

**THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION
TOWARD TEACHERS' LEADERSHIP CAPACITY AND
TEACHERS' OCCUPATIONAL STRESS IN IN-GUMLA HIGH
SCHOOL, INJAN-YANG TOWNSHIP, KACHIN STATE,
MYANMAR**

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Abstract: The main purpose of this study was to determine the relationship between teachers' perception toward teachers' leadership capacity and teachers' occupational stress in In-gumla High School in 2016 - 2017 academic year. The total of 45 full-time teachers at selected School were surveyed by research instruments. The research instrument for this study was utilized to investigate the teachers' perception toward their Leadership Capacity and their occupational stress in the school. The collected data was analyzed by using mean, standard deviation and Pearson Product Moment Correlation Coefficient. The study found out that the level of teachers' perception towards Teachers' Leadership Capacity was 'high' and the level of teachers' perception toward Teachers' Occupational Stress was 'low' for the chosen school. As the result of findings between Teachers' Leadership Capacity and Teachers' Occupational Stress mean score, r value was .438, with significant correlation value of .01. The hypothesis was accepted as the study discovered that there was positive significance relationship between teachers' perception towards Teachers' Leadership Capacity and Occupational Stress was existing at chosen School. Teachers are recommended to seek the ways how to work with co-teachers closely than ever before and to develop skill and capacity to have high productivity and good performance to achieve organizational goals. It was also recommended for the teachers to avail the opportunities of the cutting-edge information and motivational seminars or courses to improve working conditions, and to reduce individual stress at their workplace. The management of this institution should check, evaluate, supervise and provide support to build a good relationship with the teachers to enhanced more strongly for achieving success and sustainability of school.

Keywords: Teachers' Perception, Leadership Capacity, Occupational Stress, In-Gumla High School.

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Introduction

People living in the 21st century of the world are seeing transformation and transition so rapidly and development in economy, social media and education in every country. Thus, any organizations need good human resources, great leaders and followers in educational field to enable the leaders and followers work well in harmony, without which it will tend to have negative impact on teaching and learning process. Simplistic conceptions of leadership and outdated organizational models limit the capacity and/or ability of school leaders for handling the thorny issues they face in a daily basis in the 21st (Hill & Martin, 2014). As teachers are the core pillars of education system for all, the school needs expert teachers who are passionately dedicated to the job of schools with high capacity for improvement, development and achievement on the school sustainability.

Principals and teachers need to understand the shared vision and commitment, skillfulness and experienced at management, teaching and learning at schools, which called for teachers' leadership capacity (Mar, 2014). A progressing school has High leadership capacity with an administrator who can cooperate, collaborate and improve the school where all school teachers can gain the skills to modify the school's norm, vision, roles and taking accountability. It is for the teachers to share the vision and responsibility within school (Harris & Lambert, 2003). What effective and great leaders do is they invest and strengthen their teams even when some problem arises on the horizon (Horton, 2017). All teacher leaders have their own ideas and knowledge for school, which should be supported, urged and engaged by co-teachers, administrator and even stakeholders. This can improve their teachers' leadership capacity, sustain school improvement and student achievement (Lambert, 2003).

Teachers who have poor teaching skills and knowledge in education field will feel stress. But keeping the Organizational structure of interdependence, mutual respects, contributing within colleagues, mutual interests, rebuilding leaders and followers' relationship can be of help. Besides, taking accountability of organization to complete the common bond that is kept, and is strengthening it in all aspects of job can reduce the stress (Moe, 2016). Teachers without sickness—can have time to temporarily avoid from stress, and having a definite break-time allows teachers to continually solve the stressful work condition (Travers & Cooper, 1996). 'Develop skills necessary to deal with the source of stress that they face' is a major point for teachers to improve their competency to reduce mental and physical situations (Sur & Ng, 2014). Teachers should take responsibility and be part of crucial work, participate and attend the school activities actively so that the students and parents know the teachers' abilities and are inspired by the teachers' performances.

Maran (2016) recorded that all seven majority ethnic groups have been discriminated by Myanmar Government in various ways such as economic, education, regions and racism that makes the citizens conflict between other ethnics and Burmese Army since 1948. Therefore, most of the schools in rural area of all the states are extremely in need of development and support much more than others including In-gumla High School. Such situations caused teachers' drop-out rate in In-gumla High School. Thus, transportation and trading facilities for these rural regions and villages are mainly provided by KIO as they are responsible for all Kachin, and other ethnic groups. Though the salary of teachers was insufficient to sustain their

family with their teaching skills. In addition to such meagre payment, they faced with poor teaching resources, and class crowded in daily work in schools. KIO leads its people for developments, meanwhile the KIO education still needs to develop in each part of education fields because of the lack of electricity, poor internet facilities, water supply and poor transportation in rural areas where In-gumla High School is situated. The condition of In-gumla High School has the poorest teaching aids, the most insufficient teachers and very poor on utilizing ICT at school. So, this situation can affect the teachers getting stressed and exhausted in teaching and learning processes.

Objectives

This research aimed to:

1. To identify the level of teachers' perception towards teachers' leadership capacity.
2. To determine the level of teachers' perception towards teachers' occupational stress.
3. To determine the relationship between teachers' perception towards teachers' leadership capacity and occupational stress in In-gumla High School.

Literature Review

Nowadays leadership capacity is crucial thing that triggers leaders to lead their teams or organizations successfully and efficiently in their workplaces. Lambert (1998) provided that the critical features of high leadership capacity which consist of five elements: (1) broad-based, skillful participation in the work of leadership, (2) inquiry-based use of information to inform shared decisions and practice, (3) Roles and responsibilities that reflect broad involvement and collaboration, (4) Reflective practice/innovation as the norm and 5) High student achievement. Pierce (2007) also re-emphasized in her discussion saying that the improvement of the schools is stakeholders, associations, locals and students' active participation and involvement which need to be created and supported.

Teaching and learning process to her, is a determination of the reliability and construct validity of the leadership capacity school survey based on Lambert (2003) Leadership Capacity School Survey (LCSS) as four factors with high leadership capacity as follow: Intense of focus on vision, according to Harris and Lambert (2003), Lambert (1998) is that the school leadership should be precisely based and build upon the fundamental of developing a share vision by working orderly. The school teacher members need to reflect on the key and way of values in their share vision to their commitment. The head teachers can use authority but it needs to be normal power to maintain relationship dependently that improves and builds leadership capacity of school. Reflection and innovation is as a norm of high leadership capacity for this study. The reflective practice is crucial through the process of the inquiry base. This consists of many parts which includes reflection on believes, practices and assumption (Lambert, 2003). Shared governance on high leadership capacity primarily focus on decision making, the process of responsibility, collaborative and cooperative to work, responsibility, share decision making by showing the information via innovation and inquiry base with the score level (Harris

& Lambert, 2003). Monitors and responds to students' achievement is energetic and crucial characteristic of the high leadership capacity at school of Lambert (2003). Thus, to develop leadership capacity of teachers, principals and supervisors and teacher members should consider some points such as the vision of school, the system of capacity building, collaboration, curriculum leadership, motivation, school discipline, executive behavior, managing time, delegation and resourcefulness.

Current school teachers are similar with other professional leaders. They are apt to face the stressful circumstances every time in whether they are in their work place or not. So, to measure how teacher become stressful their workplaces that Tintamusik (2001) Job-related stressors was used as follow. Work variance, consists of job under-load and overload which needs to be dealt with. When resources and time are limited with too much work to do then people become stressful (Mondy & Noe, 1999). As work overload, it can be broadly divided into two: (1) Quantitative overload; it consists of a lot of work to be done in limited time, (2) Qualitative overload: it refers to having work or assigned work too much for person's abilities and knowledge (Invanchevinch & Matteson, 1999). Role ambiguity, it occurs when there is a lack of clarity with the job expectation between the superintendent and coworkers regarding individuals' responsibility in achieving job objectives. It has shown to produce a range of maladaptive outcomes which includes decreased motivation, one job related tension, lowered job satisfaction, depressed mood, and lower self-esteem (Mattenson & Invanchevinch, 1999). Role conflict, may arise from inconsistent and changing expectations in an organization or job-related expectations conflicting with person's other roles. Role conflict creates expectations that may be hard to satisfy. Differing expectations of, or demands on a person's role at work produce role conflict (wright & Noe, 1996). Working condition, says that every job has its condition so the work condition is one of very important part of the field. The physical characteristics of the workplace includes the tools and machines that are used. Inconvenient physical environments and dangerous working conditions, has been related to job-related mental health problem. Some other easily noticeable factors such as extreme temperature and cold, poor lighting, high level of noise, pollution, humidity, continuous work in front of computer screen and other environmental factors should not be at either extreme because these factors can increase stress and have effect negatively on their performance as stated (Robin, 1996). Corporate culture, Mondy, Noe & Premeauk (1999) mentioned that this factor has a lot of things to do with stress. Each individual form perceptions of the job and organization over a period of times as she or he works under general guidance and a set of organizational policies. A firm's culture has an impact on employee's stress as well as on the level and quality of employee's performance. Factors include financial problems, family's status and living conditions. When people are quite not satisfied with the work, they may even leave an organization in the hope of finding a more compatible culture. To summarize, understanding and knowing each other's case properly can release the stress on them. Then, teachers' leadership capacity can increase on their low skill in workplace.

Conceptual Framework

This study mainly aimed to identify the relationship of teachers' leadership capacity and teachers' occupational stress in In-gumla High School. Figure -1 below shows the conceptual framework of the study. The critical factors on the left side were based on Lambert's (2003) High Leadership Capacity, they are as in the following left box. Five factors on the right side depicts teachers' occupational stress based on Tintamusik (2001)'s stressors which are as in the following right box.

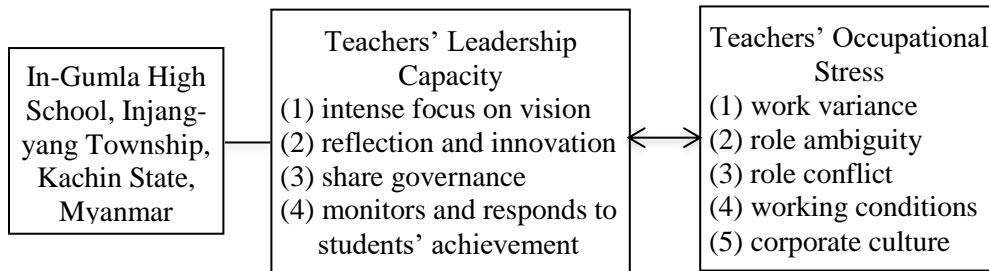


Figure 1: Conceptual Framework of This Study

Method and Procedure

This was a quantitative and relationship study, which utilized the questionnaire developed by Lambert's (2003) High Leadership Capacity Questionnaire to find out the teachers' perception upon leadership capacity and job-related stressors on performance and job satisfaction of full-time faculty by Tintamusik (2001) questionnaire used to investigate the teachers' perception on occupational stress as the core research instruments for the data collection. The research questionnaire was divided into two parts; part (I) developed by Lambert's (2003) for High Leadership Capacity and part (II) by Tintamusik's (2001) for occupational stress as main research instrument to seek the relationship between teachers' perception towards leadership capacity and occupational stress in selected School. The 45 participants were all full-time teachers from In-gumla High school. Survey questionnaires have 45 items and responses were coded as Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly agree = 5 then, question items: 21, 28, 29, 32, 34, and 37 were reversed.

To conduct the survey data successfully in 2016 – 2017 academic year, the researcher firstly requested and got permission from the principal and school board of In-gumla High School in December 2016. Then, this questionnaire was translated from English to Kachin language and the researcher requested three experts to check the translated version of the questionnaire to ensure the content validity of the questionnaire in February 2017. Next, the researcher distributed the 45 surveyed questionnaires to and collected them from the participants of the chosen School in the last week of April, 2017 and made computation and tabulation of data in May, 2017.

Findings/ Results

Research Objective 1

Table 1: Teachers' Perception towards Leadership Capacity (N = 45)

Leadership Capacity	Mean	S.D.	Interpretation
1 Intense focus on vision	3.54	.54	High
2 Reflection and innovation	3.31	.57	Moderate
3 Share governance	3.69	.57	High
4 Monitors and Responds to students' achievement	3.55	.72	High
Total	3.52	.48	High

Table 1 demonstrates the summary of the overall means and standard deviations scores upon 45 teachers' perception toward leadership capacity in selected In-gumla High School. The overall total mean scores of Teachers' perception towards Leadership Capacity was (3.52), the scale of 3.51 – 4.50, which were interpreted 'high' according to data interpretation criteria. So, the result of this research finding was good enough toward teachers' leadership capacity in selected school. The mean score of Intense focus on vision on teachers' leadership capacity were scoring higher with (3.54). The mean score of shared governance on teachers' leadership capacity were (3.69), it was interpreted as extremely high. The mean score of reflection and innovation upon teacher perception toward leadership capacity were (3.30) which is the lowest among four components in this study. The mean score of Monitors and Responds to students' achievement on leadership capacity were with (3.55).

Research Objective 2

Table 2: Teachers' Perception toward Occupational Stress (N = 45)

Occupational Stress	Mean	S.D.	Interpretation
1 Work Variance	3.56	.64	Low
2 Role Ambiguity	3.71	.53	Low
3 Role Conflict	3.56	.62	Low
4 Work Condition	3.39	.54	Moderate
5 Corporate Culture	3.35	.74	Moderate
Total	3.51	.40	Low stress

Table 2 shows that the mean score and standard deviation on the area of teachers' perception towards Occupational Stress among 45 fulltime teachers and vice-principal at In-gumla High School. The overall total mean scores of Teachers' perception toward Occupational Stress was (3.51), in the scale of 3.51 – 4.50, with standard deviation (.40) which were interpreted as 'low' according to data interpretation standards. So, the result of this research finding is good enough for teachers in selected school. The mean score of Work Variance on teachers' occupation stress were (3.56), it was low stress among five components. The mean score of Role Ambiguity on teachers' occupation stress were (3.71) with the lowest

stress among five components. The mean score of Role Conflict on teachers' perception toward occupational stress were (3.56), it was interpreted as low stress among five components. The mean score of Work Condition on teachers' perception toward occupational stress were (3.39) with moderate level of stress among five components. The mean score of Corporate Culture on teachers' perception toward occupational stress were (3.35), it was interpreted as moderate level of stress among five components.

Research Objective 3

Table 3: Pearson Correlation between the Level of Teachers' Perception toward Leadership Capacity and Occupational Stress (N = 45)

Teachers' Occupational Stress	Conclusion
Teachers' Leadership Capacity $r = .438$ Sig (2- tailed) .003	There is a significant relationship
Correlation is significant at the 0.01 level (2-tailed)	

This research objective was to determine the relationship between teachers' perception towards teachers' leadership capacity and teachers' occupational stress in In-gumla High School. The researcher analyzed the data by utilizing statistical software (SPSS) and the Pearson Product Moment Correlation Coefficient to measure the relationship between teachers' perception towards teachers' leadership capacity and teachers' occupational stress in selected school. The research finding of the hypothesis, table 3 shows the relationship between teachers' perception towards teachers' leadership capacity and teachers' occupational stress in selected school. The finding result of the significance value was 0.01, it is smaller than 0.05. So, there is a significant relationship between teachers' perception towards teachers' leadership capacity and teachers' occupational stress in selected School. So, the researcher rejected the null hypothesis and accepted the research hypothesis for his research study. Since (r) value was (.438**) which conducted that there was a positive relationship between teachers' perception towards teachers' leadership capacity and teachers' occupational stress in In-gumla High School, Injang-yang Township, Kachin State, Myanmar.

Discussion

Teachers' Leadership Capacity

From the research findings of teachers' perception towards teachers' leadership capacity in In-gumla High School was 3.52, which interpreted that the teachers' leadership capacity was 'high' according to interpretation criteria. Regarding four factors of the findings on this study, firstly researcher mentioned the previous study that the teachers' perceptions in the work of leadership factors would not high and could not happen among the teachers in selected school. This study had 20 item questionnaires with four main components. They are; intense focus on vision which had 6 item questionnaires: 1- 6, Reflection an innovation had 5 item questionnaires:

7 – 11, share governance had 5 item questionnaires: 12 – 16, monitor and responds to student achievement had 4 item questionnaires: 17 – 20. But according to the teachers' answers from the survey questions, perceived in four dimensions of leadership capacities, the mean score of teachers' perceptions upon intense focus on vision was 'high', on reflection and innovation was 'moderate', share governance was 'high' and teachers' perception on monitors and responds to students' achievement was also 'high'. Overall, this result showed that the level of teachers' leadership capacity was "high" and it was good enough for selected school. Reflection and innovation were the lowest level of four components in this study, but it was still "moderate level" of teachers from the school. And, they had the highest level on shared governance, it meant that they had "high" leadership capacity. Correspondingly, they emphasized on collaborative to work, taking responsibility, share decision making for improvement and achievement of their school. Thus, they reflected on their commitments on vision, mission and objectives of school. Meanwhile, they still need to develop their leadership capacities, skills and knowledge for themselves and their students' achievement as well.

Three previous valid studies were as follow: The principal leadership capacities as perceived by teachers in secondary school in Ekiti State, Nigeria (Akonmolafe, 2012) this study found that the teachers who had "strong" leadership capacity based on school vision, capacity building, collaboration, motivation curriculum leadership, school discipline delegation, executive behavior and manage time, resourcefulness. Dissertation on a determination of the reliability and construct validity of the leadership capacity school survey (Pierce, 2007) showed that the elementary school had most positive highest, middle school was least positive lowest and high school was higher than middle school based on the teachers' perceptions from three schools. Thereby, elementary school teachers' perceptions on their leadership capacities was more positive. Mar (2014), study on the relationship of teachers' perception towards leadership capacity with their demographic factors at Mon National Middle School, in Ye Township, Mon State, Myanmar found out the overall mean score of leadership capacity was 2.92. Teachers' leadership capacity was "good" enough according to the interpretation criteria, in the range of 2.51 – 3.50.

Teachers' Occupational Stress

The data analysis on result findings of the total mean scores of teachers' perception toward teachers' occupational stress in In-gumla High School, Injang-yang Township, Kachin State, Myanmar was 3.51, which was interpreted as "low" according to the interpretation criteria. Regarding the teachers' answers of survey questions, they perceived in five dimensions of occupational stress, the mean score of teachers' perceptions upon work variance, role ambiguity, and role conflict were "low" and teachers' perception on work condition and corporate culture were "moderate". Overall, occupational stress was "low" and it meant that was less stress and good enough for In-gumla High School. According to the result "low" of findings, it meant that the teachers were less stressful on the circumstances and situation of their work areas in their school.

There were three previous studied that support these findings as follow. A study on job related stressors and employee cooperation: a case of teachers at private

school in Phuket, Thailand (Narabal, 2009), which had five components: Work variance, Role ambiguity, Role conflict, Work condition and Cooperate culture. This study had positive result for teachers from selected school. Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu (Jeyaraj, 2013). This study was to decide occupational stress of Government and Aided High Secondary School Teacher living in diverse-cultural and economic sections its instrument was developed by researcher and 185 teachers and 120 state teachers participated in it. And results showed that all the teachers reported that those having greater stress were less satisfied through reported greater frequency of being absent and teaching and a huge number of total days' absence, those were more likely to leave teaching (intention), and less likely to take up a teaching career again (commitment). Relationship between teachers' perception towards organizational culture and occupational stress at No. 2 Basic Education High school, in Insen Township, Myanmar Moe (2016). The result of teachers' perception toward occupation stress was moderate, which meant that Stress of teachers was low.

Teachers' Perception toward Leadership Capacity and Occupational Stress

In this study, the researcher used Pearson Product Moment correlation coefficient to determine the relationship between teachers' perception toward teachers' leadership capacity and teachers' occupational stress in In-gumla High School, Injang-yang Township, Kachin State, Myanmar. The findings of this study showed that there was a significant relationship between teachers' perception toward teachers' leadership capacity and teachers' occupational stress in selected school because the significant value was 0.01, it is smaller than 0.05. So, the researcher accepted this hypothesis for the study since the (r) value was .438** It meant that the relationship between teachers' perception toward teachers' leadership capacity and teachers' occupational stress in selected School was positively good enough.

Mar (2014) seems to project out that there was no significant relationship between teachers' perceptions towards leadership capacities according to their demographic even though there was a significant relationship between teachers' perception towards leadership capacities through their work experiences. She commended that teachers from selected school should develop their leadership capacities. Moe (2016) conducted the study and the result of it showed that there was a significant relationship between teachers' perception toward organizational culture and occupational stress at No. 2 Basic Education High School, Insen Township, Myanmar. And teachers' perception was moderate level of occupational stress. She suggested the teachers had to work more closely and develop the better performance and to have high quality and productivity to achieve their goals.

Recommendation

Based on the findings, this study recommends the following.

For teachers. teachers should scrutinize different perceptions towards leadership capacity and occupational stress among them, and to find out how they can work closely for being able to know job-related stress, to reduce stress through self-evaluation, working together with peers, and sharing knowledge each other, and to improve their self-efficacy and leadership capacity in school. To have better

productivity, they ought to discuss what the good experiences others have that can help them encourage and support to progress their process. They need to put effort on *reflection and innovation* by giving more hands to principal and co-teachers to be aware and prepare for changes for success as well as students by letting them learn effectively. Administrators can perform in the vital role of management and their capacity can keep teachers' sustainability of school.

For administrators. Administrators should innovate new things for teaching, create more opportunities to all teachers for sharing their new ideas, have frequently discussion and make question and answer regarding the lesson plan or school vision and mission. That can help teachers promote their capacity and stability and analyze the different perceptions between teachers' leadership capacity and occupational stress for them to prepare for administration and performance in their school. It is primarily important that the administrators appreciate colleagues and co-teachers, and pay attention to them on what they are interested in, to make sure that teachers feel that issue they play is crucial for their school and regardless of their position or rank that they are responsible. It is important that offering proper training for those are not qualified to develop their skills, and are equipped with the cutting-edge knowledge and up-to-dated techniques for achievement on teaching and learning process, and are eligible to offer good service for handling students' accordance with the 21st century educational criteria.

For future researchers. The researcher has offered some tips and findings from survey data on the 45 participants at selected school in 2016-2017 academic year for future researchers are interested in leadership capacity and occupational stress, they can conduct similar research in this school and other schools in Kachin State, as well as in Myanmar. Future researcher could use qualitative studies and quantitative studies of similar study for a longer period time, the whole academic year, to gather more information, data and facts as well. This research can help teachers sustain the achievement of schools and students, and help understanding teachers' commitment in their work with their spirits.

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