.42	.24
Total	24.55	75			

Table 33 compared the teachers' total years of teaching experience and teachers' perception of principal instructional leadership at Huahin Vitthayalai School,

Thailand. The researcher found that “There was no significant difference of teachers’ perception of principal instructional leadership utilizing the PIMRS framework according to teachers’ total years of teaching experience; at Huahin Vitthayalai School, Thailand”, ; the Sig. .24 is more than .05, the research hypothesis was rejected.

CHAPTER V

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter summarizes the research findings of the *Principal Instructional Management Rating Scale* questionnaire. The researcher discusses the findings, conclusion, discussion, and provides appropriate recommendations.

This study was approached with a comparative and quantitative design to research teachers’ perception of principal instructional leadership utilizing the PIMRS framework according to demographic factors at Huahin Vitthayalai School, Thailand during the academic year 2018. A total of 85 questionnaires were distributed, while 76 were useable with a response rate of 89.4%; the research objectives were:

1. To identify the teachers’ demographic factors at Huahin Vitthayalai School, Thailand.
2. To identify the teachers’ perception of principal instructional leadership utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand.
3. To compare the teachers’ perception of principal instructional leadership utilizing the PIMRS framework according to their age, educational level, gender, monthly income level, nationality, years of experience working with the current principal, and total years of teaching experience; at Huahin Vitthayalai School, Thailand.

Findings

The teachers' demographic factors were as follows:

1. **Age:** There were 6 full-time teachers between 20 to 25 years of age, while there were 19 between 26 to 31 years of age. There were 17 full-time teachers between the age of 32 and 37, while there were 15 between 38 and 43. There were 10 full-time teachers between 44 and 49 years of age, while 9 were 50 years of age or over.
2. **Gender:** Of the 76 respondents, 26 were males and 50 were females.
3. **Nationality:** Most respondents, 65, were Thai, while 7 were grouped as Other Foreigner, 2 were British and another 2 were Filipino.
4. **Monthly income:** The lowest monthly income earned by one grade 7 to 12 full-time teacher was 10,001 to 15,000 THB, while most earned between 15,001 and 20,000 THB. There were 17 who earned between 20,001 and 25,000 THB, while five teachers earned 25,001 to 30,000 THB, and 3 earned 30,001 THB or more.
5. **Highest educational level:** There were 66 grade 7 to 12 full-time teachers who had a Bachelor degree as their highest educational level, another 10 had a Master degree.
6. **Years of teaching experience with the current principal:** There were six grade 7 to 12 full-time teachers who had been working with the current principal for at least one year. While 19 had 2 to 4 years and 48 had between 5 to 9 years. Three teachers had been working with the current principal for 10 to 15 years
7. **Total years of teaching experience in total:** Grade 7 to 12 full-time teachers who had one year, or less, experience as a teacher numbered only 3, while 12 had been a teacher

for 2 to 4 years. Respondents who had been a teacher for 5 to 9 years numbered 24, and this dropped to 14 for those who had been a teacher for 10 to 15 years. Those teachers who have been teaching for 16 years, or more, numbered 23.

Comparison of Teachers' Perception Towards Principal Instructional Leadership:

1. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' gender at Huahin Vitthayalai School, Thailand.
2. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' nationality at Huahin Vitthayalai School, Thailand.
3. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' age at Huahin Vitthayalai School, Thailand.
4. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' educational level at Huahin Vitthayalai School, Thailand.
5. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' monthly income level at Huahin Vitthayalai School, Thailand.
6. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' years of experience working with the current principal at Huahin Vitthayalai School, Thailand.

7. There was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework according to teachers' total years of teaching experience at Huahin Vitthayalai School, Thailand.

Conclusion

During the academic year of 2018, research was conducted at Huahin Vitthayalai School; a private Catholic school located in Huahin, Thailand, on a comparative study of teachers' perception towards principal instructional leadership. The methodology undertaken included a quantitative approach using the comparative method. Because of its international acceptance in scholarly journals of critical and worldwide acclaim, the *Principal Instructional Management Rating Scale (PIMRS)* authored by Hallinger and Murphy (1985) was chosen as this research's questionnaire instrument for its specific focus on principals and their perceived instructional leadership effectiveness by teachers. The PIMRS instrument has three-dimensions: *Defining the School Mission*; *Managing the Instructional Program*; and *Developing the School Learning Climate Program*, while each dimension has two to five principal job-functions for which a total of 50 questions (sub-functions) – that make up the PIMRS questionnaire – assist in creating a profile of the principals' perceived effectiveness of instructional leadership by teachers. The methodology here included a population of 85 grade 7 to 12 full-time teachers from Huahin Vitthayalai School, with at least one-year experience in this school. Of the 85 questionnaires distributed, 76 were returned and useable with a response rate of 89.4%.

The authors of the instrument recognize that reliability should be viewed from the context in which the research was based, in this case, academic research. In such a case,

.60 to .70 Cronbach Alpha is an acceptable reliability range; and each dimension, job-function and question have consistently exceeded these reliability coefficients for both the English and Thai PIMRS versions. Internal consistency for each dimension also reached acceptable results ($\alpha > 0.82$). Researchers have validated the instrument to consistently garner reliable results in each of the respective dimensions and job-functions. The extent to which this instrument's job-functions measure each dimension has been validated by numerous experts, for example, the average agreement of the English version by a panel of educational administration experts at Stanford University received an overall minimum face validity score of 0.80, while Taraseina (1993) achieved similar results with the Thai version. Previous studies have also confirmed the high level of discriminant validity between questions, while other studies found that construct validity was confirmed in that inter-correlation coefficients were statistically different at the .001 level, which confirms that each question uniquely measures the intended job-function. IBM® SPSS® Statistics was licensed to analyze the data, specifically utilizing the Frequency and Percentage functions to identify the teachers' demographic factors at the school, the Mean and Standard Deviation to identify the teachers' perception of principal instructional leadership utilizing the PIMRS framework at the school, and The Independent Samples t-Test (to measure *educational level*, *gender*) and One-way ANOVA to compare the teachers' perception of principal instructional leadership utilizing the PIMRS framework according to the teachers' age, monthly income level, nationality, years of experience working with the current principal, and the total years of teaching experience; at Huahin Vitthayalai School in Thailand. A 5-point Likert Scale was used to interpret the results from: *very low*, *low*, *moderate*, *high*, *very high*.

Overall, teachers' perception of principal instructional leadership at Huahin Vitthayalai School was high, furthermore, it was high for each of the three dimensions, *Defining the School Mission*, *Managing the Instructional Program*, and *Developing the*

School Learning Climate Program. The comparison between teachers' gender, monthly income level, nationality, age, educational level, years of teaching experience with the current principal, and total years of teaching experience found that there were no significant differences of teachers' perception towards principal instructional leadership utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand; which could be due to either the population size, antecedent variables, relational perspectives or power distance.

Discussion

As early as the 1980's, educational administration garnered greater popularity in The United States while the development of the *Principal Instructional Management Rating Scale (PIMRS)* has shown comparatively indirect, and direct, links between various factors and leadership functions of the principal. While instructional leadership was much more of an American topic, its credence grew in popularity during the early 1990's within Thailand. For example, in this literature review a Thai-based study of principal instructional leadership by Hallinger (2013) found that it is increasingly accepted as both a cornerstone of effective school leadership and as a topic of scholarly research.

This study observed that the respondents indicated a high level of teachers' perception towards principal instructional leadership, with overall average dimensional scores of 3.95 (*Defining the School Mission*), 3.99 (*Managing the Instructional Program*) and 3.99 (*Developing the School Learning Climate*) respectively, out of a possible interpretation scale of 5.00. These scores were surprising, given that previous researchers found that Thai principals favored administrative practices more than managing the instructional program, and those previous studies were supported by research from Hallinger (2014). Evidently, the high average score in *Managing the Instructional Program* suggested that there is growing recognition for the principal to be more involved with curriculum development and instructional evaluation. This research found that teachers' believed their principal behaved

least effectively on *Defining the School Mission*, which deviates from previous research findings by Taraseina (1993) who supported the indication that Thai principals are more likely to receive higher responses on this type of administrative job-behavior. While administrative functions were previously viewed as a traditional feature of the principal's responsibilities, it seems to be a view which has been consistently held by various scholars (Hallinger, 2013; Hao, 2016; Semadeni, 2009).

Inter-correlational observations were also identified throughout this study. For example, there is a direct relationship between *Supervise and Evaluate Instruction* and the influence it has to *Promote Professional Development* as observed by Kutsyuruba (2003). A review of the literature by Kutsyuruba (2003) stated that teachers require supervision when teaching in order to enhance their professional development and thus, grow as teachers. Since both respective job-functions scored less than other principal behaviors, the researcher proposes that low supervision effects first and second year beginning teachers' perceived collegial relationship with the principal; which may have a flow on effect on other job-functions that require the physical presence of the principal. Further studies in the literature review found that professional development is the foundation of a high performing school (Frampton, Vaughn & Didelot, 2003) and this must be supported by ongoing instructional leadership to sustain a process of teacher-reflection (Mathew, Mathew, & Peechattu, 2017).

Blasé and Blasé (1999) found that the former job-function also has an inter-correlational effect on *Maintain High Visibility*; which scored the lowest mean across all principal behaviors. Essentially, both respectively go hand-in-hand according to Jennings (2013); in order to provide supervision and evaluation a principal should be present within the classroom in order to effectively offer any feedback or review of a lesson., and to create a school climate that is trusting (Price, 2012); visibility requires the principal to be a hands-on individual (Jennings, 2013). Further inter-correlational observations were identified in the

course of this study. For instance, Heck and Marcoulides (1993) found that *Co-ordinate the Curriculum* was a determining factor to *Provide Incentives for Learning* in that outward-signs of the principal would encourage higher student academic achievement. In the case of Huahin Vitthayalai School, this researcher nominates that teachers identify the principal as considerably engaged with the performance of learners overall. While engagement is key, tracking progress by benchmarking, through good decision making and effective use of performance data, will help to see a development in student scores (Glatthorn & Jailall, 2009; Grooms, 2013).

However, *Monitors Student Progress* has been established globally as a core function of the principal, yet the data analysis in this study found that teachers did not perceive this to be a high-performing trait of the principal. Since it is well-known that this job-function has a direct link on student achievement formed by a positive school climate and reliable data, this may explain why previous studies also suggest a link with *Promote Professional Development*. Mindful of the earlier statements discussed regarding inter-correlational links with this same respective job-function, the researcher proposes that the task of increasing the academic achievement of students at Huahin Vitthayalai School is multi-layered and overlapping. A recent study identified in the literature review by Omogbehin (2013) supported this proposition, and other studies by others (Blasé and Blasé, 1999; McKewin, 2003; Jennings, 2013) also found that utilizing statistical evidence in the form of reliable achievement data to improve overall instruction and effective monitoring of student progress is commonly observed.

The literature review showed that Jennings (2013) observed the relationship between *Monitors Student Progress* to be linked directly with *Communicate the Schools Goals* which could explain why both were perceived as one of the worst performing job-functions at Huahin Vitthayalai School. Despite this, researchers have long established a

related link between studies conducted overseas and those found in this study, for instance, principal behaviors that were highest – or lowest- were similarly mimicked in findings abroad (Hallinger, Taraseina, & Miller, 1994; Hao et al, 2018). While this study found that teachers did not perceive their principal as behaving *very highly* in any instructional leadership behavior, Hallinger and Lee (2013b) explained that studies conducted in low socio-economic nations often concluded with similar results.

Previous studies by Poovatanakul (1993) and later by Ratchaneeladdajit (1997) support this, and a review of the literature found that low to moderate levels of Thai principal behavior were observed more frequently. Therefore, since the overall teachers' perception of principal behavior was *high*, this illustrates itself as a striking feature identified at the dimensional level. Saliency at the job-function level was similarly prominent in that deviations between this study and previous research highlighted growth towards improved principal behaviors. One of the most striking demographic observations was that 65.8% of the teachers' were female, who perceived their principal's behavior towards instructional leadership more positively than male teachers. Since previous PIMRS studies observed that this gender group were more optimistic of principal behavior towards instructional leadership (Hao, 2016), gender-bias may have influenced the overall results of this study in that no significant differences were observed.

Most interesting, however, was the similarity between previous studies conducted in Thailand and this research. Previous studies by Poovatanakul (1993) identified the same job-functions in this research which were subsequently replicated in other research conducted by Hallinger, Taraseina, and Miller (1994); as well as Ratchaneeladdajit (1997) who identified high means of teachers' perception towards *Providing Incentives for Learning*, which was in-line with the findings of this study. Oddly, what works for providing incentives for learning does not seem to transfer into providing incentives for teachers since this study

was disappointed to find that the later to be one of the lowest perceived principal behaviors. This could be explained by the very purpose of the school's existence, which has been traditionally for the benefit of the student and not necessarily the teacher. While the process of achieving this purpose is not yet fully advantageous to teacher incentives, the concept was identified in this literature review by Netolicky (2016) in that the professional learning community is gaining greater traction and delivering more incentives to teachers as acceptance of instructional leadership increases.

For the demographic factor of *monthly income level*, this research found that teachers' positively perceived their principal's behavior towards instructional leadership. Moreover, 65.8% of the teachers at the school earned between 15,0001 to 20,000 Thai Baht per month, while 22.4% earned between 20,001 to 25,000 Thai Baht per month, despite 63.2% of the population having worked at the school for 5 to 9 years. This could be explained partly by the finding of a large comparison between the number of bachelor-degree teachers' and the low number of master-degree teachers, which could be associated with schools that seemed to lack effective-management, however, this suspicion may require further research in order to identify the reasons why no instances of a *very high* interpretation was ever observed. Although this is striking, the literature review found that the national monthly-income average of a Thai government-teacher starts at 15,800 Thai Baht per month, with yearly increases at roughly 1,000 Thai Baht; it appears that Huahin Vitthayalai School pays significantly less than the national-average overall. For instance, 63.2% of teachers who have between 5 to 9 years' experience at the school, currently earn between 15,001 and 20,000 Thai Baht per month, but had they been teaching at a government school with all other factors remaining constant, they could be earning, on average, between 2,000-7,000 Thai Baht more per month (Office of the Teacher Civil Service and Educational Personnel Commission, 2015). In this regard, 80.3% of teachers' had 5 years, or more, of teaching

experience over the course of their lifetime while, on the whole, 88.2% of teachers' were earning 25,000 Thai Baht or less per month. In this regard, the current study found a relationship between *monthly income level* and *total years of teaching experience*. Drawing from this, teachers' at Huahin Vitthayalai School, as a private school, are not adequately being compensated in light of their experience and qualifications when compared to government-teachers. Conversely, this demographic factor did not appear to have a significant influence on the perception of teachers towards principal instructional leadership and further studies are needed to verify this. To investigate this further, however, recent empirical studies identified in the literature review found that teacher-monthly income varies in importance when viewing specific employment issues, for example, income plays a considerable role when expressing interest in a prospective teaching-position or on the topic of resignation. Although there were no significant differences in teachers' perception of principal instructional leadership at Huahin Vitthayalai School during the academic year of 2018; no previous study has ever been completed using the same demographic factors at the school – or even utilizing the PIMRS framework. As such, it can be challenging to make a definitive comparison of this research against past studies within the same context. However, there are a number of reasons why no significant differences were detected. This could potentially be due to Type II error, which is an indication of low statistical power or too small a population size, the choice of demographic factors for comparison, the context of the school in which the study took place, or perhaps the design of the methodology. Although Type II error is an unlikely cause in this study, researchers might have to sacrifice depending on the type of post hoc test conducted, and effect size can help when investigating any cause for non-significant results that have been encountered. It is well-known that the low statistical power generated from a small population size leads to a small effect size, this could be the result of either a large variation within the job-functions of the questionnaires that do not

have substantial importance within the context of the school. In the literature review, Hao et al (2018) mentioned *antecedent variables* as a key factor that may have influenced the results of his similar non-significant findings; the locality of the school, its context, size and population, as well as the prevalence of *relational perspectives* within the context of the school coupled with power distance (Hao, 2016).

Teachers perception of principal's behavior towards *Defining the School Mission*;

The primary finding in *Defining the School Mission* was that it received the lowest overall mean compared to other dimensions at Huahin Vitthayalai School, which differed from previous research by Hallinger and Lee (2013b), in which their study found this dimension to be one of the highest performing principal job-functions across Thailand. A possible reason for the alternative results in this study lies with the focus of the principals' role in ensuring quality in educational development over the past few decades, and the increased role that stakeholders have with ensuring that student academic achievement is a core focus of the school. Evidently, when this happens, the principal is likely to be less involved with some areas of the schools' administration (Grooms, 2013), which was a similar finding in this study.

Although this interpretation is supported by Hallinger (2008) who noted the principals' changing role of defining the school mission, little research exists on the possible repercussions of neglect in this area on Thailand and its effect on the remaining dimensions. Despite this, the review of the literature found that this dimension was routinely observed as a high performing function of principals and traditionally a core-feature of the principal's duty (Hallinger, 2013) even though – evidently – the researcher found this dimension to be the lowest performing dimension. A particular distinction that was unique with this study when compared to previous research in south-east Asia was the possible explanation which links itself to national GDP, that is, principal behavior towards administrative tasks would

strengthen wherever a nation was considered low on the socio-economic scale, while the opposite was found to be true in this Thai study. Thus, the researcher suspects that this observation is a result of the general improvement of the socio-economic conditions in Thailand over the past three decades.

Teachers perception of principal's behavior towards *Managing the Instructional Program*;

Earlier in the literature review, Hallinger (2013) identified the principals' direct role within the classroom to monitoring student progress as an approach to delivering higher academic achievement results. Despite this, researchers have consistently noted the relative growth of this dimension while the literature review found that Thai principals, historically, had difficulty in managing the overall instructional program (Taraseina, 1993; Hao et al, 2018). Studies have shown that particular emphasis is placed on the administrative role of Thai principals within the school (Semadani, 2009; Hallinger, 2013); Hallinger and Lee (2013b) noted that Thai principals are seen more as civil servants than as principals that offer support or direction and, while development has improved in this area, recent studies have shown that there is a substantially lower level of interaction of principals when engaging with the instructional program (Hallinger & Lee, 2013b). An investigation of the data showed that there was a cross-relational link between this dimension's job-functions, for instance, each principal job-function that required the physical presence of the principal within the classroom illustrated low levels of teacher perception. In particular, teachers' perception of principal behavior towards the job-function *Maintain High Visibility* scored lowest of all job-functions. To further investigate this, analysis of the data also showed that *Supervise and Evaluate Instruction* was the second lowest scoring principal job-function perceived by teachers at Huahin Witthayalai School. These results seem also to be consistent with other

findings by Hallinger and Lee (2013b), while a review of the literature showed that Ratchaneeladdajit (1997) offered a plausible explanation in that the size of the school had a disadvantageous effect on the overall performance of the school principal when visibility was an issue. It is well known that overall, the larger the population of students within the school, the more challenging it becomes for the principal to be seen routinely within the classroom.

Teachers perception of principal's behavior towards *Developing the School Learning Climate Program*;

As identified in the literature review section, Leithwood et al (2004) stated that providing incentives for learning is an essential task for the principal; a job-function perceived by teachers as having been performed to a high level at Huahin Vitthayalai School. The implication of developing the school climate (Semadeni, 2009) through staff performance (Antoniou & Lee, 2017) can indirectly impact student outcomes through culture and climate, this correlation is mindful of the impact of engagement (Hallinger & Lee, 2014) when instructional leadership can close the achievement gap (Jennings, 2013) using school goals and vision in a way that motivates others (Horton, 2013).

Through motivation, few studies have identified the link between *Provide Incentives for Learning* and *Coordinate the Curriculum*, this study found a relationship between the two at Huahin Vitthayalai School. While minimal, there is research on classroom climate that supports the overall relationship between the two job-functions as factors that encourage the incremental push by principals and teachers towards growing academic achievement. Although there is no consistent pattern to identify this link as being typical for the majority of schools, there is research backing this association which continues to accumulate, and a review of related literature supports this assertion (Doll, 2010; Leithwood, Patten, & Jantzi, 2010; MacNeil, Prater, & Busch, 2009). As noted, Doll (2010) recognized that protecting instructional time was pivotal due to its significance on influencing the

general classroom climate. The review of the literature found that, even though it is already well known, there is a direct relationship of student performance between protecting instructional time and providing incentives for learning. For example, supporting students by giving praise during assembly time indirectly correlates well with the protection of their time when learning (Hallinger, 2003/2010; Leonard, 1999). While research supports this finding, previous findings noted in the literature review found that the Thai context of education seems to place growing emphasis on the promotion of ongoing professional development for teachers, while teachers at Huahin Vitthayalai School considered this to be a highly perceived behavior of the principal and it also seems to be generally supported by Hallinger and Lee (2013b). *Providing Incentives for Teachers* does not mean that financial remuneration is the only manner, some teachers may wish to be promoted or have leadership roles assigned to them as a kind of reward. When this happens, the delegation of leadership duties has a role to play in securing stronger instructional leadership (Hallinger, 2013).

Summary of overall teachers' perception of principal instructional leadership utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand;

As the *Principal Instructional Management Rating Scale* had shown, all dimensions come together to form an overview of full-time teachers' perception of principal instructional leadership at Huahin Vitthayalai School during the academic year of 2018. The overall comparison between teachers' *gender, monthly income level, nationality, age, educational level, years of teaching experience with the current principal, and total years of teaching experience* found that there was no significant difference of teachers' perception of principal instructional leadership utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand.; during 2018. While it is not yet clear whether the findings discussed are likely to have an effect on the school system, the researcher is confident that the study has contributed to a greater understanding of the underlying role of principal instructional

leadership within Huahin Vitthayalai School by identifying and improving the job-functions and sub-functions of principal instructional leadership that were perceived to be low by teachers. While this may help the principal to develop those respective job-functions and sub-functions, discussions on the significance of teachers' perception of principals' behavior regarding instructional leadership is likely to continue.

Recommendations

Having completed the data analysis and completed the findings which have been observed, this study found that there were no significant differences in each of the teachers' demographic factors towards principal instructional leadership utilizing the PIMRS framework at Huahin Vitthayalai School in Thailand. Despite this, there are still many opportunities to provide recommendations to the principal on improving his professional approach towards instructional leadership at the school due to the following conclusions of this research:

- No instances of a *very high* level observation on the criteria of interpretation,
- Context of the school had little religious integration into the instructional program.

Recommendations for the Ministry of Education (MOE)

As seen in this Literature Review, it is recommended that the Ministry of Education provide mandated programs on principal instructional leadership as a core component of ongoing professional development for principals annually and the utilization of the *PIMRS* instrument as the framework for the curriculum is a suitable solution.

The research has shown the importance of instructional leadership, the findings and discussion in this chapter have illustrated the progress over the course of 25 years in relation to principal instructional leadership. As such, the contribution of this research should be added to the growing importance of instructional leadership within the

school system as a means to track progress towards national alignment and educational development. In particular, training for principals in:

- value-planning,
- coaching for improvement, *and*
- principal methods in supporting teachers' instructional leadership.

The Ministry of Education is recommended to ensure that results from implemented initiatives are supported by data. Furthermore, an additional recommendation may also be utilized as a means to evaluate formally the principal's perceived effectiveness by others in the school. Such a formal evaluation will ensure that principals remain proactive in their roles as educational administrators, and lead in a manner that prepares his learners for effective 21st century skills. To do so requires high visibility, team work, clarity of communication, a level of creativity, and a mindset that is critical to the needs of others; thus, principal instructional leadership can measure these goals and act as milestones for future evaluation. To meet this need and, as a solution to the statement of the problem, the MOE should ensure that practical experience is an essential factor for being appointed a principal.

In addition, the National Education Plan 2017-2036 requires the tracking of the overall school's performance, thus progress must be frequently measured to ascertain whether or not the objectives of the plan are advancing. The fear is that regression may occur, thus the ministry is recommended to implement these recommendations as soon as possible to enable a snapshot of the current education situation, whereby problems are identified and suitable solutions may thus be developed, and therefore a plan of action specifically implemented to alleviate the respective problems. Their research should also include qualitative data, and mandate routine principal instructional leadership workshops on, at least, an annual basis.

Recommendations for Huahin Vitthayalai School

Although this study found that, overall, the teachers at Huahin Vitthayalai School believe that their principal exhibits a high level of principal instructional leadership, the context of the school must be given consideration as noted throughout this research. The Society of St. Frances de Sales, a Roman Catholic Latin Rite religious institute which runs the Salesian of Don Bosco that operates Huahin Vitthayalai School is dedicated to apostolic works. Apostolic works is largely a Catholic term; it refers to a mission that a group of individuals – Catholic priests, sisters or missionaries – are sent to complete; their motto is faith, hope and kindness. It is recommended that the school remains mindful of the purpose of its faith, incorporate Catholic perspectives into the curriculum and develop more religious engagement between the principal and the teachers since religion is already a shared mission with parents. This shared mission might be used to engage more with stakeholders.

Greater involvement in supervision and evaluation of the instructional program is recommended to improve the low visibility job-function of the current principal. This could be done by daily 15-minute supervision segments of teacher and class instruction. In this manner, the principal will be visible by actively empowering teachers, developing positive work relations, and enhancing the trust of the teacher in the principal. Alternatively, it might include the principal covering classes for teachers on leave or absent teachers, or become more involved with co-curricular and extra-curricular activities held inside and outside the school.

The principal could improve his oversight in monitoring student progress, and this can be done by mandatorily requiring routine research data be made available that examines, in short, a student's academic progress and/or hold weekly meetings with the home-room teacher to discuss variances in such progress. It is also recommended that, as a private school, it should increase the financial remuneration to teachers because it is currently too low when compared to state-teachers.

Furthermore, if the size of the school is too large for the principal to maintain high visibility, widening the distribution of leadership duties should assist in creating opportunities for the principal to work with others and develop better goal attainment through shared efforts, thus also improving the core purpose of the school's mission.

Recommendations for Catholic and Religious Schools

The recommendation for Catholic schools may also be applied to other religious schools. In particular, further research should be conducted in Catholic schools because there is a concern that, as a religious institution, there is no, or very little, focus on theological subjects that have roots in Christianity or Catholicism. The concern is that religion might be used as a marketing ploy to differentiate the school from any other private or state-run school and, through this differentiation, there is a capacity to develop a stronger perception in the minds of Thai people that *if it is a Catholic school, then it has an international standard higher than other private or state-run schools, and therefore it is of higher quality*, which is misleading when there are many quality institutions that have no religious origins.

To alleviate such situations, it is recommended that Catholic schools re-identify with their religious roots, in doing so, they are recommended specifically to recall their ability to survive in troubling economics times. That is to say that, Catholic schools have had religious priests, brothers and sisters of religious orders as the majority on the staff role. Such a solution to employ religious people as a major part of the school staff is recommended because:

- Religious orders (brothers and sisters) adhere to the Catholic faith, which resolves the problems outlined in these *recommendations* since they have a strong Catholic identity, it is likely that this identity may transfer into the overall school mission,

- Costs remain minimal since religious orders are not profit orientated.

Recommendations for Catholic Dioceses

It is recommended that the school mission, and communication of the school goals are made with respect to Catholic perspectives. This is a concern because Catholic schools must not be identified as such by name, or by the Catholic facilities, books, chapels or statues, but specifically by *action* within the community regarding the faith, and the manner in which the institution focuses its effort towards that substance of the Catholic education. To do otherwise is to neglect the core of what makes a Catholic education, *Catholic*. Thus, it is recommended that instructional leadership training for principals should be provided by the diocese with Catholic perspectives, to supplement MOE workshops. It might include:

- Teach the Catholic faith more openly within the local community,
- Routinely evaluate principals on their perceived behavior utilizing the PIMRS framework as a means to develop the quality of the school,
- Ensure that religious courses are an ongoing, and significant component, of diocesan professional development.

Recommendations for Private Schools

Private schools are reminded not to depend on the origin or history of the school to ensure fee-paying students. Academic achievement is a high priority, but this must be supported with the essential role that the principal plays within the school environment, in defining the school mission in light of the context of the school, its history, its origins and roots within society. Furthermore, managing the instructional program in a way that is sincere to the origins and roots of the school is pivotal. The perception that stakeholders may have of a school must be true and honest if measured against a set criteria of objective standards. In addition, private schools should be mindful that developing the school learning climate

program is also an ongoing task that requires, very often, the direct engagement of the principal himself. It is not a construct that can be left to evolve by itself, there must be constant care taken to ensure that progress in this area is maintained, enhanced and cultivated throughout the school environment, in classrooms, on the sports field, in the staffrooms and in the administration departments.

Recommendations for Other Schools

Similar research should be conducted throughout all schools, both private and state, in order to measure the perceived behavior of the principals' behavior towards instructional leadership by teachers. Schools that do not actively engage in instructional leadership may not be effective schools, and those that receive an ongoing budget from the national tax fund have a greater burden to carry in this regard. Therefore, it is recommended that publically funded schools are mandated by the education act to routinely measure their principal's instructional leadership at doing their jobs in order to improve accountability.

Recommendations for Future Researchers

Where a future researcher wishes to conduct a similar research in a school that has a particular origin, for example, it is recommended that specific questions on the surveyed school's origins be measured throughout the questionnaire to support the final analysis findings. This will provide reliable data that will help measure the degree to which the school integrates its core purpose into the curriculum. Thus, adapting part two of the PIMRS instrument is highly recommended.

If possible, this researcher recommends that some qualitative data will help to interpret the context of the school much better, since the context of the surveyed school must be kept in mind when discussing the data as recommended by Hallinger. It is further recommended that any sample size be as large as possible in order to improve the findings of the study when identifying a significant difference. A Post Hoc Multiple Comparisons Test

might be completed even where no apparent significant difference (or vice versa) is observed; this might improve the validity of the analysis.

A new study is required in order to verify the results of this research, and this is implied if the study is conducted with a larger population or sample. In the case that a researcher finds, again, non-significant differences, the study and interpretation of effect sizes with confidence intervals is highly encouraged in order to provide the reader with more information and a wider context when discussing the data; this will help in determining whether or not the non-significant findings were due or not to an inadequate sample size.

It also important to recommend that antecedent variables and relational perspectives are taken into account when designing or analyzing the proposed questionnaire.



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APPENDIX A

Principal Instructional Management Rating Survey

English Form



PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

This survey evaluates your principal's job performance.

Questions I-VII: Mark each response in the box with either an X or √.

Question 1 to 50: *Circle* one number only for each question.

1 = Almost Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently, 5 = Almost Always

- i. My sex is: Male Female
- ii. My nationality is:
Thai ; American Australian British Filipino Other
- iii. My age is: 20-25 26-31 32-37 38-43 44-49 50 ≥
- iv. My highest degree is: Bachelor Master Doctorate
- v. My monthly income in Thai Baht (THB) is:
≤ 10,000 10,001 – 15,000 15,001 – 20,000
20,001 – 25,000 25,001 – 30,000 30,001 ≥
- vi. Total years I have been working with the current principal:
1 2–4 5–9 10–15 16 ≥
- vii. Total years I have been a teacher:
1 2–4 5–9 10–15 16 ≥

Please turn the page to Questions 1 to 50.

FOLD HERE WHEN FINISHED

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Please complete and submit this form by 1.30pm Friday, 2nd November.

*Your personal responses are not
shared with your principal, other teachers or staff.*

This evaluation may take 10-15 minutes

Thank you for taking the time to evaluate your principal.

If you would like a free copy of the overall school results, email ajboom87@gmail.com

After completion, if you wish to improve the privacy of your responses to this principal evaluation, you may fold at the designated lines and staple through this text right here.

1 = Almost Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently, 5 = Almost Always
Circle one number only for each question.

FRAMES THE SCHOOL GOALS; DOES YOUR PRINCIPAL...

- | | | | | | |
|---|---|---|---|---|---|
| 1. Develop a focused set of annual school-wide goals. | 1 | 2 | 3 | 4 | 5 |
| 2. Frame the school's goals in terms of staff responsibilities for meeting them. | 1 | 2 | 3 | 4 | 5 |
| 3. Use needs assessment or other formal and informal methods to secure staff input on goal development. | 1 | 2 | 3 | 4 | 5 |
| 4. Use data on student performance when developing the school's academic goals. | 1 | 2 | 3 | 4 | 5 |
| 5. Develop goals that are easily understood and used by teachers in the school. | 1 | 2 | 3 | 4 | 5 |

COMMUNICATES THE SCHOOL GOALS; DOES YOUR PRINCIPAL...

- | | | | | | |
|---|---|---|---|---|---|
| 6. Communicate the school's mission effectively to members of the school community. | 1 | 2 | 3 | 4 | 5 |
| 7. Discuss the school's academic goals with teachers at faculty meetings. | 1 | 2 | 3 | 4 | 5 |
| 8. Refer to the school's academic goals when making curricular decisions with teachers. | 1 | 2 | 3 | 4 | 5 |
| 9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress). | 1 | 2 | 3 | 4 | 5 |
| 10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions). | 1 | 2 | 3 | 4 | 5 |

SUPERVISES & EVALUATES INSTRUCTION; DOES YOUR PRINCIPAL...

- | | | | | | |
|--|---|---|---|---|---|
| 11. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school. | 1 | 2 | 3 | 4 | 5 |
| 12. Review student work products when evaluating classroom instruction. | 1 | 2 | 3 | 4 | 5 |
| 13. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference). | 1 | 2 | 3 | 4 | 5 |
| 14. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations). | 1 | 2 | 3 | 4 | 5 |
| 15. Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations). | 1 | 2 | 3 | 4 | 5 |

COORDINATES THE CURRICULUM; DOES YOUR PRINCIPAL...

- | | | | | | |
|--|---|---|---|---|---|
| 16. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders). | 1 | 2 | 3 | 4 | 5 |
| 17. Draw upon the results of school-wide testing when making curricular decisions. | 1 | 2 | 3 | 4 | 5 |
| 18. Monitor the classroom curriculum to see that it covers the school's curricular objectives. | 1 | 2 | 3 | 4 | 5 |
| 19. Assess the overlap between the school's curricular objectives and the school's achievement tests. | 1 | 2 | 3 | 4 | 5 |
| 20. Participate actively in the review of curricular materials. | 1 | 2 | 3 | 4 | 5 |

MONITORS STUDENT PROGRESS; DOES YOUR PRINCIPAL...

- | | | | | | |
|--|---|---|---|---|---|
| 21. Meet individually with teachers to discuss student progress. | 1 | 2 | 3 | 4 | 5 |
| 22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 |
| 23. Use tests and other performance measure to assess progress toward school goals. | 1 | 2 | 3 | 4 | 5 |
| 24. Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter). | 1 | 2 | 3 | 4 | 5 |
| 25. Inform students of school's academic progress. | 1 | 2 | 3 | 4 | 5 |

PROTECTS INSTRUCTIONAL TIME; DOES YOUR PRINCIPAL...

- | | | | | | |
|--|---|---|---|---|---|
| 26. Limit interruptions of instructional time by public address announcements. | 1 | 2 | 3 | 4 | 5 |
| 27. Ensure that students are not called to the office during instructional time. | 1 | 2 | 3 | 4 | 5 |
| 28. Ensure that tardy and truant students suffer specific consequences for missing instructional time. | 1 | 2 | 3 | 4 | 5 |
| 29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts. | 1 | 2 | 3 | 4 | 5 |
| 30. Limit the intrusion of extra- and co-curricular activities on instructional time. | 1 | 2 | 3 | 4 | 5 |

MAINTAINS HIGH VISIBILITY; DOES YOUR PRINCIPAL...

- | | | | | | |
|---|---|---|---|---|---|
| 31. Take time to talk informally with students and teachers during recess and breaks. | 1 | 2 | 3 | 4 | 5 |
| 32. Visit classrooms to discuss school issues with teachers and students. | 1 | 2 | 3 | 4 | 5 |
| 33. Attend/participate in extra- and co-curricular activities. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 34. Cover classes for teachers until a late or substitute teacher arrives. | 1 | 2 | 3 | 4 | 5 |
| 35. Tutor students or provide direct instruction to classes. | 1 | 2 | 3 | 4 | 5 |

PROVIDES INCENTIVES FOR TEACHERS; DOES YOUR PRINCIPAL...

- | | | | | | |
|--|---|---|---|---|---|
| 36. Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos. | 1 | 2 | 3 | 4 | 5 |
| 37. Compliment teachers privately for their efforts or performance. | 1 | 2 | 3 | 4 | 5 |
| 38. Acknowledge teachers' exceptional performance by writing memos for their personnel files. | 1 | 2 | 3 | 4 | 5 |
| 39. Reward special efforts by teachers with opportunities for professional recognition. | 1 | 2 | 3 | 4 | 5 |
| 40. Create professional growth opportunities for teachers as a reward for special contributions to the school. | 1 | 2 | 3 | 4 | 5 |

PROMOTES PROFESSIONAL DEVELOPMENT; DOES YOUR PRINCIPAL...

- | | | | | | |
|---|---|---|---|---|---|
| 41. Ensure that in-service activities attended by staff are consistent with the school's goals. | 1 | 2 | 3 | 4 | 5 |
| 42. Actively support the use in the classroom of skills acquired during in-service training. | 1 | 2 | 3 | 4 | 5 |
| 43. Obtain the participation of the whole staff in important in-service activities. | 1 | 2 | 3 | 4 | 5 |
| 44. Lead or attend teacher in-service activities concerned with instruction. | 1 | 2 | 3 | 4 | 5 |
| 45. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities. | 1 | 2 | 3 | 4 | 5 |

PROVIDES INCENTIVES FOR LEARNING; DOES YOUR PRINCIPAL...

- | | | | | | |
|---|---|---|---|---|---|
| 46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter. | 1 | 2 | 3 | 4 | 5 |
| 47. Use assemblies to honor students for academic accomplishments or for behavior or citizenship. | 1 | 2 | 3 | 4 | 5 |
| 48. Recognize superior student achievement or improvement by seeing in the office the students with their work. | 1 | 2 | 3 | 4 | 5 |
| 49. Contact parents to communicate improved or exemplary student performance or contributions. | 1 | 2 | 3 | 4 | 5 |
| 50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class. | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

Principal Instructional Management Rating Survey

Thai Form



PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

แบบประเมินการทำงานของผู้อำนวยการสถานศึกษาของท่าน

คำถาม I - VII: ทำเครื่องหมาย X หรือ ✓ ในช่อง

คำถาม 1 - 50: วงกลมเพียงคำตอบเดียวในแต่ละคำถาม

1 = แทบไม่มีเลย, 2 = น้อยครั้ง, 3 = บางครั้ง, 4 = บ่อยครั้ง, 5 = เกือบทุกครั้ง

- I. เพศของคุณ: ชาย หญิง
- II. เลือกตอบจำนวน 1 ช่อง คุณเป็นคนไทยหรือชาวต่างชาติ:
คนไทย ; คนอเมริกัน คนออสเตรเลีย คนอังกฤษ คนฟิลิปปินส์ อื่น ๆ
- III. อายุของคุณ: 20-25 26-31 32-37 38-43 44-49 50 ≥
- IV. ระดับการศึกษาสูงสุดของท่าน: ปริญญาตรี ปริญญาโท ปริญญาเอก
- V. เลือกระดับรายได้ต่อเดือนของคุณ (บาท):
≤ 10,000 10,001 – 15,000 15,001 – 20,000
20,001 – 25,000 25,001 – 30,000 30,001 ≥
- VI. จำนวนปีที่ท่านร่วมงานกับผู้อำนวยการสถานศึกษาคนปัจจุบัน:
1 ปี 2 – 4 ปี 5 – 9 ปี 10 – 15 ปี 16 ≥ ปี
- VII. จำนวนปีที่ท่านประกอบอาชีพครู:
1 ปี 2 – 4 ปี 5 – 9 ปี 10 – 15 ปี 16 ≥ ปี

กรุณาเปิดหน้าคำถามข้อ 1-50

พับที่นี่เมื่อท่านทำเสร็จแล้ว

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กรุณาตอบแบบสอบถามให้สมบูรณ์และส่งก่อนภายในวันศุกร์ที่ 2 พฤศจิกายน พ.ศ.2561 เวลา 13.30 น.

คำตอบของท่านจะนับไว้เป็นความลับ
ผู้อำนวยการ ครูและเจ้าหน้าที่อื่นๆ ไม่มีสิทธิ์อ่านคำตอบ
และการตอบแบบประเมินอาจจะใช้เวลาประมาณ 10-15 นาที
ขอขอบพระคุณที่เสียสละเวลาในการประเมินผู้อำนวยการของหน่วย

หากท่านต้องการรายงานสรุปการศึกษาในการสำรวจนี้ สามารถขอสำเนาได้โดยไม่มีค่าใช้จ่าย ที่ ajboom87@gmail.com

ajboom87@gmail.com

หลังจากทำเสร็จแล้ว หากท่านต้องการความปลอดภัยในคำตอบ
ที่มีต่อผู้อำนวยการ ท่านสามารถพับตามรอยปะและเย็บกระดาษ

ด้วยที่เย็บกระดาษตรงข้อความนี้

1 = แทบไม่มีเลย, 2 = น้อยครั้ง, 3 = บางครั้ง, 4 = บ่อยครั้ง, 5 = เกือบทุกครั้ง

วงกลมเพียง 1 หมายเลขในแต่ละคำถาม

ผู้อำนวยการของท่านปฏิบัติดังต่อไปนี้ในระดับใด

กำหนดเป้าหมายของโรงเรียน

- | | | | | | |
|---|---|---|---|---|---|
| 1. กำหนดกลุ่มเป้าหมายที่ต้องการให้เน้นประจำปีของโรงเรียนอย่างแจ่มชัด | 1 | 2 | 3 | 4 | 5 |
| 2. กำหนดหน้าที่ความรับผิดชอบของผู้ร่วมงานให้ปฏิบัติได้ตรงเป้าหมาย | 1 | 2 | 3 | 4 | 5 |
| 3. สืบหาความต้องการของผู้ร่วมงานหรือใช้วิธีการต่าง ๆ เพื่อนำข้อมูลที่ได้ไปใช้ในการกำหนดเป้าหมาย | 1 | 2 | 3 | 4 | 5 |
| 4. ใช้ข้อมูลที่เกี่ยวข้องกับผลการเรียนของนักเรียนในการกำหนดเป้าหมายทางวิชาการของโรงเรียน | 1 | 2 | 3 | 4 | 5 |
| 5. กำหนดเป้าหมายที่ครูอาจารย์สามารถนำไปใช้ในชั้นเรียนได้โดยง่าย | 1 | 2 | 3 | 4 | 5 |

สื่อสารเกี่ยวกับเป้าหมายของโรงเรียน

- | | | | | | |
|---|---|---|---|---|---|
| 6. ประชาสัมพันธ์ให้สมาชิกในชุมชนโรงเรียนเข้าใจถึงเจตนารมณ์ของโรงเรียนได้อย่างมีประสิทธิภาพ | 1 | 2 | 3 | 4 | 5 |
| 7. ทราบดีเกี่ยวกับเป้าหมายทางวิชาการของโรงเรียนกับครูอาจารย์ในที่ประชุมคณะครูอาจารย์ | 1 | 2 | 3 | 4 | 5 |
| 8. อ้างอิงเป้าหมายทางวิชาการของโรงเรียนในการพิจารณาตัดสินใจกำหนดหลักสูตรร่วมกับครูอาจารย์ | 1 | 2 | 3 | 4 | 5 |
| 9. ส่งเสริมครูให้จัดแสดงป้ายนิเทศต่าง ๆ ในโรงเรียนให้มีสาระที่เกี่ยวข้องกับวิชาการของโรงเรียน เช่น แผ่นป้ายโปสเตอร์หรือป้ายนิเทศที่เน้นวิชาคณิตศาสตร์หรือภาษาอังกฤษ | 1 | 2 | 3 | 4 | 5 |
| 10. ประชาสัมพันธ์เป้าหมายของโรงเรียนให้นักเรียนรับทราบในการประชุมนักเรียน | 1 | 2 | 3 | 4 | 5 |

นิเทศและประเมินการสอน

- | | | | | | |
|---|---|---|---|---|---|
| 11. ย้ำและติดตามให้เห็นว่าสิ่งที่ครูอาจารย์จะต้องให้ความสำคัญเป็นอันดับแรก
ในชั้นเรียนคือการปฏิบัติงานให้เป็นไปตามเป้าหมายที่โรงเรียนได้กำหนดไว้ | 1 | 2 | 3 | 4 | 5 |
| 12. ตรวจสอบผลงานของนักเรียนเพื่อประเมินการสอนในชั้นเรียน | 1 | 2 | 3 | 4 | 5 |
| 13. สังเกตชั้นเรียนอย่างไม่เป็นทางการโดยสม่ำเสมอ (สังเกตการสอนอย่างไม่เป็นทางการ คือ
การสังเกตการณ์ที่ไม่ได้มีการกำหนดเวลาล่วงหน้าใช้เวลาอย่างน้อยที่สุด 5 นาที
และอาจมีการบันทึก ความเห็นหรือการประชุมอย่างเป็นทางการ หรืออาจไม่มีก็ได้) | 1 | 2 | 3 | 4 | 5 |
| 14. ชี้ให้เห็นถึงจุดเด่นเฉพาะด้านการปฏิบัติการสอนของครูอาจารย์ เพื่อให้คำแนะนำ
หลังจากการสังเกตการสอน (เช่น ในที่ประชุมหรือการบันทึกการประเมินผล) | 1 | 2 | 3 | 4 | 5 |
| 15. ชี้ให้เห็นถึงจุดบกพร่องที่ควรปรับปรุงแก้ไขในการปฏิบัติการสอนของครู
โดยการให้คำแนะนำหลังจากการสังเกตการสอน (เช่น ในการประชุมหรือบันทึกการประเมินผล) | 1 | 2 | 3 | 4 | 5 |

ประสานงานหลักสูตร

16. ระบุผู้รับผิดชอบในการประสานงานหลักสูตรในระดับชั้นต่าง ๆ อย่างชัดเจน (เช่น อาจารย์ใหญ่ ผู้ช่วยอาจารย์ใหญ่ หรือ หัวหน้าหมวดวิชา)	1	2	3	4	5
17. นำผลการสอบของนักเรียนในโรงเรียนมาใช้ในการพิจารณาตัดสินใจในการกำหนดหลักสูตร	1	2	3	4	5
18. ตรวจสอบการจัดหลักสูตรระดับชั้นเรียนให้ครอบคลุมวัตถุประสงค์ทางด้านหลักสูตรของโรงเรียน	1	2	3	4	5
19. ศึกษาความซ้ำซ้อนระหว่างวัตถุประสงค์ทางด้านหลักสูตรของโรงเรียน	1	2	3	4	5
20. ให้ความร่วมมืออย่างจริงจังในการพิจารณาวัสดุอุปกรณ์ที่ใช้ในหลักสูตร	1	2	3	4	5

ตรวจสอบติดตามความก้าวหน้าของนักเรียน

21. พบปะกับครูอาจารย์เป็นรายบุคคลเพื่อหารือเกี่ยวกับความก้าวหน้าทางวิชาการของนักเรียน	1	2	3	4	5
22. ปรึกษากับครูอาจารย์ในการวิเคราะห์แบบทดสอบแต่ละข้อเพื่อชี้ให้เห็นจุดเด่นและจุดอ่อนต่าง ๆ ของหลักสูตร	1	2	3	4	5
23. ใช้ผลการสอบของนักเรียนเพื่อประเมินความก้าวหน้าในการปฏิบัติงานเพื่อบรรลุวัตถุประสงค์ของโรงเรียน	1	2	3	4	5
24. แจ้งให้ครูอาจารย์ทราบถึงผลการปฏิบัติงานของโรงเรียนเป็นลายลักษณ์อักษร (เช่น บันทึกข้อความหรือประกาศ)	1	2	3	4	5
25. แจ้งให้นักเรียนทราบถึงผลการทดสอบในระดับโรงเรียน	1	2	3	4	5

พิธีกรรมเวลาการเรียนการสอน

26. จำกัดเวลาการประกาศเรื่องทั่วไปที่ขัดจังหวะการเรียนการสอน	1	2	3	4	5
27. ให้เป็นที่ราบรื่นว่าไม่ให้นักเรียนไปที่ยังฝ่ายต่าง ๆ ในช่วงเวลาที่มีการเรียนการสอน	1	2	3	4	5
28. ให้อิทธิพลโดยทั่วไปว่านักเรียนที่มาจากสายหรือภาคเรียนโดยไม่ได้รับอนุญาตต้องได้รับโทษ เนื่องจากการขาดเรียนของตน	1	2	3	4	5
29. ส่งเสริมให้ครูอาจารย์ใช้ช่วงเวลาการเรียนการสอนเพื่อการสอนและการนำทักษะ และแนวความคิดใหม่ ๆ มาใช้	1	2	3	4	5
30. จำกัดเวลาการประกอบกิจกรรมนอกหลักสูตรหรือกิจกรรมร่วมหลักสูตรในช่วงเวลาที่มีการเรียนการสอน	1	2	3	4	5

ทำตัวให้เป็นที่พบเห็นอยู่เป็นนิจ

31. ใช้เวลาในการสนทนากับนักเรียนและครูอาจารย์ในช่วงเวลาว่างหรือหยุดพัก	1	2	3	4	5
32. เข้าเยี่ยมชั้นเรียนเพื่อสนทนาหรือเรื่องต่าง ๆ เกี่ยวกับโรงเรียนกับครูอาจารย์และนักเรียน	1	2	3	4	5
33. เข้าไปมีส่วนร่วมในกิจกรรมเสริมหลักสูตรและกิจกรรมร่วมหลักสูตร	1	2	3	4	5
34. รับผิดชอบชั้นเรียนที่ไม่มีครูสอนด้วยการเข้าชั้นแทนหรือจัดครูแทนจนกว่าครูอาจารย์ที่มาสาย หรือที่มาสอนแทนถึง	1	2	3	4	5
35. สอนเพิ่มเติมให้นักเรียนหรือทำการสอนโดยตรงในชั้นเรียน	1	2	3	4	5

สร้างหรือกระตุ้นให้เกิดขวัญและกำลังใจในหมู่ครูอาจารย์

- | | | | | | |
|---|---|---|---|---|---|
| 36. กล่าวยกย่องชมเชยครูอาจารย์ที่มีผลงานยอดเยี่ยมในที่ประชุมครูอาจารย์ หรือ แผ่นป้ายประกาศ และ/หรือ โน้ตบันทึกช่วยจำ | 1 | 2 | 3 | 4 | 5 |
| 37. ยกย่องชมเชยครูอาจารย์เป็นส่วนตัวถึงความพยายามในการทำงานหรือผลการปฏิบัติงานของครูอาจารย์ | 1 | 2 | 3 | 4 | 5 |
| 38. แสดงความตระหนักและยกย่องครูอาจารย์ที่มีผลการปฏิบัติงานเป็นเลิศด้วยการเขียนบันทึกชมเชยเก็บไว้ในแฟ้มประวัติของครูอาจารย์นั้นๆ | 1 | 2 | 3 | 4 | 5 |
| 39. ให้รางวัลครูอาจารย์ที่มีความพยายามเป็นพิเศษในการปฏิบัติงานด้วยการให้โอกาสทำงานในระดับที่จะได้รับการยอมรับในอาชีพ | 1 | 2 | 3 | 4 | 5 |
| 40. สร้างโอกาสเพื่อพัฒนาความก้าวหน้าทางอาชีพให้แก่ครูอาจารย์เป็นรางวัลตอบแทนที่ให้ความร่วมมือกับโรงเรียนเป็นพิเศษ | 1 | 2 | 3 | 4 | 5 |

ส่งเสริมพัฒนาการทางอาชีพ

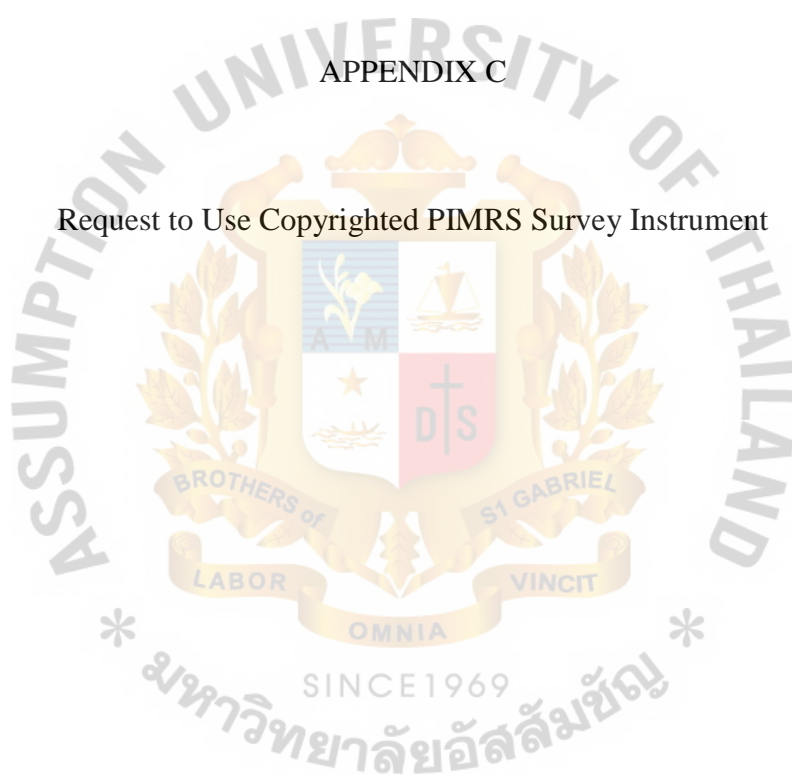
- | | | | | | |
|---|---|---|---|---|---|
| 41. ติดตามตรวจสอบให้กิจกรรมที่เกี่ยวข้องกับการปฏิบัติงานที่ครูอาจารย์เข้าร่วมสอดคล้องกับเป้าหมายทางวิชาการ | 1 | 2 | 3 | 4 | 5 |
| 42. สนับสนุนอย่างจริงจังให้นำทักษะที่ได้รับจากการฝึกอบรมปฏิบัติการมาใช้ในชั้นเรียน | 1 | 2 | 3 | 4 | 5 |
| 43. กำหนดให้ครูอาจารย์เข้าร่วมในกิจกรรมสำคัญต่าง ๆ ที่เกี่ยวข้องกับการปฏิบัติงานอย่างทั่วถึง | 1 | 2 | 3 | 4 | 5 |
| 44. เป็นผู้นำหรือสนใจเข้าร่วมในกิจกรรมที่เกี่ยวข้องกับการสอนของครูอาจารย์ | 1 | 2 | 3 | 4 | 5 |
| 45. กำหนดเวลาส่วนหนึ่งในการประชุมคณะครูอาจารย์ให้ครูอาจารย์ได้แลกเปลี่ยนความคิดเห็นและข้อมูลที่ได้รับจากกิจกรรมต่าง ๆ ที่เกี่ยวข้องกับการปฏิบัติงาน | 1 | 2 | 3 | 4 | 5 |

ให้การสนับสนุน กระตุ้นและให้กำลังใจแก่นักเรียนในการเรียน

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|--|---|---|---|---|---|
| 46. ให้ความสำคัญแก่นักเรียนที่มีผลงานด้านวิชาการเป็นเลิศด้วยการให้รางวัลอย่างเป็นทางการ โดยการออกหนังสือเวียนเพื่อแจ้งเกียรติคุณหรือด้วยการแจ้งในแผ่นป้ายประกาศจากอาจารย์ใหญ่ หรือผู้ช่วยฝ่ายวิชาการ | 1 | 2 | 3 | 4 | 5 |
| 47. ประกาศในที่ประชุมเพื่อยกย่องชมเชยนักเรียนที่ประสบผลสำเร็จทางวิชาการหรือที่ได้ประพฤติตนเป็นพลเมืองดี | 1 | 2 | 3 | 4 | 5 |
| 48. ให้เกียรติและให้ความสำคัญแก่นักเรียนที่มีผลการเรียนหรือมีพัฒนาการทางการเรียนดีเด่น ด้วยการเชิญให้ไปพบปะที่ห้องอาจารย์ใหญ่ หรือผู้ช่วยอาจารย์ใหญ่ฝ่ายวิชาการ | 1 | 2 | 3 | 4 | 5 |
| 49. ติดต่อกับผู้ปกครองนักเรียน เพื่อแจ้งให้ทราบถึงผลความก้าวหน้าทางวิชาการ หรือการเป็นนักเรียนตัวอย่างในด้านผลการเรียนหรือการให้ความร่วมมือกับทางโรงเรียนเป็นอย่างดี | 1 | 2 | 3 | 4 | 5 |
| 50. ส่งเสริมให้ครูอาจารย์ถือปฏิบัติอย่างจริงจังในการให้ความสำคัญยกย่อง ชมเชย และ/หรือให้รางวัลนักเรียน ที่ให้ความร่วมมือและประสบผลสำเร็จในชั้นเรียน | 1 | 2 | 3 | 4 | 5 |

APPENDIX C

Request to Use Copyrighted PIMRS Survey Instrument



Mr. Sattapong Sawatsupaphon
 Assumption University of Thailand
 592/3 Soi Ramkhamhaeng 24, Huamak, Bangkok
 Bangkok 10240

28/02/2018

Prof. Dr. Phillip Hallinger
 Mahidol University
 69 Vipawadee Rangsit Road
 Samsennai, Phayathai District
 Bangkok 10400

Dear Dr. Prof. Phillip Hallinger,

I am a master degree student from Assumption University of Thailand writing my thesis titled "*A Comparative Study of Teachers' Perception Towards Principal Instructional Leadership Utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand*", under the direction of my major thesis advisor Asst. Prof. Dr. Watana Vinitwatanakhun, who can be reached by email at watanavnt@au.edu.

Asst. Prof. Dr. Watana Vinitwatanakhun, who is also the program director for the Educational Administration major graduate program at Assumption University of Thailand, can be contacted at 02 3004543-62 Ext 3718, and 3610.

I would like your permission to use the PIMRS survey/questionnaire instrument in my research study. I would like to use and print your survey under the following conditions:

- I will use the survey only for my research study and I will not sell or use it with any compensated or curriculum development activities
- I will include your copyright statement on all copies of the instrument
- I will send a copy of my completed research study, with accompanying SPSS raw data, to your attention upon completion of the study.

Please feel free to let me know if further conditions are necessary, or, if these are acceptable terms and conditions, please indicate so by replying to me through e-mail g6019542@au.edu or ajboom87@gmail.com

Yours Sincerely,



Mr. Sattapong Sawatsupaphon
 Researcher

APPENDIX D

Permission Granted to Use Copyrighted PIMRS Survey Instrument



TSDF Chair Professor of Leadership
 College of Management
 Mahidol University
 Bangkok, Thailand

01/03/2018

Dear Sattapong Sawatsupaphon,

I have approved your use of the PIMRS instrument. Note however, that all conditions of use still apply to you (i.e., supplying me with your final soft copy of the study and raw data file). You now are able to access various PIMRS resources on my website at <http://philiphallinger.com/tool/survey/pimrs/a/researcherLogin-2.html>.

Enter the following requested information:

- Research User ID:
- Your Password:
- Name:
- Email:
- Click the Submit button

The webpage contains a variety of resources including:

- Forms of the English language PIMRS for your copying and adaptation
- Translated versions of the PIMRS for Malay, Chinese, Arabic, Thai, Persian, Amharic, Portuguese, Spanish, Turkish, Vietnamese
- Support resources including the Technical Report (new), User Manual (old)
- PIMRS related articles and book chapters
- Other instructional leadership articles
- List and zipped PDF files of 4

For more info, go to: <http://www.springer.com/cn/book/9783319155326>. Note that although the book is expensive, you can purchase individual chapters. Please keep in mind the conditions of your purchase including sending me:

- 1) a copy of the translated PIMRS (if applicable),
- 2) a copy of your RAW DATASET, and
- 3) a PDF copy of your completed study.

Please also note that the user is required to include ALL questions including demographic questions (i.e., gender, years of experience, years of teaching experience, school level) included in the PIMRS unless otherwise waived by the publisher. If you need any assistance, please contact me directly.

Best of luck,

Prof. Dr. Phillip Hallinger
 Distinguished Visiting Professor
 University of Johannesburg, South Africa
www.philiphallinger.com

APPENDIX E

Permission Approved for Data Collection by Assumption University





มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: DE 047/2018

Graduate School of Human Sciences
Assumption University
Hua Mak
Bangkapi
Bangkok 10240

Rector and Director
Huahin Vitthayalai School
240 Phet Kasem Rd.
Tambon Hua Hin
Amphoe Hua Hin
Chang Wat
Prachuap Khiri Khan 77110

Dear Rector and Director,

I would like to introduce Mr. Sattapong Sawatsupaphon who is our student in the Master of Education Program in Educational Administration, Graduate School of Human Sciences, Assumption University. He is conducting a thesis on "A COMPARATIVE STUDY OF TEACHERS' PERCEPTION TOWARDS PRINCIPAL INSTRUCTIONAL LEADERSHIP UTILIZING THE PIMRS FRAMEWORK AT HUAHIN VITTHAYALAI SCHOOL, THAILAND" under the supervision of Asst. Prof. Dr. Watana Vinitwatanakhun.

In this regard Mr. Sattapong would like your kind permission to collect data for his study at your esteemed institute. Thank you so much in anticipation of your positive reply relating to this request and his possible further information needs.

Should you need more information, please contact the student via email: g6019542@au.edu

Sincerely yours,

Assoc. Prof. Dr. Suwattana Eamoraphan
Dean, Graduate School of Human Sciences
Assumption University

APPENDIX F

Request and Permission to Conduct Research at Huahin Vitthayalai School

English Version



Mr. Sattapong Sawatsupaphon
 Assumption University of Thailand
 592/3 Soi Ramkhamhaeng 24, Huamak, Bangkok
 Bangkok 10240

31/10/2018

Rector and Director
 Huahin Vitthayalai School
 240 Phet Kasem Road
 Huahin 77110

Dear Somrote Chaichana,

I am a master degree student from Assumption University of Thailand writing my thesis titled "*A Comparative Study of Teachers' Perception towards Principal Instructional Leadership Utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand*", under the direction of my major thesis advisor Dr. Watana Vinitwatanakhun, who can be reached on 02 3004543-62 Ext 3718, or 3610, or by email at watanavnt@au.edu.

I would like your permission to conduct the PIMRS questionnaire at your school between 31 October – 2 November, 2018 with a request to survey full-time secondary teachers who have been in your employment for at least 1 year.

I would like to complete my research under the following conditions:

1. I will not publish this research with any personally identifiable information.
2. I will send a copy of my completed research study to you upon completion of the study.
3. I would be grateful if a letter confirming acceptance of these terms, or additional terms deemed necessary by you, addressed to me would be greatly appreciated.

If these are acceptable terms and conditions, please sign your name below and then scan this document by e-mail to g6019542@au.edu or ajboom87@gmail.com or return the hard-copy.

Yours sincerely,

Sattapong

Sattapong Sawatsupaphon
 Researcher

The principal's sentiment(s) regarding the status of this study:

Approved


 Somrote Chaichana

Rector and Director of Huahin Vitthayalai School

APPENDIX G

Request and Permission to Conduct Research at Huahin Vitthayalai School



จดหมายขออนุญาตดำเนินการสำรวจเพื่อประกอบงานวิจัย
ณ โรงเรียนหัวหินวิทยาลัย

สถาพงศ์ สวัสดิ์สุภาพร
มหาวิทยาลัยอัสสัมชัญ
592/3 ซอยรามคำแหง 24
หัวหมาก บางกะปิ กทม. 10240

31 ตุลาคม 2561

เรียน บาทหลวงสมโรจน์ ไชยชนะ

เนื่องด้วยข้าพเจ้าเป็นนักศึกษาระดับปริญญาโทของมหาวิทยาลัยอัสสัมชัญ และกำลังทำวิทยานิพนธ์ในหัวข้อ "A Comparative Study of Teachers' Perception towards Principal Instructional Leadership Utilizing the PIMRS framework at Huahin Vitthayalai School, Thailand" โดยมีอาจารย์ที่ปรึกษาวิทยานิพนธ์ คือ ดร.วัฒนา วินิจวัฒน์กุล ซึ่งเป็นผู้ดูแลหลักสูตรการศึกษามหาบัณฑิต (การบริหารการศึกษา) มหาวิทยาลัยอัสสัมชัญ สามารถติดต่อหมายเลขโทรศัพท์ 02-3004543-62 ต่อ 3718 หรือ 3610 หรือ email : watanavnt@au.edu.

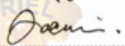
ข้าพเจ้าจึงขอความอนุเคราะห์เข้าไปสำรวจความคิดเห็นของคุณครูผู้สอน โดยใช้แบบสำรวจ PIMRS ณ โรงเรียนหัวหินวิทยาลัย ระหว่างวันที่ 31 ตุลาคม จนถึง 2 พฤศจิกายน พ.ศ.2561 และใช้แบบสำรวจกับคุณครูผู้สอนในระดับชั้นมัธยมศึกษาซึ่งมีการปฏิบัติงานอย่างน้อย 1 ปี

สำหรับการสำรวจความคิดเห็นครั้งนี้ ข้าพเจ้ามีเงื่อนไข ดังนี้

1. ข้าพเจ้าจะไม่เผยแพร่ข้อมูลส่วนบุคคล
2. เมื่อข้าพเจ้าทำวิทยานิพนธ์เสร็จ ข้าพเจ้าจะส่งวิทยานิพนธ์ฉบับสมบูรณ์ให้แก่โรงเรียน
3. ข้าพเจ้ามีความยินดีอย่างยิ่งหากท่านส่งแบบอนุญาตกลับมาและหากท่านมีเงื่อนไขเพิ่มเติมขอความกรุณาระบุในแบบอนุญาตดำเนินการสำรวจ

หากท่านยอมรับเงื่อนไขหรือต้องการปรับปรุงเงื่อนไขข้างต้น กรุณาตอบกลับจดหมายฉบับนี้โดย scan ส่งทาง email: g6019542@au.edu หรือ ajboom87@gmail.com

จึงเรียนมาเพื่อพิจารณาอนุญาตดำเนินการ


นายสถาพงศ์ สวัสดิ์สุภาพร (ผู้วิจัย)

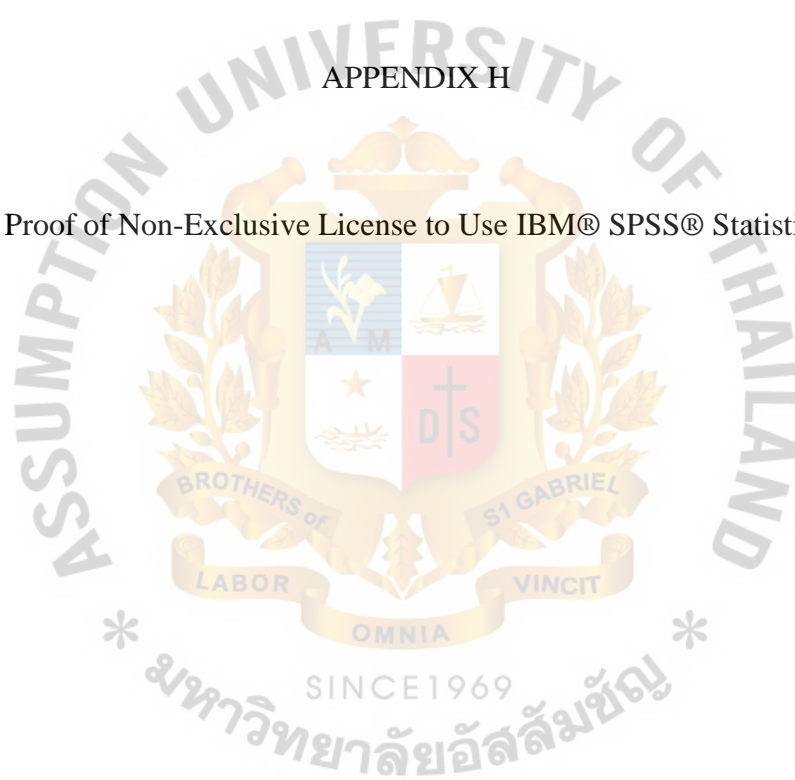
ความคิดเห็นผู้อำนวยการสถานศึกษา


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.....

บาทหลวงสมโรจน์ ไชยชนะ
ผู้อำนวยการโรงเรียนหัวหินวิทยาลัย

APPENDIX H

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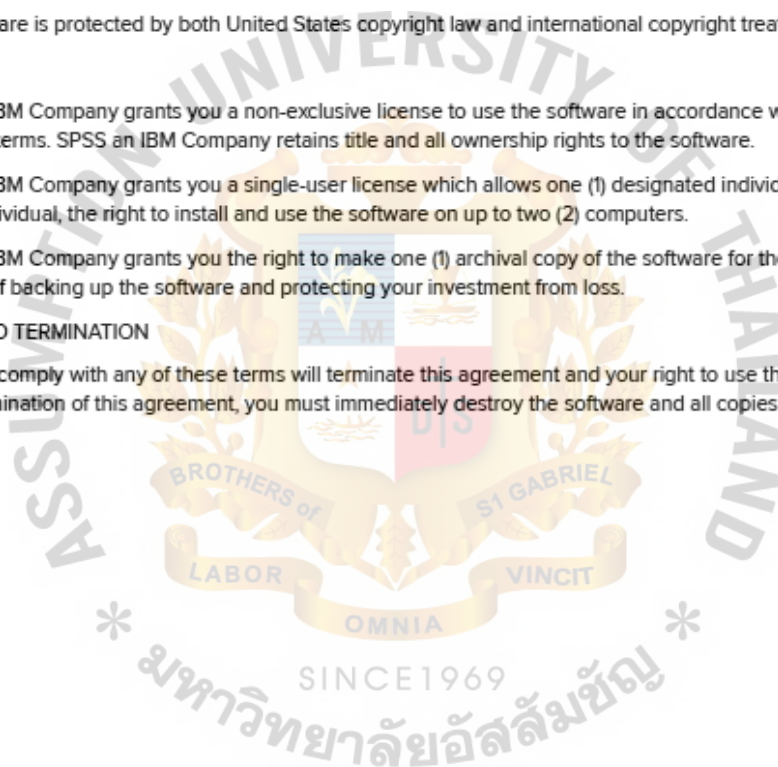
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