

A STUDY OF RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS PRINCIPAL'S INSTRUCTIONAL LEADERSHIP STYLE AND THEIR COMPETENCE AT THE SCHOOL OF MUNGMYIT SINLI IDPS HIGH SCHOOL, KACHIN STATE, MYANMAR

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Abstract: The study analyzed the teachers' perceptions towards the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar. It was to identify the relationship between the teachers' perceptions of the principal's instructional leadership style and their competence at the Mungmyit Sinli IDPs High School during the academic year of 2020. The population for this study was 58 full-time teachers working at Mungmyit Sinli IDPs High school. For data collection, the researcher used two research instruments. Part one: the questionnaires on the five functions of a principal's instructional leadership (Krug, 1992) were adopted from Jerman (2001), and Part two: the five components of teachers' competence (Medley, 1977) was adopted from Kavinda (2014). In order to test the hypothesis of this study, the collected data were statistically analyzed by the Pearson Product Moment Correlation. It was found that there was a strong and positive relationship between the teachers' perceptions of the principal's instructional leadership style and their competence at the Mungmyit Sinli IDPs High School. This study revealed that enhancing teachers' knowledge, abilities, and skills development could be helped by principal frequent formative evaluation, observation, and interaction with each teacher of instruction practice processes in the classroom. Hence, it was recommended that the principal should emphasize joining an informal discussion with teachers in their teaching with teaching skills and knowledge such as pedagogies and educational theories. In addition, the teachers and principal should be in continuing professional development such as training programs, workshop programs, and other Computer technology programs to assist their competence development.

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Introduction

The processes of schooling are the acquisition of knowledge, skills, and abilities to find for life. It facilitates learning. Facilitating learning includes teaching and learning pedagogy in formal and informal schools. School education takes place under the guidance of teachers and school leaders. Therefore, as the 21st-century school leader, the wise leader must understand the difference between school climate and culture. A principal should look for other strategies to develop the school’s culture, beliefs, values, language, ceremonies, and stories that will be taught to a school (Jake, 2014). On the other hand, the school leaders can’t work alone in school for development; there needs the paramount cooperation involvement and working with teachers. As such, both principals’ instructional leadership style and teachers’ competence are central to today’s paradigm of effective school leadership.

Debevoise (1984) perceived that the principal’s instructional leadership strongly influenced a school because it builds a positive school climate and motivates teachers and students to attain their determination and the target of their objectives. Regarding this statement, principal instructional leadership was as a principal carried the responsibility for supporting the best instructional practice, and how the principal established the relationships and empowered teachers to get more ideas on instruction, providing feedback and sharing information and knowledge to each a collaboration working with teachers together is to shape the primary purpose of the target of the school mission. Therefore, the principal needs to monitor and evaluate teachers and students’ progress regularly.

Baldanza’s model of 21st-Century instructional leadership (2008) recommended that the four ideas, which include strong advocacy and leadership, adult professional culture, continuous improvement of teaching expertise, and results-oriented teams for each teacher, student, and school leader, are used as a substance for improved teaching and learning. Baldanza’s model (2008) noted that effective instructional leadership influences principal – teachers relationships, builds trust, improves a personal learning network, and monitors each to share the school decision, vision, mission, and goals. Apart from this, the principal plays an essential central role in setting the direction for the school to accomplish the purpose of education at the school because the school’s progression depends on the style of principal leadership

throughout the organization to figure fruitfully for future through a process of self-reclamation (Marks & Printy, 2003).

A teacher requires the essential knowledge, skills, and ability to make school a positive experience for students and their families. Furthermore, Zeiger (2018) also described an effective teacher who could make an active classroom. Teachers' well-prepared lesson plans and varied teaching strategies with other appropriate teaching aids helped students with multiple learning styles and engagement. Kavinda (2014) defined that the commitments of teachers and professional development provided teaching qualities. In addition, teachers should have good communication with students, parents, and colleagues.

In conclusion, it could be said that the students' achievements are affected by the involvement of both principal's instructional leadership and teachers' competence. This study was conducted to promote the levels of the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School to take advantage of the virtual classroom for improved teaching-learning processes.

Research Objectives

The following objectives were addressed in this study.

1. To identify the teachers' perceptions of the principal's instructional leadership style at the Mungmyit Sinli IDPs High School.
2. To assess the teachers' competence levels at the Mungmyit Sinli IDPs High School.
3. To identify a significant relationship between the teachers' perceptions of the principal's instructional leadership styles and teachers' competence at the Mungmyit Sinli IDPs High School.

Theoretical Frameworks

This study used the two major theories: the five functions of a principal's instructional leadership (Krug, 1992), and the five components of teachers' competence (Medley, 1977)

Principal's Instructional Leadership

This theory is originally developed by Krug (1992). It describes the following functions which promote an individual's career of teacher's professional development: defining school missions, managing curriculum and instruction, supervising teachers, monitoring teachers and students' progress, and promoting instrumental climate.

Defining the school mission

This concept refers to an effective school operated by a principal communicated to all stakeholders with a clear sense of goals and objectives.

Managing curriculum and instruction

It refers to the principal-aligned units, lessons, and assessment curriculum, which is connected with connecting the content to the district, state, and national standards, as well as established learning outcomes.

Supervising teachers

It is a crucial principal's instructional leadership variable, described as the principal guide for teachers improving in teaching and their teacher education.

Monitoring teachers' and students' progress

It refers to the principal utilizing several methods of assessments and evaluation to regularly assess teachers' and students' performance in the school.

Promoting instrumental climate

It is defined as the principal using a reward system to recognize and motivate teachers' performance in the contents of teaching in the classroom.

Teachers' competence

This theory is developed by Medley (1977). It refers to teacher performance of teaching and learning were based on the set of teachers' competence, including the teacher's education, the quality of the teacher's knowledge, abilities, and skills.

Pre- instruction

It refers to teachers' ability to prepare the lesson before it is taught.

Presentation

This attribute is related to the teachers applying their knowledge, skills, and abilities to teach students in the school to be educated.

Learning environment

This attribute is defined as the capacities of teachers' creation. The classroom is enjoyable for students, according to 21st-century classrooms and education.

Student learning

It refers to instructional approaches which fulfill students' needs and interests. It is the capabilities of teachers' instruction to match the different levels of

students' maturities and their different learning styles

Professionalism

This is defined as how the teachers demonstrate their knowledge, skills, and abilities in teaching.

Conceptual Framework

The conceptual framework proposed to address this purpose is shown in Figure 1.

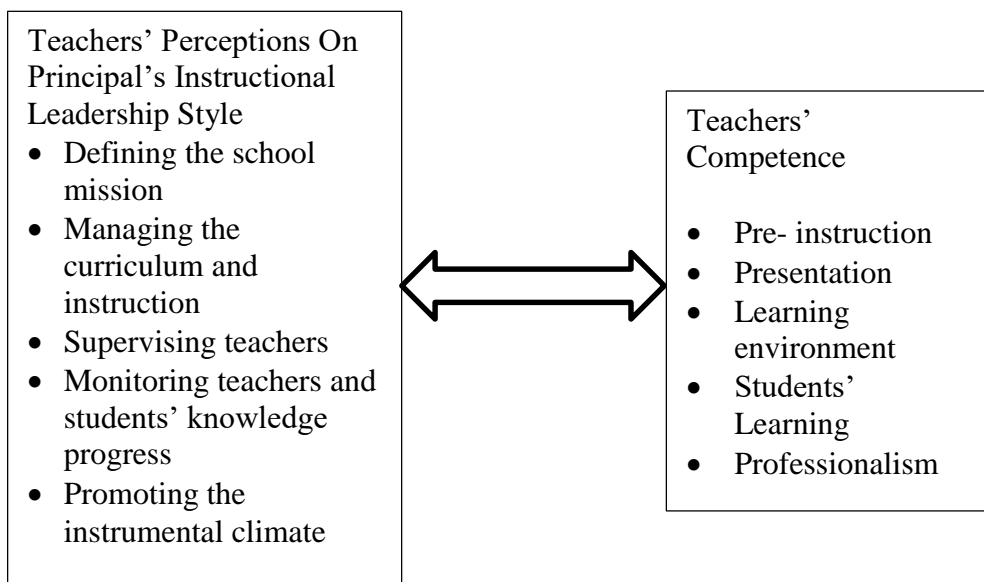


Figure 1. *The Conceptual Framework of this Study by Krug (1992) and Medley (1977)*

Literature Review

The functions of a principal's instructional leadership are the processes of an influential person who organizes and helps teachers to improve their professional development by taking actions including strategic planning, coaching, monitoring, and motivating teachers in the teaching (Debevoise, 1984, Murphy & Hallinger, 1983, Maehr, & Ames, 1988, Krug, 1990, 1991, 1992 & Luneburg, 2010). The principal was key in building an effective school (Whitaker, 2012). Furthermore, principal instructional leadership practices, which must clearly give feedback on teaching and learning are observable throughout the school by praising teachers and students regarding their professional development activities in the classroom (Blasé and Blasé, 1999).

A Principal must be actively involved and share in the school community affair (Murphy & Hallinger, 1983). The concept of a principal's instructional leadership was a very important component in a school organization because the function of principalship has revolved around the progression of the school organization and determined the school culture and climate of the institution (Kruger, Witziers, Slegers, 2007).

Kearney (2014) presented that teachers' professional competence was knowledge, skills, and attitudes. This competence also includes that teachers can work with others and in society (parents, colleagues, students, school culture, and local community) effectively for school development. Teachers were a person who was guided and directed to students' encouragement of learning. Hence, the service of teachers is provided to students to receive the power of education to have a better life. Teachers' attitudes, knowledge, skills, abilities, and education are required to organize their work effectively in the school. Since teachers are a helper for students to obtain knowledge and competencies, teachers need to develop, instruct students in the classroom in an energetic manner and encourage students to learn more on their own.

Slavik (2008), as a teacher, understood the target category of professional and the ability to carry out defined tasks in a particular context. To flexibly carry the task, every teacher always needs to upgrade personal knowledge and skills to respond to professional, pedagogical issues and classroom management by attending conferences, workshops, seminars, experiments, and collaborative working (Nzarirwehi and Atuhumuze, 2019).

Research Instruments

To determine the relationship between teachers' perceptions of the principal's instructional leadership style and their competence at the Mungmyit Sinli IDPs High School, Kachin State, Myanmar. This study was designed as a quantitative and correlational study. This research used a questionnaire, which was composed of two parts. Part I was the 25 questionnaires about the teachers' perceptions toward principal's instructional leadership inventory, adopted from Jerman (2001); Part II was the 25 questionnaires about teachers' perceptions toward teachers' competence questionnaires, adopted from Kavinda (2014). The researcher used descriptive statistics and the Pearson Correlation method to analyze this study's data. The participants were 58 full-time teachers working at Mungmyit Sinli IDPs High School.

Findings

Research Objective 1

The summary of the total mean scores and standard deviation of the level of teachers' perceptions toward principal's instructional leadership was 2.89, the range of 2.51- 3.50. It was interpreted at a moderate level according to data interpretation standards. Therefore, it was concluded that the level of teachers' perception toward principal instruction leadership was moderate. Among the five functions of the principal's instructional leadership style, defining school missions obtained the highest mean score of 3.23, and the function of promoting instrumental climate got the lowest mean score of 2.64.

Table 1. *The Summary of Mean and Standard Deviation of the Level of Teachers' Perceptions Toward Principal's Instructional Leadership (N= 58)*

| Teachers' Perception Toward Principal's Instructional Leadership | <i>M</i> | <i>SD</i> | Interpretation |
|---|----------|-----------|----------------|
| Defining school missions | 3.23 | .70 | Moderate |
| Managing curriculum and instruction | 2.77 | .84 | Moderate |
| Supervising teachers | 2.95 | .85 | Moderate |
| Monitoring teachers' and students' progress | 2.86 | .71 | Moderate |
| Promoting instrumental climate | 2.64 | .84 | Moderate |
| Total | 2.89 | .63 | Moderate |

Research Objective 2

Table 2 shows the summary of the total mean and standard deviation scores of the level of teachers' perceptions toward teachers' competence was 3.20, the range of 2.51- 3.50, which was interpreted at a moderate level according to data interpretation standards. Therefore, it was concluded that the level of teachers' perceptions toward teachers' competence was moderate. The component of professionalism obtained the highest mean score of 3.78, and the component of the presentation got the lowest mean score of 2.64.

Table 2. *The Summary of Mean and Standard Deviations of Teachers' Perceptions Towards Their Competence (N= 58)*

| Teachers' competence | <i>M</i> | <i>SD</i> | Interpretation |
|----------------------|----------|-----------|----------------|
| Pre- instruction | 3.16 | .79 | Moderate |
| Presentation | 2.54 | .81 | Moderate |
| Learning environment | 2.97 | .86 | Moderate |
| Students learning | 3.55 | .94 | High |
| Professionalism | 3.78 | .72 | High |
| Total | 3.20 | .63 | Moderate |

Research Objective 3

Table 3 shows the relationship between teachers' perceptions of the Principal's Instructional Leadership Style and their competence in the school of Mungmyit Sinli IDPs High School. The finding of this research's significant value result was .000, which is smaller than .05. There was a significantly, positively, and moderately strong correlation for r (.723) at the significant level of .01. Therefore, this study found a significant relationship between teachers' perception of the principal's instructional leadership and their competence at the Mungmyit Sinli IDPs High School. To improve the school climate and enhance the students' achievement, this school should develop both principal and teachers' capacities in their career paths.

Table 3. *The Pearson Product Moment Correlation Coefficient Between the Levels of Teachers' Perceptions Towards Principal's Instructional Leadership Style and Their Competence (n= 58)*

| | | Teachers' competence | Conclusion |
|--|---------------------|----------------------|-------------------------------------|
| Teachers' perception of Principal Instructional Leadership Style | Pearson Correlation | .723** | There is a significant relationship |
| | Sig. (2 – tailed) | .000 | |

Correlation is significant at the 0.01 level (2- tailed).

Discussions

According to data analyzed results, principal instructional leadership behavior is limited to encouraging teachers' instructional climate improvement because the principal has insufficient time to provide specific support for curriculum development. This study indicates that promoting an instrumental climate was stimulated by principal scheduling instructional time, providing curriculum development, endorsing professional development, maintaining high visibility, providing teaching incentives, and enforcing high academic standards (Murphy and Hallinger, 1985).

Principal's Instructional Leadership Style

Based on the result of this study, the teachers' perception of the principal instructional leadership style at the Mungmyit Sinli IDPs High School is moderate. This study found that an instructional leader should establish the school missions clearly, constantly manage the school instructional curriculum, and supervise and monitor teachers and students to progress their competence. In addition, do an assessment and evaluation of both teachers' and students' academic performance by formal or informal method to promote

instructional climate progress (Renard, 2018). This study indicated that the principal should have well-prepared planning, good observation, and interaction with every teacher and student to promote the current academic performance.

Form Mungmyit Sinli IDPs High School teachers perceived that the role of the principal was to create a school environment as a collaborator, cooperator and respect each other, friendly and supportive when they are working to promote curriculum and instruction. This mentioned that good communication brought many different benefits to make a school or an organization unity and efficiently implement the school objectives and mission (Manila educator, 2014).

Strong communication and relationships made sense of trusting, listening, respecting each colleague, and effectively sharing leadership and responsibilities because positive relationships promoted instructional reflection (Blasé and Blasé, 1999). The power of a collaborative working force between teachers and principals get a union to solve the problems, make a decision together, and control the conflict by sharing opinions, ideas, modeling, and taking responsibility.

An instructional leader must be more willing to stimulate teachers to be involved in school activities and teaching based on the school mission. Therefore, the instructional leader is a vital person to share responsibilities and supports teachers in trying out accordingly the school's mission (Whitaker, 2012). Consequently, the behavior of the principal's instructional leadership should promote teachers' instructional progress. The principal shared the school decision-making, collaborative working with teachers, offering feedback suggestions, praising awards for teachers working hard, and encouraging and supporting professional development opportunities to attend additional training to develop teachers' knowledge, skills, and abilities.

Teachers' Competence: Based on the findings of this study, this study found that the level of teachers' pre-instruction and presentation showed a moderate level of teachers' acquaintance experience in which they can evaluate their teaching abilities, which help to them develop their competence. Each teacher made their knowledge, skills, and ability to progress an effective and scientific way to explore the activity of teaching and learning in the classroom (Servi, 2010). However, the finding of this study showed that teachers need to promote their professional skills, knowledge, and attitude, particularly in instructional practice.

The current study also revealed that teachers from Mungmyit Sinli IDPs High School have limited knowledge of using technological tools to enhance teaching methods when presenting in the classroom. Teachers should practice computer and technology in every in-service training and professional development as a compulsory at Mungmyit Sinli IDPs High School. Hence, it provides teachers with opportunities to attend workshops or computer training programs such as ICT programs (Information Computer and Technology) to improve their professional development and help with instructional practice (Caena, 2011). The researcher believed that the equal opportunities and support knowledge for a teacher to use computers, the internet, and such other technology and information in the classroom could be one reason to promote teachers' competence.

In this study, the researcher conducted 50 questionnaires to determine a significant relationship between the teachers' perceptions of the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School. The finding of correlational value a significant relationship between the teachers' perception of the principal's instructional leadership style and teachers' competence at the Mungmyit Sinli IDPs High School.

Based on the survey questionnaire data analysis, the instructional leader did not have sufficient time to supervise and monitor curriculum development and instruction. The finding also identified that the instructional leader had limited observing teaching and provided constructive classroom feedback to teachers. Laska (2016) defined the principal observing the classroom as an effective way to monitor and evaluate teachers' performance in teaching and learning. The teachers felt that the instructional leader had limited time to check teachers' teaching lesson plans, make regular contact with teachers to evaluate student progress, and help teachers develop specific curriculum instruction to increase student achievement.

To increase teachers' competence, the principal should work closely with teachers to ensure the quality of teaching and learning. In addition, the principal needs to regularly encourage teachers to try new strategies to increase education and learning. The instructional leader should often seek advice from teachers in making a decision and analyze the data with teachers to help them modify teaching. Krug (1990), a principal needs to be good at communication between co-workers to select different opinions and ideas for school development.

The finding of principals monitoring teachers' and students' progress and professional development opportunities were insufficient to encourage and

support teachers seeking additional training. Therefore, the principal needs to provide every teacher with a chance to interact and share professional expertise and attend professional development programs to promote their profession. Jalaludin (2014) studied that a principal-supervised teacher was essential to facilitating competence development.

Recommendations

Recommendation for Teachers

Based on the research finding, the level of teachers' pre-instruction and presentation described to only some extent the high level of their competence for the classroom instruction practice interrelated to support knowledge in the subject matters and work effectively implement a variety of methods suitable to the objectives, learner and the environment. Therefore, it is recommended that all teachers should have participated in the educational seminar or training associated with enhancing their pedagogical knowledge, skill, and abilities. In addition, the teachers should often attend more professional development programs emphasizing pedagogical practice and their individual's classroom instruction practice to improve their competence.

Recommendation for Principal

According to the findings of this study, the researcher recommended as a principal should encourage teachers to take action confidently. Hence, the principal should provide the school activities to be distributed for teachers' collaboration working, sharing, and learning regarding instructional leadership management and teaching skills improvement. Additionally, the principal should prepare the model for the proper strategic planning, supervising teachers, coordinating curriculum, and monitoring teachers with a 21st-century education. The principal was suggested to work with teachers more closely to discover new approaches for dealing with learning problems and keep regularly checking to help teachers continuously improve their competence.

Recommendation for Educational Department

Based on the result of this study, the educational department should review items discussing the policy implication for growth knowledge, skill, and abilities of both teachers and principal's competence. Consequently, it is essential to establish in-school continuing professional development such as training programs, workshop programs, and other Computer technology programs to assist their competence development. Programs and information outlets are crucial to help in the recruiting, preparation, and placement of the education of Mungmyit Sinli IDPs High School.

Recommendation for Future Researchers

According to this study, the researcher recommended this study was not only teachers' perceptions were correlated to be development principal's instructional leadership style for the principal, but also teachers could be encouraged to take action self-confidently. Since the principal's instructional leadership style is influenced by the quality of site-based management at Mungmyit Sinli IDPs High School, future researchers need to explain site-based management terms. Furthermore, future researchers must study differences in students' achievement by focusing on different perceptions of principal leadership apart from leadership competency.

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