

RELATIONSHIP BETWEEN SCHOOL LEADERS' INSTRUCTIONAL LEADERSHIP AND TEACHERS' FUNCTIONAL COMPETENCY ACROSS THE 21st CENTURY LEARNING

Hay Man Pyae Pyae Phyo¹ and Su Su Hlaing²

Abstract

This study examined the relationship between school leaders' instructional leadership and teachers' functional competency in west district, Yangon Region. The research design was the descriptive research design. For this study, 10 high school leaders who had above 2 years administrative services in the current schools were chosen by using purposive sampling method and 200 teachers from these schools were selected by using simple random sampling method. In this study, both quantitative and qualitative methods were applied. For quantitative study, a set of questionnaires was used. For qualitative study, open-ended and interview questions were used. Descriptive Statistics, Independent Samples *t* Test, One-way Analysis of Variance (ANOVA) and Pearson Correlation were used for analyzing the collected data. According to the findings, it was found that the level of high school leaders' instructional leadership was high (Mean= 4.16, SD= .63) and there were significant differences in high school leaders' instructional leadership in terms of total service, total administrative service. Moreover, it was found that the level of teachers' functional competency was also high (Mean= 4.34, SD= .55) and there was significant difference in teachers' functional competency in terms of their position. This finding also revealed that there was a strong positive correlation between school leaders' instructional leadership and teachers' functional competency ($r = .692, p < .001$). This study recommends that school leaders contribute the instructional leadership practices to improve teachers' functional competency.

Keywords: School leaders, Instructional leadership, Functional Competency, 21st Century learning

Introduction

As the principals' success depends on teacher and student performance, the principals' approach as instructional leaders is crucial to build on student achievement. Instructional leadership is one of the key functions in which every school principal or educational leaders should ideally be able to perform to ensure learners achieve the best results from the learning and teaching processes (Vilakazi, 2016). School leaders have responsibility and accountability for effective instructional outcomes. Teachers need a wide range of competencies to face the complex challenges of 21st century. Nowadays, teachers need to focus on three main components in improving their functional competency, namely knowledge, skills related to technology, pedagogy, and subject content. Teachers should always explore and dig for new knowledge that can help improve their level of functional competence. Moreover, a positive school climate will create a conducive environment for teachers to perform teaching and learning processes. In brief, principals' instructional leadership and teachers' functional competency are very important for improving student achievement.

Significance of the study

Principals should serve as instructional leaders, however, in practices few principals act as instructional leaders (Bush et al, 2010). It is obvious that without having an effective instructional leader, schools will be unable to achieve both national and school visions. Successful leaders put the maximum efforts to achieve the established vision. These leaders provide necessary resources,

¹ Department of Educational Theory and Management, Yangon University of Education

² Department of Educational Theory and Management, Yangon University of Education

share the development and encourage the people work together to attain the school vision (Hallinger, 2005).

Teachers with high level of functional competency will be able to use their content knowledge, pedagogical knowledge and curriculum knowledge. Moreover, they will be able to ensure classroom management and student assessment effectively and to improve 21st century learning skills. School leader and teachers are the most important individuals in successful implementation of the national curriculum and they are a key element in improving the quality education. Therefore, it ensures that the findings of this study and the recommendation given in this study can also contribute to quality education.

Research Objectives

The general objective of this study was to study the relationship between school leaders' instructional leadership and teachers' functional competency across the 21st century learning in Basic Education High Schools.

Research Questions

- (1) What is the level of the school leaders' instructional leadership practices across the 21st century learning perceived by teachers in Basic Education High School?
- (2) Are there any significant differences in school leaders' instructional leadership practices in terms of their personal factors?
- (3) What is the level of teachers' functional competency across the 21st century learning in Basic Education High School?
- (4) Are there any significant differences in teacher's functional competency in terms of their personal factors?
- (5) Is there any relationship between school leaders' instructional leadership practices and teachers' functional competency across the 21st century learning in Basic Education High Schools?

Theoretical Framework

There are two parts in this study: school leaders' instructional leadership practices and teachers' functional competency across the 21st century learning. Investigating school leaders' instructional leadership practices was based on Instructional Leadership Model developed by Hallinger (2011). In this model, there are three dimensions of Instructional leadership. They are:

- Defining school goal
- Managing instructional programme
- Promoting school climate

The first dimension, *defining school goal* includes two functions: framing the school's goals and communicating the school's goal.

The second dimension, *managing the instructional program*, incorporates three leadership functions: supervising and evaluating instruction, coordinating the curriculum and monitoring student progress.

The third dimensions, *promoting a positive school learning climate*, include several functions. These are protecting instructional time, providing incentives for teachers, providing incentives for learning, promoting professional development, and maintaining high visibility.

On the other hand, teachers' functional competency was investigated with the following dimensions based on teacher competency theory developed by Medley (1977), 21st century teaching competencies by Nessipbayeva (2012) and Teacher Competency Standards Framework (TCSF, 2020) in Myanmar.

Demonstrating Leadership: Teachers demonstrate leadership in the school by engaging in collaborative and collegial professional learning activities. Teacher must maintain a safe and orderly classroom that facilitates student learning and positive management of student behavior. Teacher must defuse and deescalate disruptive or dangerous behavior of their students. Teachers advocate for schools and students by implementing and adhering to policies and practices positively affecting students' learning and must demonstrate high ethical standard (Nessipbayeva, 2012).

Establishing a respectful environment for a diverse population of students: Teachers should provide an environment in which each child has a positive and nurture learning environment that convey high expectation of every student. Teachers establish a respectful environment by communicating and collaborating with the home and community for the benefit of students (Nessipbayeva, 2012).

Knowing the content, they teach and understanding how students learn: Teachers should know the knowledge required for teaching different ages and stages and level- appropriated subject content competency. Inherent in any focus on subject competency is the necessity to understand how students learn and how they can be effectively taught in the key learning areas (Teacher Competency Standards Framework, 2020).

Facilitating learning for their students: Teachers facilitate student that the appropriate levels of intellectual, physical, social, and emotional development. Teachers use teaching resources needed to address the strengths and weaknesses of students. Teachers consistently encourage and support students to articulate thoughts and ideas clearly and effectively. Teachers integrate technology into their instruction to get their students maximize learning processes (Nessipbayeva, 2012).

Reflecting on their practice: It incorporates teachers' habits, motivation and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development. (Teacher Competency Standards Framework, 2020).

Definitions of Key Terms

School leader: School leaders are personnel who are in formal positions to occupy various roles in the school (Leithwood & Riehl, 2003).

Instructional Leadership: Instructional leadership is defined as an influence process through which leaders identify a direction for the school, motivate staff, and coordinate school and classroom-based strategies aimed at improvement in teaching and learning (Hallinger and Murphy, 2012).

Competency: Competencies are combination of skills, knowledge, attitudes, and behavior of workers required for effective performance of activity at workplace (Salleh and Sulaiman, 2016).

Functional Competency: A functional competency is a specific knowledge and skill area that relates to successful performance in the job (Guide for Writing Functional Competencies, 2005).

Methodology

In this study, quantitative and qualitative methods were used. This study was conducted with 10 high school leaders and 200 teachers from Basic Education High Schools, in West district, Yangon Region. By using purposive sampling method, 10 high school leaders who had above 2 years administrative service in the current schools were chosen and 200 teachers (72 senior teachers, 86 junior teachers and 42 primary teachers) from these schools were selected by using simple random sampling method.

For quantitative study, a set of questionnaires was used and it consists of three sections; section A is related to demographic factor, section B consists of items related to the school leaders' instructional leadership practices and items of section C is related to the teachers' functional competency. In section B, the school leaders' instructional leadership practices was measured by modifying "Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger and Murphy (1985). There are 50 items for three dimensions of school leaders' instructional leadership practices.

In section C, the instrument for measuring teachers' functional competency was developed based on 21st century teaching competency described by Nessipbayeva (2012) and Teacher Competency Standard Framework (TCSF, 2000) in Myanmar. There are altogether 46 items for five dimension of teachers' functional competency. Five-point likert scale ranging from never to always (1= never, 2= seldom, 3= sometimes, 4= often and 5= always) were used for rating each item of instructional leadership and teachers' functional competency. Moreover, 4 open-ended questions and an interview form was used for qualitative study.

The Cronbach's alpha was used to measure the reliability of the questionnaire. According to the result of pilot testing, the internal consistencies (Cronbach's alpha) were 0.96 for the instructional leadership practices and 0.92 for the teachers' functional competency. Descriptive statistics and independent samples *t* test, One-way Analysis of Variance (ANOVA), Tukey post-hoc test and Pearson product-moment correlation were used to analyze the quantitative data. The researcher analyzed and interpreted the qualitative data manually.

Findings and Discussion

In this section, findings of school leaders' instructional leadership practices and teachers' functional competency were presented through analyzing the collected data. Firstly, quantitative findings were described.

Table 3 One-Way ANOVA Results Showing Significantly Different Areas in School Leaders' Instructional Leadership Practices Grouped by Total Service (N= 200)

Variables		Sum of Squares	df	Mean Square	F	P
Defining School Goals	Between Groups	5.29	2	2.61	6.62	.002**
	Within Groups	77.68	197	0.39		
	Total	82.91	199			
Managing the Instructional Programmes	Between Groups	5.91	2	2.95	6.81	.001**
	Within Groups	85.52	197	0.43		
	Total	91.43	199			
Promoting School Climate	Between Groups	6.37	2	3.18	7.43	.001**
	Within Groups	84.44	197	0.43		
	Total	90.81	199			
Instructional Leadership	Between Groups	5.72	2	2.86	7.55	.001**
	Within Groups	74.62	197	0.38		
	Total	80.34	199			

Note: **p<01, ***p<.001

Table 4 Tukey Results HSD Showing Significant Difference in School Leaders' Instructional Leadership Practices Grouped by Total Service (N= 200)

Variables	Total Service (I)	Total Service (J)	Mean Differences	P
Defining School Goals	above 40	20 years and below	-.78939*	.009**
		31-40years	-.92364*	.002**
Managing the Instructional Programmes	31-40years	20 years and below	.24360*	.031*
		above 40	.83351*	.008**
Promoting School Climate	31-40years	20 years and below	.25613*	.003**
		above 40	.77873*	.041*
Instructional Leadership	31-40years	20 years and below	.24360*	.031*
		above 40	.77873	.008**

Note: *p<.05, **p<.01

In order to table (4), according to Tukey HSD results, two groups of school leaders who had the total service of 20 years and below exceeded the group of school leaders who had the total service of above 40 years in defining school goals. In managing instructional programmes, promoting school climate, and overall instructional leadership practices, the groups of school leaders who had total service of 31 to 40 years surpassed the other two groups.

Table 5 Mean Values and Standard Deviations of School Leaders’ Instructional Leadership Practices Grouped by Total Administrative Services (N= 200)

Variables	Total Administrative Services	n ₁	n ₂	Mean	SD	F	P
Defining School Goals	5years and below	1	15	4.51	.40	1.76	ns
	6-10yrs	5	119	4.40	.64		
	11-15yrs	3	42	4.39	.66		
	above 15	1	24	4.10	.71		
Managing Instructional Programmes	5years and below	1	15	3.94	.47	7.76	.000*
	6-10yrs	5	119	4.26	.62		
	11-15yrs	3	42	4.22	.59		
	above 15	1	24	3.59	.89		
Promoting School Climate	5years and below	1	15	4.30	.21	6.34	.000***
	6-10yrs	5	119	4.14	.65		
	11-15yrs	3	42	4.19	.53		
	above 15	1	24	3.56	.92		
Instructional Leadership	5years and below	1	15	4.23	.20	5.74	.001**
	6-10yrs	5	119	4.23	.61		
	11-15yrs	3	42	4.23	.54		
	above 15	1	24	3.68	.85		

Note: **p<.01, ***p<.001 n₁ = number of school leaders n₂ = number of teachers

Table 6 One-Way ANOVA Results Showing Significantly Different Areas in School Leaders’ Instructional Leadership Practices Grouped by Total Administrative Service (N= 200)

Variables		Sum of Squares	df	Mean Square	F	P
Managing the Instructional Programmes	Between Groups	9.70	3	3.236	7.762	.000***
	Within Groups	81.72	196	.417		
	Total	91.43	199			
Promoting School Climate	Between Groups	8.04	3	2.679	6.344	.000***
	Within Groups	82.77	196	.422		
	Total	90.81	199			
Instructional Leadership	Between Groups	6.49	3	2.164	5.744	.001**
	Within Groups	73.85	196	.377		
	Total	80.34	199			

Note: **p<.01, ***p<.001

As shown in table 6, there were significant differences among school leaders in all variables. So, Tukey test was used to analyze.

Table 7 Tukey Results HSD Showing Significant Difference in School Leaders' Instructional Leadership Practices Grouped by Total Administrative Service

(N= 200)

Variables	Total Administrative Service (I)	Total Administrative Service (J)	Mean Differences (I-J)	P
Managing the Instructional Programmes	above 15	6-10yrs	-.66572*	.000**
		11-15yrs	-.62815*	.001**
Promoting School Climate	above 15	5years and below	-.73621*	.004**
		6-10yrs	-.57888*	.001**
		11-15yrs	-.62438*	.001**
Instructional Leadership	above 15	5years and below	-.55356*	.034*
		6-10yrs	-.55316*	.000***
		11-15yrs	-.55835*	.003**

Note: ***p <.001, **p<.01, *p<.05

In order to Table 7, according to Tukey HSD results, three groups of school leaders who had the total administrative service of 5 years and below, 6 to 10 years and 11 to 15 years exceeded the group of school leaders who had the total administrative service of above 15 years in managing instructional programme and overall instructional leadership practices, the groups of school leaders who had total administrative service of 6 to 10 years and 11 to 15 years surpassed the group of school leaders who had total administrative service above 15 years in managing the instructional programme.

Table 8 Means and Standard Deviations of Teacher's Functional Competency

(N=200)

Variable	Mean	SD	Remark
Demonstrating Leadership	4.44	0.58	High
Establishing a respectful environment	4.24	0.63	High
Knowing the content they teach and understanding how students learn	4.41	0.56	High
Facilitating learning for their students	4.33	0.62	High
Reflecting on their practices	4.26	0.64	High
Teachers' Functional Competency	4.34	0.55	High

Scoring direction: 1.00-2.00= low

3.01-4.00= moderately high

2.01-3.00 moderately low

4.01-5.00= high

Finding on variations of teachers' functional competency in terms of their personal factors

Table 9 Mean Values and Standard Deviations of Teacher Functional Competency by Teacher Position (N=200)

Variables	Position	N	Mean	SD	F	P
Demonstrating leadership	PT	42	4.71	.28	7.02	.001**
	JT	86	4.43	.54		
	ST	72	4.30	.69		
Establishing respectful environment	PT	42	4.52	.34	6.19	.002**
	JT	86	4.22	.58		
	ST	72	4.10	.76		
Knowing the content they teach and understanding how students learn	PT	42	4.56	.37	2.15	ns
	JT	86	4.41	.46		
	ST	72	4.33	.72		
Facilitating learning for their students	PT	42	4.55	.34	4.98	.008**
	JT	86	4.36	.56		
	ST	72	4.18	.77		
Reflecting on their practices	PT	42	4.40	.47	2.11	ns
	JT	86	4.28	.54		
	ST	72	4.15	.80		
Functional Competency	PT	42	4.55	.27	5.32	.006**
	JT	86	4.34	.47		
	ST	72	4.21	.70		

Note: *p<.05, **p<.01, ns= no significance

Table 10 One-Way ANOVA Results Showing Significantly Different Areas in Teachers' Functional Competency Grouped by Teacher Position (N=200)

Variables		Sum of Squares	df	Mean Square	F	P
Demonstrating Leadership	Between Groups	4.47	2	2.23	7.03	.001**
	Within Groups	62.72	197	.32		
	Total	67.19	199			
Establishing a respectful environment	Between Groups	4.72	2	2.36	6.19	.002**
	Within Groups	75.05	197	.38		
	Total	79.77	199			
Facilitating learning for their students	Between Groups	3.77	2	1.87	4.98	.008**
	Within Groups	74.53	197	.38		
	Total	78.31	199			
Functional Competency	Between Groups	3.12	2	1.56	5.32	.006**
	Within Groups	57.76	197	.29		
	Total	60.88	199			

Note: *p<.05, **p<.01

Table 11. Tukey Results HSD Showing Significant Difference in Teachers' Functional Competency Grouped by Teacher Position (N= 200)

Variables	Teacher Positions(I)	Teacher Position (J)	Mean Difference	p
Demonstrating leadership	PT	ST	.41*	.001**
		JT	.28*	.025*
Establishing a respectful environment	PT	ST	.42*	.002**
		JT	.29*	.032*
Facilitating learning for their students	PT	ST	.37*	.006**
Functional Competency	PT	ST	.34*	.004**

Note: *p<.05, **p<.01

According to table 11, Tukey HSD results indicated that in the dimension of demonstrating leadership, establishing a respectful environment, the group of primary teachers exceeded both the groups of junior teachers ($p<.05$) and senior teachers ($p<.01$). In also the dimension of facilitating learning for their students, the groups of primary teachers exceeded the group of senior teachers ($p<.01$). Moreover, the group of primary teachers surpassed the group of senior teachers in functional competency ($p<.01$).

Table 12. The Relationship Between School Leaders' Instructional Leadership Practices and Teacher's Functional Competency (N=200)

Variables	Instructional Leadership Practices	Teacher's Functional competency
Instructional Leadership Practices	1	.692**
Teacher's Functional competency	.692**	1

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

In table (12), it was found that there was a strong positive relationship between school leaders' instructional leadership practices and teachers' functional competency. Therefore, school leaders' instructional leadership practices and teachers' functional competency across the 21st century learning were highly related ($r=.692^{**}$, $p < 0.01$).

4.2 Qualitative Research Finding

The responses on open-ended and interview questions were presented as the qualitative findings. There are four open-ended questions for teachers, and various responses are described in detail as follow.

Q. 1 Describe the proposals that you want to add concerning with your school leader's instructional leadership practices.

Most of the teachers (n= 134, 67%) answered that no need to add concerning with their school leaders' instructional leadership practices.

- Good at instructional leadership practices. (n= 17, 8.5%)
- Support teaching aids (n=9, 4.5%).
- Organize to participate all staff. (n=2, 1%)
- Take accountability and responsibility. (n=1, 0.05%)
- Supervise their staff during teaching. (n=5, 2.5%)
- Supervise teachers to use instructional time effectively (n=3,1.5%)
- Occasionally teach students by himself (n=1, 0.05%).
- Discuss with the parents of low- achieving students (n=5, 2.5%).
- Focus more on the instructional leadership practices (n=6, 3%).

Q.2 Do you have the ability to teach your students to get 21st century skills (5Cs)? How to you perform?

- Most of teachers (n=100, 50%) answered that they can teach student to get 21st century skills (5Cs) by using the teaching methods suggested by teaching experts, mentors and instructors. Some teachers can perform to get 21st century skills (5Cs) by:
 - Teaching by using technology (n=20, 10%)
 - Using teaching aids and making experiments (n= 19, 9.5%)
 - Reading books, papers, articles written by educational experts. (n=35, 17.5%)
 - Teaching to get communication with each other, cooperation and innovation, own critical thinking, solving the problem, to actively participate in social affairs and group discussion (n=19, 9.5%)

Q.3 Describe your practices in order to effectively implement the new education system for 21st century learning.

- Studying to get more knowledge (n=20, 10%)
- Using child-centered approach (n=12, 6%)
- Attending on-line teaching class and getting information concerned with teaching and learning from google, you-tube and other social media (n=35, 17.5%)
- Using the teachers' guide and teaching aids (n= 16, 8%)
- Applying new knowledge obtained from subject refresher courses, teacher training programs, summer short-term courses, laboratory training courses (n= 56, 28%)
- Sharing and discussing with each other, group discussion and evaluation (n=14,7%)

Q.4 Which difficulties do you face to implement the new education system for 21st century learning?

- Lack of ICT skills (n= 71, 35.5%)
- Weakness in parents' support (n=15,7.5%)
- Inadequate teaching aids (n=16, 8%)
- Not having enough teaching period (n=23, 11.5%)
- Weakness in cooperation (n= 12, 6%)
- Lacking of children's previous knowledge (n=10,5%)
- Poor language proficiency (n=12,6 %)

- Having family economic affair (n=3, 1.5%)
- Having a large number of students in classroom (n=18, 9%)
- Having difficulty for teaching the various subjects (n=5, 2.5)

To know the instructional leadership practices of school leaders in more detail, eight principals were selected to conduct interview based on the qualitative results from Basic Education High Schools, in West district, Yangon Region. The responses of these principals were presented as follows.

Q.1 What factors do you consider when you set the yearly goals for your school? What do you do to implement those purposes?

The school leader of school (1) said that she set the school's goals based upon the spirit, discipline and education. She cooperated with parents, teachers and school communities to develop the physical infrastructure and to improve the mental development of students. And, she said that she usually communicates the school's academic goals to her staffs and students. She used both formal communication channels (e.g- staff bulletins, assemblies and goal statements) and informal ones (e.g parents- teachers conferences, curriculum meeting, other discussion with staff).

The school leader of school (2) said that she framed the school goals for the physical, intellectual, spiritual, social and emotional development of students, and incorporated data on past and current student performance and insisted on the staff to include actively for achieving the set goals. School leader communicated the school' goals to teachers, parents, students etc. both formal and informal communication channel.

The school leader of school (3) said that she set the school goals according to students' learning capability, parents' support capability and support capability of Department of Education. She articulated not only teachers at the meeting but also students at the assemblies concerning the school goals.

The school leader of school (4) said that she set the school goals depending on students' effort and learning, and set accordance with the schools' calendar during the school year. And then, she communicated the school goals to the teachers, parents and students at the meeting and assemblies.

The school leader of school (5) said that she had set purposes of school for students' future improvement. She informed teachers about the purposes at meeting, call for assemblies every Monday to inform students about the school purposes.

The school leader of school (6) said that when setting school goals, she aimed to develop learning purposes and to be all round developed students. When acting to know the school goals, the subject deans, class teachers and class monitors are called to meeting and assemblies.

The school leader of school (7) said that she set educational purposes to be well-rounded citizens and to get higher education. Before setting school goals, she discussed with teachers first. And she informed students and parents at the parents-teacher meetings, assemblies and by using the bulletin board and the goals of school are depicted in the school leaders' office.

The school leader of school (8) said that she set school goals based on the school calendar, students' learning capability, parents' support capability and support capability of Department of Education. She communicated the school goals to teachers, students and parents at the parents and teacher meetings, assemblies and using the bulletin board and the goals of school are depicted in the school leaders' office. The school's academic goals were displayed highly visible in the school.

Q.2 How do you manage your instructional programmes at school?

The school leader of school (1) answered that she supervised teachers' work by inspecting records such as notes of lesson, class attendance records and period register book. She checked students' exercise books regularly (weekly with the help of subject deans). She checked teachers' note of lesson and align the curriculum and advice where necessary. She analyzed students' examination result and discussed with the subject teachers, students and their parents related to the weak subject.

The school leader of school (2) said that she formed "Board of Study" and forced to teach accordance with the monthly syllabus. She directed teachers to assess during teaching and learning process. According to the student' achievement result, she discussed across the grade level staff and individual teacher. She looked at daily dairy of individual teachers on every Friday and sometimes checked the record of correction. Moreover, she fulfilled teaching aids, scientific tools and chemical materials and supervised to use teaching aids effectively. She monitored teaching-learning conditions and gave the suggestions as needed.

The school leader of school (3) answered that she managed the instruction programmes. She collaborated with teachers in developing curriculum and instruction to improve the academic performance of pupil. To achieve good academic results, she discussed with the subject deans and subject teachers. She conducted informal observations in classrooms and then she pointed out specific strengths and weaknesses in teacher's instructional practices.

The school leader of school (4) said that she supervised the teaching method and made frequent classroom observation and evaluated teachers' performance and then advised to improve their teaching and learning processes. To be successful the curriculum, she coordinated with subject deans and subject teachers to connect accordance with the grade level. She sometimes checked the students' exercise books and informed teachers if their students' exercise books were not completed. She directed teachers to do correction of students' exercise books.

The school leader of school (5) answered that she checked whether the monthly syllabus and the current lessons match or not. She supervised teachers' work by inspecting records such as notes of lesson, class attendance records and period register book. Sometimes, she carried out informal observation such as looking at the situation of learning activities carried out by the teachers in the classroom and then met individually with teacher to discuss the weaknesses of teaching.

The school leader of school (6) said that she assigned teachers to teach the subjects according to their specializations. She monitored teachers to use Child-centered Approach (CCA). She checked the students' book whether the syllabus and lesson match or not. She visited classes to observe the teaching process, and then gave feedback towards these observations. And she discussed with the teachers about the child who weak in academic performance or problems related to that student. Sometimes she provided private feedback to some teachers who are in low performance.

The school leader of school (7) answered that to improve the teaching and learning processes, she supported teaching aids. She organized and motivated the parents and teachers to cooperate for students' all- round development.

The school leader of school (8) answered that she conducted informal observations in classrooms and then she pointed out specific strengths and weaknesses in teacher's instructional practices. Moreover, she provided private feedback to some teachers who are in low performance. She met teachers individually to discuss student progress. She informed the school's academic progress the students.

Q.3 How do you act to improve your school climate?

The school leader of school (1) said that she forced teachers to take the class punctually. She provided private feedback to the teachers' low performance and public praise of outstanding teachers' performance. Moreover, she provided private feedback to students in low academic achievement and public praise of outstanding students' performance. For professional development, she encouraged the teachers to attend the subject refresher courses, teacher training programs, summer short-term courses, laboratory training courses and to share the information each other.

The school leader of school (2) answered that she performed emergency meeting during class time occasionally. She instructed teachers to teach the co-curriculum effectively. When she visited informally to the class, and evaluate teachers' performance and provided private feedback to teachers' classroom instruction. She informed and consulted with parents about their children who are low in morale value. For professional development, she encouraged the teachers to attend the subject refresher courses, teacher training programs, summer short-term courses, laboratory training courses and the information was discussed each other.

The school leader of school (3) said that she acted as substitute teachers in the absence of class teacher. She held school meeting at the end of the school time. She reinforced teachers to cooperate the school activities. The teachers were rewarded for their special effort and teaching performance by school leader (e.g monetary reward, regularly attendance, etc.). She recognized and rewarded the outstanding students for academic accomplishment or for their good behavior (e.g hanging the outstanding students' photos in the hall, trophies in the school trophy case).

The school leader of school (4) said that she admitted that she cannot protect the instructional time occasionally from the external interruption. But then, she held faculty meeting at the end of the school time. Sometime, she performed as a substitute teacher in the absence of class teacher. She was used reward system for the special efforts and performance of teachers. Moreover, she provided the incentives for students who do the best academic achievement and for good behavior. Teachers were motivated to try to expertise in their respective subject. For the professional development, she encouraged the teachers to attend the subject refresher courses, teacher training programs, summer short- term courses, laboratory training courses and to share information each other. Accordance with the 21st century learning, she encouraged mainly teachers to use the teaching aids, to do group projects, and she supported teaching and learning materials as such as possible.

The school leader of school (5) said that she encouraged the teachers to attend the subject refresher courses, teacher training programs, summer short-term courses, laboratory training courses and the information was discussed each other for the professional development. She recognized and rewarded the outstanding students for academic accomplishment or for their good behavior (e.g hanging the outstanding students' photos in the hall, trophies in the school trophy case).

The school leader of school (6) said that she protected classroom instructional time from interruption and erosion (e.g held the school meeting at the end of the school time). She reinforced her staff to make the effective use of teaching aids, to study from you-tube, google and other media and then to apply it in their teaching, and instructed that the lessons had to be well-prepared. She urged that the respective subjects were discussed monthly. For the outstanding teachers' performance, teachers were recognized and rewarded. She recognized superior students with their academic achievement and the good behavior or citizenship (such as displaying academic award, giving the trophies in the school trophy case).

The school leader of school (7) said that she discussed with parents whose children have the difficulties in learning. She held faculty meeting at the end of the school time. The school leader

recognized superior students with their academic achievement and the good behavior or citizenship (such as displaying academic award, giving the trophies in the school trophy case, placing names of students with outstanding performance on the honor roll and publishing annual school magazines). For the professional development, she encouraged the teachers to attend the subject refresher courses, teacher training programs, summer short-term courses, laboratory training courses and to share and discuss the information each other.

The school leader of school (8) answered that she protected classroom instructional time without interruption and erosion (e.g held the school meeting at the end of the school time). School leader performed to replace the teacher who helps for the absence of the class teacher. According to 21st century learning, she urged teachers on to use google, you-tube and other media platform for teaching and learning processes. She encouraged teachers to teach the co-curriculum activities on instructional time.

Discussion

According to the quantitative findings, the mean value of school leaders' instructional leadership practices perceived by teachers was 4.16. That is, the responses of teachers indicated that school leaders always performed instructional leadership practices.

The mean score of the school leaders' instructional leadership was high when analyzed according to their qualification. The mean value of the school leaders who got BEd degree was higher than that of the school leaders who got PhD. This finding indicated that the school leaders who got PhD in Physics and Chemistry are less qualified in the educational administration than the school leaders who got BEd. Durango (2008) claims that leadership presupposes many skills and the use of effective tools tailored to the situation at hand.

This finding indicated that the group of school leaders who had the total service of 31 to 40 years performed instructional leadership practices more than the two groups of school leaders who had the total service of 20 years and below and above 40. Finding suggested that the school leaders who had the total service of 40 years and above will be retired and they are unwilling to meet the new requirement.

This finding indicated that the mean value of school leader who were total service (20years and below) is lower than the school leader who were total service (31-40) years. The school leaders who had the total service of (31-40) years had the adequate experiences, knowledge, skills and willing to try new things. the This finding suggested, the school leader who were total service of 20years and below may be less experiences, skills and knowledge.

According to their administrative services, there were significant differences in all areas of school leaders' instructional leadership. It could be concluded that the group of school leaders 5years and below and 6- 10 years of administrative service more performed managing the instructional programmes and promoting school climate than the school leaders' who had above 15 years of total administrative service. According to open-ended questions, some teachers expressed that they want their principal to focus more on the instructional leadership practices (n=6, 3%), some teachers suggested their principals to support the teaching aids (n=9, 4.5%), some teachers wanted their principal to supervise their teaching (n=5, 2.5%). Moreover, she rejected to do interview because of her health problem. So, this finding revealed that the school leaders' who had above 15 of total administrative service was less in interested her school because of her health problem. Principals' work intensification can lead to excessive work- related stress, burn-out, and mental health, reduce

their self-efficacy and sense of personal accomplishment, and lead them to develop negative feelings towards the profession (Bauer & Brazer, 2013; Drummond & Halsey, 2013; Federici & Skaalvik, 2012).

On the other hand, in the results of quantitative findings, the mean value of teachers' functional competency was 4.34. This indicated that the level of teachers' functional competency was high level. Bennett (1988) reported that competencies need to be thoroughly conversant with the subject matter children's understanding and misconceptions, differentiate curriculum in relation to students, task design, portray curriculum, organize classroom settings, monitor a variety of classroom events, create and maintain good social relationships and relate and work with parents. In this study, teachers' functional competency was high, and so it can be said that they can perform all of their functions well.

Moreover, the mean value of teachers' demonstrating leadership was 4.44 or higher than the other function. The quantitative result, teachers always actively performed in demonstrating leadership for their schools. Katzenmeyer and Moller, 2001 affirm how teacher leader lead inside and outside of classrooms, nurturing other teachers to become leaders, and influencing improved educational practice.

The group of teachers who had above 31 years of teaching service had high level of teachers' functional competency than the rest groups. This finding revealed that the teachers who had above 31 years of teaching service can conduct their teaching functions more than the other groups of teachers because they had more experiences in teaching.

The group of teachers who had attended such teacher training as PATC, JATC, PGDT and PGDMA, DTEd and DTECT and BEd had high level of teachers' functional competency. The group of teachers who had attended PATC significantly exceeded the other groups of teachers. Indeed, the group of teachers who had attended PATC was primary teachers, and they had attended workshops of new curriculum implementation for primary levels in Myanmar. Teachers are key performers for any educational institution, hence, they need to be equipped with proper skill (Carnoy, Khavenson, & Ivanova, 2015).

Moreover, the finding of this study indicated that, school leaders' instructional leadership practices was positively and highly correlated with teachers' functional competency. This finding agreed with the statements that school leaders' instructional leadership practice is able to increase the level of teachers' functional competency (Ross Hogaboam-Gray, & Gray, 2004; Ebmeier, 2003) and also success in teachers' classroom instructions; and at the same time the increase in students' academic achievement can be realized (Hendriks & Steen et al, 2012).

Suggestions

The following recommendation are based on the analyses of the research findings to improve the school leaders' instructional leadership practices and functional competency of teachers.

- The school leaders should provide private feedback to teacher who are in low performance.
- School leader should hold a continuous discussion with teachers individually to know the students' academic development and achievement.
- School leaders should discuss with the staff as a whole, and individual teachers based on student achievement data.

- School leaders should avoid spending too much time on non-instructional issues and minimize school-wide announcements that interrupt classroom teaching.
- School leaders should speak informally with teachers and students during recess and lunch breaks
- School leaders shouldn't stay in the office all day and provide direct instruction to classes occasionally. As a result, school leaders can assess level of student engagement, check instructional strategies and assessment procedures undertaken by the teachers.
- School leaders should be given the training concerning Educational Administration, supervision and instructional leadership as much as possible.
- It is necessarily important to give the new curriculum training to teachers at all levels of Basic Education effectively and efficiently to be quality education.
- It is greatly necessary that the Ministry of Education should fulfill the teaching aids and facilitates required for 21st century learning.
- Teachers should identify various teaching method to help students with different background and the special need of child.
- Teachers should learn instructional resources (such as educational journal, articles and papers etc.) for their continuous development.

Acknowledgement

First and foremost, I would like to express my respectful thanks to Dr. Kay Thwe Hlaing (Rector, Yangon University of Education), Dr. May Myat Thu (Pro-Rector, Yangon University of Education), Dr. Khin Khin Oo (Pro-Rector, Yangon University of Education), and Dr. Nyo Nyo Lwim (Pro-Rector, Yangon University of Education). Secondly, our respectful gratitude and thanks to Dr. Khin Mar Ni (Professor, Head of Department, Department of Educational Theory and Management, Yangon University of Education) for her administrative support, expert guidance in the preparation of this study, reasonable and detailed suggestion, timely and invaluable advices, and warmhearted advocacy for all the times during this study. I would like to appreciate my external examiner U Tun Oo Kyaw (Lecturer, Retired) Department of Educational Theory and Management, Yangon University of Education) for her excellent guidance, warmhearted advocacy and knowledgeable suggestions.

References

- Bauer, S.C., & Brazer, S.D. (2013). The impact of isolation on the job satisfaction of new principals. *Journal of School Leadership*, 23(1), 152-177
- Bennett, K. S. (1998). What about me? ... Reflection from a first-year principal. *NASSP Bulletin*
- Bush, T et al (2010). Managing teaching and learning in South African Schools. *International Journal of Educational Development*.
- Durango, R. (2008). *Leadership skills, emotional intelligence and spiritual intelligence of administrators in the RVM higher education institutions* (Doctoral dissertation). Immaculate Conception College, Davao City
- Guide for Writing Functional Competencies, 2005. Retrieved on 25 August, 2021 from <https://home.ubalt.edu>.
- Hallinger, P. (2005). Instructional Leadership and the school principal: A passing fancy that refuses to fade away leadership and policy in Schools, 4 (3).
- Hallinger, P., & Murphy, J. (2012). Running on empty? Finding the time and capacity to lead learning. *NASSP Bulletin*, 97(1).
- Hendriks, M., & Steen, R. (2012). Results from school leadership effectiveness studies (2005-2010). *School leadership effects revisited: Review and meta-analysis of empirical studies*, New York: Springer
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the Sleeping Giant: Helping Teachers Develop as leaders*, second edition. Thousand Oaks, CA: Corwin Press
- Leithwood, K. & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia PA: Laboratory for Student Success, Temple University

- Medley, D.M. (1977). *Teacher Competence and teacher effectiveness: A review of process- product research*. Washinton, D.C: American Association of Collages for Teacher Education. Retrieved on 23 August 2021 from <http://files.eric.ed.gov/fulltext/ EDI143629. pdf>
- Nessipbayeva, O. (2012). The Competencies of the Modern Teacher. Retrieved on 3 July, 2021 from <https://semanticscholar.org/>
- Ross, J. A., Hogaboam-Gray, A., & Gray, P. (2004). Prior student achievement, collaborative school processes, and collective teacher efficacy. *Leadership and Policy in Schools, 3*(3).
- Salleh, K.M & Sulaiman, N. L (2016). The Development of Human Resource Competency Model in PublicSector Organizations in Malaysia.
- Teacher Competency Standards Framework (TCSF), 2020. Department of Higher Education in Myanmar.