

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

Poe Ei Phyu¹

Jerome Banks²

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

¹ M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand.
junohoney@gmail.com

² Ph.D., Lecturer, Department of Education, Graduate School of Human Sciences, Assumption University, Thailand.
jerome@isb.ac.th

ensure the academic excellence of each student (Kaster, 2010). According to the National Association of Elementary School Principals (2001), in addition to being an administrator and manager, principals must also take on the additional role of being an instructional leader who promotes student achievement. Student achievement must now be taken into serious consideration for all decisions school leaders make.

The principal plays an indispensable role in the school, overseeing a group of professional teachers and developing important relationships with them (Edgeron, 2006). Due to the increasing emphasis on accountability and instructional leadership in the current education system, principals are being subjected to more scrutiny and higher expectations which, in turn, affect teachers. Therefore, the teacher-principal relationship has become very important. Studies have indicated that teacher-principal relationships also impact student achievement and the functioning of the school. Teacher-principal relationships also play a critical role in optimizing the implementation of instructional leadership which is intended to elevate student achievement (Methner, 2013). There are great differences in the quality of relationships between principal and teachers among schools and even among teachers working at the same school.

In order to build and improve teacher-principal relationship, it is paramount that principals are aware of how they can provide the support teachers need in the current educational context since administrative support has been proved to be a major contributing factor to teachers' job satisfaction, commitment, willingness to remain in the profession and retention (Quinn & Andrews, 2004). Principals are capable of improving teacher perceptions by attending to the underlying components of quality relationships. Trust is an important component of any relationship and the same applies to the teacher-principal relationship and productivity (Cosner, 2010). Wang and Bird (2011) add that trust plays a crucial role in school improvement and effectiveness. It can be observed among scholars in the past that serious attention was given to trust since it has a significant impact on employee retention, well-being and the success of an institute. Yager, Pedersen, Yager, and Noppe (2011) discovered that teachers considered the lack of trust among the staff and administration as a significant barrier to effective communication. A lack of trust can lead people to suspect the integrity, agendas and capabilities of others. Positive interactions with principals increase teacher self-esteem and their effectiveness in the classroom (Edgeron, 2006).

Downey (2004) recognized that the importance of positive relationship between teachers and administrators is highlighted in many studies regarding educational administration. She stressed the need for a team attitude in schools and asserted that the utilization of traditional top-down methods of management in schools must be replaced by collaboration and transformational leadership. Moreover, Lezotte (1991) added that the role of the principal should no longer be perceived as "a leader of followers." Rather, the principal must act as "a leader of leaders". The principal must transform into a coach, partner and cheerleader in order to materialize the broader concept of leadership where followership precedes leadership.

Edgeron (2006) maintained that the teacher-principal relationship affects a school's climate, and ultimately, student success. The schools which are characterized by a positive climate and a culture of family promote synergy, increase

productivity and improve students. Administrative support can be one of the effective ways' principals can employ in order to improve school culture (Willis & Varner, 2010). The ability of administrators of successful schools lies in creating and maintaining positive climate (Halawah, 2005). Feelings of appreciation, respect, commitment, and overall satisfaction can be observed among teachers who perceive positive school climate (Beaudoin, 2011). Programs and systems are not the indicators of success. The real success lies in the fact that the individuals within systems are devoted to their jobs and involved in significant and collaborative relationships.

Public schools in Myanmar are notorious for their top-down management styles and the lack of collegial relationships between administrators and teachers. Although education in Myanmar is now entering period of reform (Japan International Cooperative Agency PADECP Co., Ltd, 2013), administrators have been largely ineffective in implementing instructional leadership. The teacher-principal relationship is crucial for student achievement; knowing how to improve these relationships could be an effective strategy to improve instructional processes and enhance the academic performance of students.

Research Objectives:

There were three objectives:

1. To identify the teacher demographic factors which include age, grade level currently teaching and years of teaching experience at three public high schools in Kyeemyindine Township, Yangon, Myanmar.
2. To identify the teachers' perceptions towards administrative support at three public high schools in Kyeemyindine Township, Yangon, Myanmar.
3. To compare the teachers' perceptions towards administrative support according to their demographic factors which include age, grade level currently teaching and years of teaching experience at three public high schools in Kyeemyindine Township, Yangon, Myanmar.

Literature Review

The contemporary principal must fulfill their role as an instructional leader since it is considered to be very fundamental in the current educational system (Dufour, 2002). In the past, principals were mostly responsible for managerial tasks and acted as building managers. However, following the effective school movements in 1980s, the principal instructional leadership has been widely recognized (Alvoid & Black, 2014).

Originally, the domain of instructional leadership was mainly restricted to the principal. Other school staff including teachers, department heads and even assistant principals were excluded from the process. During 1990s, due to the increased recognition of shared empowerment among school staff, the concept of instructional leadership was modified to become a distributed process (Hallinger, 2009). According to the new model of leadership, principals are depicted as inspirational leaders, team builders, coaches and agents of visionary change. They are expected to be effective both in serving as a building manager as well as an instructional leader (Alvoid & Black, 2014).

Successful school leadership must encompass leadership practices that are focused on teaching and learning (Hallinger, 2009). General leadership models such as transformational, path-goal and situational theories do not represent the type of leadership that makes a major contribution to student learning in schools. Hackett (1992) expressed that instructional leadership brings about effective instruction by creating a supportive school climate.

Since the responsibility of the principal lies in supporting the best instructional practices, principals should nurture a partnership with teachers in order to enhance teaching and learning (Hoy and Hoy, 2009). Developing purposeful relationships with followers constitutes one of the basic components of leadership widely discussed in the literature. Hallinger (2009) relates that school principals exert indirect influence on school effectiveness and student achievement through actions they take to impact school and classroom conditions. Innovative approaches to instructional leadership can affect principal effectiveness and there is a direct mutual dependence between principal and teacher effectiveness. According to Downey (2004), contemporary instructional leadership contributes to developing relationships between principals and teachers. It leads to nurturing reflective and interdependent teachers who display strong commitment to improve their teaching practices and enhance student learning in order to promote student achievement.

Conceptual Framework

Figure 1 is the conceptual framework of this study based on the theories that presented above.

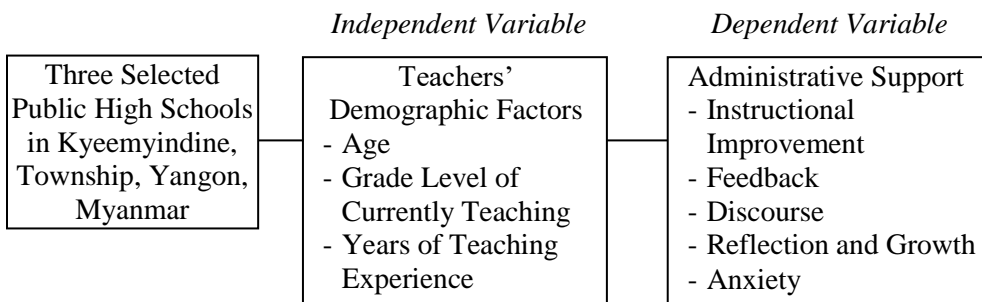


Figure 1: Conceptual Framework of This Study

Method

Research Instrument

The questionnaire which comprises of 2 parts was employed as a primary research instrument.

Research Questionnaire Part (1) entails 3 items including age, grade level currently teaching and years of teaching experience and it was used to identify the teachers' demographic factors. Research Questionnaire Part (2) was adapted from Methner Administrative Support Survey (MASS) used in the study of Methner (2013) on the perceptions of administrative support in middle school teachers. This part of the questionnaire addresses five components.

In the previous study, the content of MASS was validated with the evaluations of an expert panel followed by a pilot study to a group of teachers and a focus-group discussion. The reliability of MASS was tested using Cronbach's alpha. The Cronbach's Alpha analysis results suggested that the questionnaire has strong reliability since overall Administrative Support scored .89.

Population

The participants of this study were all 102 teachers who are currently working at three selected high schools in Kyeemyindine Township, Yangon, Myanmar in the academic year of 2016-2017.

Findings

The findings of this study based on three main objectives.

Research Objective One

The first research objective was to identify the teachers' demographic factors which include age, grade level currently teaching and years of teaching experience in three public high schools in Kyeemyindine Township, Yangon, Myanmar. In order to achieve this objective, Frequency and Percentage were utilized to calculate the respondents' demographics. As shown in Table 1, from a total of 102 teachers, 8 (or 7.8 %) were in the age range of 20-29 years, 16 (15.7%) were in the age range of 30-39 years and 78 (or 76.5%) were 40 years and above. Table 2 indicated that 36 (or 35.3%) were primary school teachers, 46 (or 45.1%) were middle school teachers and 20 (or 19.6%) were high school teachers. As presented by Table 3, the participants included 27 (or 26.5%) teachers with 1-10 years of teaching experience, 6 (or 5.9%) teachers with 11-19 years of teaching experience and 69 (or 67.6%) teachers with 20 years and above of teaching experience.

Table 1: The Numbers of Teachers at Three Public High Schools in Kyeemyindine Township, Yangon, Myanmar Categorized by Age (n=102)

Ages	Number	Percentage
20-29 years	8	7.8
30-39 years	16	15.7
40 and above	78	76.5
Total	102	100.0

Table 2: The Numbers of Teachers at Three Public High Schools in Kyeemyindine Township, Yangon, Myanmar Categorized by Grade Level Currently Teaching (n=102)

Grade Level Currently Teaching	Number	Percentage
Primary	36	35.3
Middle	46	45.1
High	20	19.6
Total	102	100.0

Table 3: The Numbers of Teachers from Three Public High Schools in Kyeemyindine, Township, Yangon, Myanmar Categorized by Years of Teaching Experience (n-102)

Years of Teaching Experience	Number	Percentage
1-10 years	27	26.5
11-19 years	6	5.9
20 and above	69	67.6
Total	102	100.0

Research Objective Two

Research Objective two was to identify teachers' perceptions towards administrative support at three public high schools in Kyeemyindine Township, Yangon, Myanmar. Means and Standard Deviation were used to analyze the data. In general, according to Table 4, the overall mean score of teachers' perceptions towards five-dimensional administrative support was 3.21 and according to the criteria of interpretation, it was considered to be moderate. In details, the mean score of teachers' perceptions towards instructional improvement was 3.30; the mean score of teachers' perceptions toward feedback was 3.13; the mean score of teachers' perceptions towards discourse was 3.29; the mean score of teachers' perceptions towards reflection and growth was 3.20 and finally, the mean score of teachers' perceptions towards anxiety was 3.14. As indicated in the criteria of interpretation, the means scores of all five dimensions of administration support were moderate.

Table 4: Teachers' Perceptions towards Administrative Support at Three Public High Schools in Kyeemyindine Township, Yangon, Myanmar

No	Five Dimensions of Administrative Support	Mean	S.D.	Interpretation Level
1.	Instructional Improvement	3.30	0.40	Moderate
2.	Feedback	3.13	0.45	Moderate
3.	Discourse	3.29	0.50	Moderate
4.	Reflection and Growth	3.20	0.52	Moderate
5.	Anxiety	3.14	0.64	Moderate
	Total	3.21	0.37	Moderate

Research Objective Three

The third research objective was to compare the teachers' perceptions towards administrative support according to their demographic factors which include age, grade level currently teaching and teaching experience in three public high schools in Kyeemyindine Township, Yangon, Myanmar. One-way Analysis of Variance and Post-Hoc Multiple Comparison were utilized to compare the data.

Age

Table 5 presents the comparison of teachers' perceptions towards administrative support according to age. The result of one-way analysis of variance showed that the probability significant value (sig.) was .011 which was smaller than .05 level of significance. Therefore, it was concluded that there were significant differences of

teachers' perceptions towards administrative support according to their age. In order to see which pair of the means was significantly different, a Post-Hoc Multiple Comparison was continuously conducted.

Table 5: Comparison of Teachers' Perceptions toward Administrative Support According to Age

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.267	2	.633		
Within Groups	13.255	99	.134	4.730	.011
Total	14.522	101			

As clearly stated in Table 6, the results showed that there was a significant difference in the means of age groups, 30-39 years and 40 years and above since probability significant value (sig.) was .011 which was smaller than .05 level of significance. However, between other pairs, no significant difference was found ($p > .05$).

Table 6: Post-hoc Multiple Comparison of Teachers' Perceptions toward Administrative Support According to Age

(I) Teachers' Age	(J) Teachers' Age	Mean Difference (I-J)	Sig.
20-29 years	30-39 years	.13354	.677
	40 and above	-.16362	.453
30-39 years	20-29 years	-.13354	.677
	40 and above	-.29716	.011
40 and above	20-29 years	.16362	.453
	30-39 years	.29716	.011

Grade Level Currently Teaching

Table 7 demonstrates the comparison of teachers' perceptions towards administration according to grade level currently teaching. The result of a one-way analysis of variance showed that the probability significant value (sig.) was .055 which was already bigger than .05 level of significance. Therefore, the conclusion was drawn that there was no significant difference of teachers' perceptions according to grade level currently teaching.

Table 7: Comparison of Teachers' Perceptions toward Administrative Support According to Grade Level Currently Teaching

Grade Level Currently Teaching	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.825	2	.413		
Within Groups	13.696	99	.138	2.983	.055
Total	14.522	101			

Years of Teaching Experience

Table 8 illustrates the comparison of teachers' perceptions towards administrative support according to years of teaching experience. The result of one-way analysis of variance showed that the probability significant value (sig.) was 0.023 which was

smaller than .05 level of significance. Therefore, the conclusion was drawn that there were significant differences of teachers' perceptions towards administrative support according to years of teaching experience. In order to find out which pair of the means was significantly different, a Post-Hoc Multiple Comparison was carried out.

Table 8: Comparison of Teacher's Perceptions toward Administrative Support According to Years of Teaching Experience

Teaching Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.069	2	.534		
Within Groups	13.453	99	.136	3.933	.023
Total	14.522	101			

As mentioned in table 9, there was a significant difference in the means of the group with 1-10 years of teaching experience and those with 20 years and above of teaching experience since the probability significant value was .034 which was smaller than .05 level of significance. However, between other pairs, no significant difference was found ($p > .05$).

Table 9: Post-hoc Multiple Comparison of Teachers' Perceptions toward Administrative Support According to Years of Teaching Experience

(I)Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Sig.
1-10 years	11-19 years	-.33759	.111
	20 and above	-.21245	.034
11-19 years	1-10 years	.33759	.111
	20 and above	.12514	.705
20 and above	1-10 years	.21245	.034
	11-19 years	-.12514	.705

Discussion

1. Age, Grade Level Currently Teaching and Years of Teaching Experience

1.1 Age: The research findings indicated that the majority of teachers were of the age of 40 and above (76.5%) while teachers in the age group of 30-39 years and 20-29 years comprise 15.7% and 7.8% of the total respectively. This demonstrates that the majority of teachers of the three selected public high schools were advanced in age. Likewise, Kavinda (2014) stated that most teachers in public Myanmar high schools were advanced in age. Chit (2016) supports this, arguing that older teachers outnumbered their younger counterparts in Myanmar public high schools.

A possible reason for this could be that teachers working in Myanmar public high schools received promotions based on their in-service years and their content knowledge of subject they are teaching. The findings implied, however, that the instructional methods of older teachers might be somewhat outdated despite their long in-service years and expertise in their subject area. Moreover, they might be somewhat lacking in skill in employing new and contemporary instructional methods. Compared to the younger teachers, older teachers have more difficulty in learning

new instructional methods. Therefore, it suggested that they require more facilitation and support from administrators in order to keep up with current trends in teaching and learning.

1.2 Grade Level Currently Teaching: The research findings revealed that more teachers were teaching at the middle (45.3%) and primary levels (35.3%) while the least number of teachers were teaching at the high school level (19.6%).

According to the researcher's personal conversations with the principals of the selected public high schools, the dropout rate of students in those schools is a likely cause for having fewer high school teachers. Generally, schools in Kyeemyindine Township do not possess outstanding academic records at the matriculation level and are therefore not very reputable according to the national standard. Therefore, parents are likely to move their children to better and well-known high schools when they finish the middle school. In Myanmar, the matriculation exam is considered to be the most important exam in the course of a student life, since the exam results determine whether or not a student can attend prestigious institutes of higher learning such as universities of medicine and engineering.

1.3 Years of Teaching Experience: From the findings, it was discovered that the majority of teachers have 20 years or more of teaching experience (67.6%), followed by those with 1-10 years of teaching experience (26.5%) and 11-19 years of teaching experience (5.9%) respectively. From this, it may be concluded that many experienced teachers were working at the three selected public high schools in this study.

The researcher attended one of the high schools selected for this study until 5th grade. When the researcher visited the school to collect the data, she knew most of the teachers there, which shows that most of the teachers have been working there for quite a long time. Moreover, as discussed previously, in Myanmar public high schools, one of the criteria of teachers being promoted is their in-service years. According to Kavinda (2014), teachers with many years of teaching experience possess extensive knowledge of their own subject area and expertise in teaching it.

2. What Are the Teachers' Perceptions Towards Administrative Support in Three Public High Schools in Kyeemyindine Township, Yangon, Myanmar?

The researcher the research questionnaire, which included 22 items measuring five dimensions of administrative support developed by Methner (2013). The five dimensions are; Instructional Improvement, Feedback, Discourse, Reflection and Growth and Anxiety.

Instructional Improvement: According to the findings of this study, the perceptions towards instructional support was moderate. It received the highest mean score among the five dimensions of administrative support. This shows that among the five main areas of administrative support, instructional improvement is an area where teachers receive the most support from administrators.

In the previous study of Methner (2013), teachers' perceptions towards instructional improvement was high. There were altogether five items in the dimension of instructional support and items One and Five ("*Administrative support improves my instruction*" and "*My principal facilitates collaboration among teachers for instructional improvement*") received the response "somewhat agree" or "strongly

agree” from over 70% of teachers. Among the five items of instructional support, these two items received a positive response from the highest number of teachers.

Feedback: According to the results of the findings, teachers had moderate perceptions towards the communication between administrators and teachers following the observations, the timeliness and usefulness of feedbacks from the administrators and how those feedback help them improve in instruction.

In contrast, Methner (2013) found that teacher’s perceptions towards feedback was high, in fact, highest among all the dimensions of administrative support. Brundage (1996) highlighted that feedback is essential for supervision to be successful. Furthermore, Okeafor and Poole (1992) elaborated on quality feedback, maintaining that quality feedback which improves instruction will ultimately lead to respectful teacher-principal relationships.

Discourse: The findings demonstrated that teachers had moderate perceptions when it comes to the role of administrators in creating open communication in the school and the type of relationship between teachers and administrators.

Similarly, in Methner’s previous study (2013), teachers’ perceptions towards discourse was moderate unlike the other four dimensions of administrative support which were all high. Cosner (2010) stressed the need for collegial discussions between administrators and teachers about instruction. He stated that it plays an indispensable role in promoting school quality.

Reflection and Growth: The teachers had moderate perceptions regarding the extent to which administrators support or hinder in the process of self-reflection and growth. The emphasis of reflection is on the teaching practices, teacher-parent communication, self-analysis and personal growth of the teachers.

On the contrary, Methner’s (2013) research in relation to administrative support revealed that teachers’ perceptions towards reflection and growth was high. He explained that in the workplace, it is possible to either inhibit or facilitate reflection and growth. He added that principals influence teachers in reflecting for themselves.

Anxiety: As suggested by the findings, the teachers had moderate perceptions towards the stress or uneasiness related to the teacher-principal relationship. Teachers tend to feel uncomfortable in the face of classroom observations and discussions carried out by the administrators.

On the other hand, the findings of Methner’s (2013) study on administrative support showed that teachers’ perceptions towards anxiety was high. Mintz (2007) presented the connection between teacher stress, working conditions and management style. Leary (1983) claimed that anxiety adversely affects employee behavior and success.

3. Are There Any Significant Differences of Teachers’ Perceptions Towards Administrative Support according to Their Demographic Factors Which Include Age, Grade Level Currently Teaching and Years of Teaching Experience in The Selected Schools?

In this study, the researcher compared teachers’ perceptions towards administrative support according to their demographic factors including age, grade level currently

teaching and years of teaching experience in three public high schools in Kyeemyindine Township, Yangon, Myanmar.

In the beginning of the study, it was hypothesized that there would be significant differences in the teachers' perceptions towards administrative support depending on their demographic factors. The testing of the research hypothesis indicated that significant differences were actually found in comparing teachers' perceptions towards administrative support according to their age and years of teaching experience since the probability of significant value for those comparisons was smaller than a .05 level of significance. However, no significant difference was found when comparing the teachers' perceptions towards administrative support according to grade level currently teaching since the probability of significant value for that comparison was greater than a .05 level of significance.

Age:

In the beginning of the study, it was hypothesized that there would be significant differences in the teachers' perceptions towards administrative support depending on their demographic factors. The testing of the research hypothesis indicated that significant differences were actually found in comparing teachers' perceptions towards administrative support according to their age since the probability of significant value for the comparison was smaller than a .05 level of significance.

Further investigation into which pair of means were significantly different when comparing teachers' perceptions towards administrative support in relation to their age showed a significant difference between the means of the 30-39 age group and the above-40 group. However, comparing other pairs indicated no significant difference. According to the results, teachers aged 40 years and above receive significantly more administrative support than those aged 30-39 years.

The most probable reason is that older teachers have difficulty in learning new things and are sometimes more resistant to change compared to the younger generation teachers. With the recent changes in the educational system following the emergence of the new democratic government, older teachers need plenty of support to keep up with the new changes in curriculum and instruction. This could be the reason why teachers in the above-40 group received far more administrative support than those aged 30-39 years.

Grade Level Currently Teaching:

No significant difference was found when comparing the teachers' perceptions towards administrative support according to grade level currently teaching since the probability of significant value for that comparison was greater than a .05 level of significance.

Years of Teaching Experience:

Significant difference was found in comparing teachers' perceptions towards administrative support according to their years of teaching experience since the probability of significant value for the comparison was smaller than a .05 level of significance.

Additional investigation discovered that a significant difference was discovered in the means of the group with 1-10 years of teaching experience and those with 20 years or more of teaching experience. However, no significant differences were detected between other pairs. The results indicated that teachers with 20 years of teaching experience and above received more administrative support than those with 1-10 years of teaching experience and above.

It is easily understandable that teachers with more years of teaching experience have already received a lot of support from the administrators over the years and are therefore more likely to have higher perceptions towards administrative support and the teacher-principal relationship. On the other hand, in case of teachers with fewer years of teaching, they have not experienced as much support from their administrators as those with more years of teaching experience. As a result, they might have lower perceptions towards administrative support.

Similarly, the previous study of Methner (2013) indicated that in the first two dimensions of administrative support, teachers' perceptions were found to be significantly different relative to years of teaching experience. It was also mentioned in the study that teachers' perceptions towards administrative support have increased after gaining 20 years of teaching experience.

Despite the fact that teachers' perceptions towards administrative support were moderate in three public high schools in Kyeekyindine Township, teachers' perceptions were discovered to be significantly different according to their age and years of teaching experience as hypothesized by the researcher. The findings of this study highlight the need for improved administrative support in order to nurture better teacher-principal relationships in the three public high schools in Kyeemyindine Township, Yangon, Myanmar. The researcher believes that top priority must be given to effective implementation of innovative instructional leadership approaches, such as classroom walkthroughs and professional learning communities in order to develop teacher-principal relationships and improve teachers' perceptions towards administrative support in these selected public high schools.

References:

- Alvoid, L., & Black, W. (2014). *The changing role of the principal: How high-achieving districts are recalibrating school leadership*. Center for American Progress.
- Beaudoin, M. N. (2011). Respect: Where do we start? *Educational Leadership*, 69(1), 40-44. Retrieved from <http://www.ascd.org/publications/educationalleadership/sept11/vol69/num01/Respect%E2%80%9494Where-Do-WeStart%C2%A2.aspx>.
- Brundage, S. E. (1996). What kind of supervision do veteran teachers need? An invitation to expand collegial dialogue. *Journal of Curriculum & Supervision*, 12(1), 90-94.
- Chit, K. N. (2015). *A comparative study of teachers' perceptions towards school's professional development according to their demographics at NO. 26, Basic Education High School in Mandalay, Myanmar*. Master Thesis, Graduate School of Education, Assumption University, Thailand.

- Cosner, S. (2010). Drawing on a knowledge-based trust perspective to examine and conceptualize within-school trust development by principals. *Journal of School Leadership*, 20(2), 117-144.
- Downey, C. J. (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time*. Thousand Oaks, California.: Corwin Press.
- Dufour, R. (2002). The learning-centered principal. *Educational Leadership*, 59(8), 12-15.
- Edgerson, D. E., Kritsonis, W. A., & Herrington, D. (2006). *The critical role of the teacher principal in the improvement of student achievement in public schools of the United States*. Retrieved from <http://files.eric.ed.gov/fulltext/ED491985.pdf>.
- Hackeet, J. M. (1992). *An analysis of instructional leadership as related to school Improvement*. Michigan: A bell and Howell company.
- Hallinger, P. (2009). *Leadership for 21st century schools: From instructional leadership to leadership for learning*. Hong Kong. The Hong Kong Institute of Education.
- Hoy, W. A., & Hoy, K. W. (2009). *Instructional leadership. A research-based guide to learning in schools*. New York: NY; Pearson.
- Japan International Cooperation Agency PADECO Co., Ltd. (2013). *Data collection survey on education sector in Myanmar*, Retrieved from http://open_jicareport.jica.go.jp/pdf/12113635.pdf
- Kaster, G. M. (2010). *Principals' instructional leadership practices: Teachers' perspectives*. Retrieved from ProQuest Digital Dissertations. <http://search.proquest.com/docview/594655070?accountid=840>
- Kavinda, U. (2014). *A study of teachers' competency of two high schools in Northern Rakhine (Arakan) State, Western Myanmar*. Master Thesis, Graduate School of Education, Assumption University, Thailand.
- Lezotte, L. (1991). *Correlates of effective schools: The first and second generation*. Okemos, MI: Effective Schools Products, Ltd.
- Methner, V. M. (2013) *Perceptions of administrative support and follower readiness in middle school teachers*. Retrieved from ProQuest Digital Dissertations. <http://search.proquest.com/docview/1645957386?accountid=8401>
- Mintz, J. (2007). Psychodynamic perspectives on teacher stress. *Psychodynamic Practice*, 13(2),153-166.
- National Association of Elementary School Principals. (2001). *Leading learning Communities: NAESP standards for what principals should know and be able to do* (executive summary). Alexandria, VA: author.
- Okeafor, K. R., & Poole, M.G. (1992). Instructional supervision and the avoidance process. *Journal of Curriculum & Supervision*, 7(4), 372-392.
- Quinn, R. J., & Andrews, B. D. (2004). The struggles of first-year teachers investigating support mechanisms. *Clearing House*, 77(4), 164-170.
- Wang, C., & Bird, J. J. (2011). Multi-level modeling of principal authenticity and teachers' trust and engagement. *Academy of Educational Leadership Journal*, 15(4), 125-147.

- Willis, M., & Varner, L. W. (2010). Factors that affect teacher morale. *Academic Leadership* 8(4), 45-45.
- Yager, S., Pedersen, J., Yager, R. E., & Noppe, R. (2011). Impact of school leadership on teacher's professional growth: Teacher perception of administrative support. *National Forum of Applied Educational Research Journal*, 25(1), 12-21.