

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

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Abstract: The main purpose of this study was to compare teachers' perceptions of administrative support according to their demographic factors including age, grade level currently teaching and years of teaching experience at three public high schools in Kyeemyindine Township, Yangon, Myanmar. A total of 102 teachers from three public high schools in Kyeemyindine Township completed a survey questionnaire designed for identifying the teacher's demographic factors and their perceptions towards administrative support. The questionnaire was adapted from the Methner Administrative Support Survey (MASS), developed and utilized in 2013 by Methner. This study was designed as a quantitative and comparative study. The data gathered from this study was analyzed using Descriptive Statistics (Frequency & Percentage, Means and Standard Deviation), One-Way Analysis of Variance (ANOVA) and Post-Hoc Multiple Comparison. The study discovered that there were significant differences of teachers' perceptions towards administrative support according to their demographic factors in three public high schools in Kyeemyindine Township, Yangon, Myanmar. This study would give valuable insight into the role of administrative support in shaping teacher-principal relationships, school climate and student achievement. It reveals that administrators must make a greater effort to improve teacher-principal relationships through effective implementation of innovative instructional leadership approaches, such as classroom walkthroughs and professional learning development. Improved teacher-principal relationships can contribute to better instructional practices and enhanced student achievement.

Keywords: Teachers' Perceptions, Administrative Support, Demographic Factors.

Introduction

The purpose of educational system in the 21st century is to develop successful schools and improve student achievement. Since student achievement is a top priority, it is incumbent upon principals to accept increased responsibility and accountability to

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