THE RELATIONSHIP BETWEEN PRINCIPALS' INSTRUCTIONAL LEADERSHIP BEHAVIOURS AND ORGANIZATIONAL CLIMATE AT SELECTED BASIC EDUCATION HIGH SCHOOLS IN MONYWA TOWNSHIP

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Abstract

The main aim of this study was to investigate the principals' instructional leadership behaviours and organizational climate at Selected Basic Education High Schools in Monywa Township. Two existing survey instruments, *Principal's Instructional Leadership Scale* and *Organizational Climate Descriptive Questionnaire*, measure the relationships among the constructs. All senior, junior, and primary school teachers (N= 409) from six selected high schools in Monywa Township participated in the study. Descriptive statistics was used in analyzing data. The results of the study indicated that the extents of principals' instructional leadership behaviours for selected high schools in Monywa Township were high with mean value (3.77) and the levels of organizational climate of schools was also high according to openness level (SdS: above 600). Correlational analysis demonstrated highly positive relationship between principals' instructional leadership behaviours and organizational climate (r=.782, p< 0.01). Thus, there was positive and significant relationship between principals' instructional leadership behaviours and organizational climate perceived by teachers in selected high schools. In this study, it was found that principals' instructional leadership behaviours were highly correlated with organizational climate of schools to create an open climate of schools.

Key Words: Instructional Leadership behaviours, organizational climate

Introduction

Throughout the history, human beings have met their need for manpower through education. Education, whether planned, formal or more traditional and informal, occurs in every environment. Especially, for educational institutions, which have a more planned or programmed structure, to reach their aims, administrators are one of the most important factors and they are expected to be qualified people (Hoy and Miskel, 2010, cited in

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Zorlu, 2016). Therefore, principal is the main key person for an educational organization.

Research (Pellicer, Keefe &Mc Cleary, 1990, cited in Grizzard, 2007) has consistently focused on the features characteristics of effective schools. Strong instructional leadership continues to be an essential correlate of effective schools research (Edmonds, 1979, cited in Grizzard, 2007). Administrators identify with and recognize that instructional leadership is necessary component for a successful school in the age of No Child Left Behind mandates and accountability. As instructional leaders, principals can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate. Therefore, school climate, leadership, and quality instruction are frequently associated with effective schools (Kelly, Thorton & Daugherty, 2005).

Organizational climate of school is established and enhanced by the instructional leader. Consequently, education organizations are known to be very important in terms of institutional qualities. In order for educational institutions to be successful in achieving to their objectives, organizational climate plays a major role. In educational institutions, a positive climate can be achieved by influential leaders (Mustafa, 2015). For this reason, instructional leadership behaviours and organizational climate are the key elements in quality assurance of modern education organizations. Therefore, it is necessary to study the principals' instructional leadership behaviours that can create an open climate of school, which in turn may impact the high achievement of students and teachers.

Aims of the Study

The general aim of the study is to examine teachers' perceptions on relationship between principals' instructional leadership behaviours and organizational climate at selected Basic Education High Schools in Monywa Township.

The specific purposes of the study are:

- To measure the extent of teachers' perceptions on their principals' instructional leadership behaviours at selected Basic Education High Schools in Monywa Township,

- To measure the extent of teachers' perceptions on organizational climate of their schools at selected Basic Education High Schools in Monywa Township and

- To measure if any relationship exists between the principals' instructional leadership behaviours and organizational climate at selected Basic Education High Schools in Monywa Township.

Research Questions

1. To what extent do teachers perceive principals' instructional leadership behavioursat selected Basic Education High Schools in Monywa Township?

2. To what extent do teachers perceive organizational climate at selected Basic Education High Schools in Monywa Township?

3. Is there any relationship between principals' instructional leadership behaviours and organizational climate at selected Basic Education High Schools in Monywa Township?

Theoretical Framework

Principals' Instructional Leadership Behaviours (Sisman, 2016)

➢ Identifying and sharing school goals

➢ Management of instructional programs and teaching process

➢ Evaluation of teaching process and students

➢ Supporting and developing teachers

➢ Creating a safety learning climate and work environment

Organizational Climate for Secondary Schools (Hoy, Tarter &Kottkamp, 1991)

➢ Supportive principal behaviour

➢ Directive principal behaviour

➢ Engaged teacher behaviour

➢ Frustrated teacher behaviour

➢ Intimate teacher behavior

Review of Related Literature

Instructional Leadership

Leadership has very important impacts on the quality of the school organization and on students' outcome. Leadership skills of a school principal have been considered as one of the main factors on school effectiveness (Sisman, 2016).

Instructional Leadership Theories

The leadership theories provide framework for the historical evolution of instructional leadership. Leadership in social organizations evolves as the social and political climate influence the organization. Therefore, the instructional leadership construct amalgamates trait, behaviour, contingency, charismatic, transformational and transactional theories. Strong instructional leaders possess specific traits and behaviours, such as charisma, which can be applied in different situations and environments. The premise of instructional leadership is to lead teachers and pupils to reach full potentials by creating climates characterized by defining and communicating shared goals, monitoring the teaching and learning process, and promoting life-long learning of stakeholders and the organization (Alig-Mielcarek, 2003).

Instructional leadership has many different definitions and models that conceptualize it starting from the early 1900's. In this study, the dimensioning by Sisman (2016) was taken into consideration.

(i) Identifying and sharing school goals- It is expected from a school principal playing a leading role in identifying school goals by initially determining school vision and mission. The importance of school goals need to be emphasized explained and shared during the meetings with students, teachers and parents (Sisman, 2016).

(ii) Management of instructional programs and teaching process- One of the main inputs of school is programs. In order to successfully implement such programs, necessary conditions and maximum learning opportunities need to be prepared. In successful schools, school principals have a pivotal role in planning, implementing and coordinating of programs (Sisman, 2016).

(iii) Evaluation of teaching process and students- This dimension involves teaching, inspecting, evaluating of programs, monitoring and evaluating student development. School principal should discuss and provide feedback about the teaching process and results of student evaluation with the school staff (Sisman, 2016).

(iv) Supporting and developing teachers- One of the main responsibilities of the school principal is to help everyone in the school develop their professional qualifications, also, to enable teachers make use of these new knowledge and qualifications in the school. Otherwise, all the effort made for developing teachers' performance would be futile. In this respect, the school principal has an essential role in rewarding and acknowledging teachers for their various accomplishments (Sisman, 2016).

(v) Creating a safety learning climate and work environment- School principals need to create and maintain a positive teaching-learning environment and climate, which help students and teachers to work enthusiastically. Therefore, school principals should know and motivate various subcultures and tendencies in school. They should lead and enable to create and share innovative ideas related to teaching, learning and education (Sisman, 2016).

Organizational Climate

The concept of organizational climate originated in the late 1950s as social scientists studied variations in work environments. Teachers' performance in schools is in part determined by the atmosphere or climate in which they work.Therefore, organizational climate is a general synthesizing concept that is directly influenced by the principal, which in turn affects the motivations and behaviours of teachers (Hoy & Forsyth, 1986). The early work of Halpin and Croft (1963) in conceptualizing school climate laid the foundation for many of the frameworks that came after. In this study, organizational climate can be classified as followed:

(i) Supportive principal behaviour- is characterized by efforts to motivate teachers by using constructive criticism and setting example through hard work. At the same time, the principal is helpful and concerned with the personal professional welfare of teachers. Supportive behaviour is directed

toward both the social needs and task achievement (Hoy, Tarter &Kottkamp, 1991).

(ii) Directive principal behaviour- is rigid, close supervision. The principal maintains constant monitoring and control over all teacher and school activities, down to the smallest details (Hoy, Tarter &Kottkamp, 1991).

(iii) Engaged teacher behaviour- is reflected by high faculty morale. Teachers are proud of their schools, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other; they are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed (Hoy, Tarter &Kottkamp, 1991).

(iv) Frustrated teacher behaviour- refers to a general pattern of interference from both administration and colleagues that distracts from the basic task of teaching. Routine duties, administrative paper work, and assigned non-teaching duties are excessive; moreover, teachers irritate, annoy and interrupt each other (Hoy, Tarter &Kottkamp, 1991).

(v) Intimate teacher behaviour- reflects a strong and cohesive network of social relationships among the faculty. Teachers know each other well, are close personal friends, and regularly socialize together (Hoy, Tarter &Kottkamp, 1991).

Definitions of Key Terms

Instructional Leadership

Instructional leadership encompasses those actions that a principal takes, or assigns to others, to raise growth in student learning and consists of following tasks: describing the purpose of schooling: setting school-wise goals: providing the resources needed for learning to occur: supervising and evaluating teachers: coordinating staff development programs: and creating collegial relationships with and among teachers (De-Bevoise, 1984).

Instructional Leadership Behaviours

Instructional leadership behaviours can be defined as behaviors that administrators exhibit themselves and that the behaviours they make others exhibit by influencing them (Sisman, 2004, cited in Zorlu, 2016).

Organizational Climate

The organizational climate of school is the result of the reciprocal effects of the teachers' behavior pattern as a group and the principal's behaviour pattern as a leader (Silver, 1983). According to Halpin and Croft (1963), the organizational climate of school is the blend of two important dimensions of interpersonal interaction: the principal's leadership and the teachers' interactions.

Principal's Behaviour: Principal's behaviour is a dimension of the school climate including supportive behaviour and directive behaviour (Hoy, Tarter &Kottkamp, 1991).

Teachers' Behaviour: Teachers' behaviour is a dimension of the school climate consisting of engaged behaviour, frustrated behaviour and intimate behaviour (Hoy, Tarter &Kottkamp, 1991).

Methodology

This study used a descriptive statistical design. Both quantitative and qualitative research methods were used to carry out the study. For quantitative study, questionnaire survey was used. Open-ended questions were used in qualitative study.

Population and sample

The target population for this study was all teachers (primary teachers, junior teachers and senior teachers) at selected Basic Education High Schools in Monywa Township. A distribution of participating schools was monitored and adjusted using the criterion that the principal had been at the current school for at least two years. Out of 11 high schools with the principals' service (at least two years at the current school) in Monywa Township, 6 high schools (54.55% of the total schools) met the criterion. Therefore, these schools were selected for the main study.

Instrumentation

In this study, the questionnaire survey method was chosen as an instrument to collect the appropriate data. As instrument, two sets of questionnaire, *Principal's Instructional Leadership Scale* and *Organizational Climate Description Questionnaire* for all teachers (including primary

teachers, junior teachers and senior teachers) were used to gather information for this study.

The instructional leadership behaviours scale used for this study was developed by Sisman (2004, cited in Zorlu, 2016). It is a 50 items, five point Likert-type scale and consists of five subscales; defining school goals, managing the instructional programs, evaluating the instructional process, supporting teachers and professional development and creating a safety climate. The answers to the questions are rated as: 1 (never), 2 (rarely), 3 (sometimes), 4 (often) and 5 (always).

The Organizational Climate Questionnaire used in this study was developed by Hoy, et.al (1991). It is a 34-item, four point Likert-type scales and consists of five subscales, supportive principal behaviour (7-items), directive principal behaviour (7-items), engaged teacher behaviour (10-items), frustrated teacher behaviour (6-items) and intimate teacher behaviour (4-items). This study consisted of 5-point Likert scale ranging from (1) "never occurs", (2) "rarely occurs", (3) "sometimes occurs", (4) "often occurs" and (5) "always occurs".

Procedure

First and foremost, relevant literature was explored. Next, the instrument was constructed in order to collect the required data. For the content validity, the questionnaires were evaluated and revised by the experts who are well experienced and mastery in this field. According to this review, comments and suggestions, the instruments were modified again. To test the reliability of questionnaire items, pilot study was conducted.

After requesting permission from the responsible persons, questionnaires for teachers were distributed to all teachers in six selected schools on the 5th and 6th Dec, 2016 and collected those on 12nd Dec, 2016. Data obtained from the study were scored. Based on the results of the responses, this study was conducted in order to investigate the relationship between principal's instructional leadership behaviours and organizational climate in schools. For qualitative study, open-ended questions were developed under the guidance of the supervisor.

Data Analysis

The unit of analysis was the school; therefore individual respondent scores were aggregated to the school level for the independent and dependent variables of this study. After scoring of various items in each area, the data were computed with the Statistical package for Social Sciences (SPSS) software version 20, and analyzed using descriptive statistics such as means and standard deviations for each variable. By using SPSS (Statistical Package for Social Sciences), data obtained from Instructional Leadership Behaviours Questionnaire were analyzed. The scoring direction for each item is identified as 1.00-1.49= very low extent 1.50-2.49= low extent 2.50-3.49= moderate extent 3.50-4.49= high extent 4.50-5.00= very high extent.

After administering and collecting data concerned with school climate obtained from OCDQ-RS, an average score was developed for each of the 33 items. Next, the mean scores were added from each dimension are summed the average item scores as follows:

Supportive Behaviour (S)   = 5+6+23+24+25+29+30

Directive Behaviour (D)   = 7+12+13+18+19+31+32

Engaged Behaviour (E)   = 3+4+10+11+16+17+20+28+33

Frustrated Behaviour (F)   = 1+2+8+9+15+22

Intimate Behaviour (Int)   = 14+21+26+27

To compare the score with the normative sample, the score was converted to a standardized score (SdS) with a mean of 500 and a standard deviation of 100. To develop SdS score, the difference between the school score and the mean score of the normative sample was calculated (See Table 3.1).

Table 3.1 : Formulas to Develop the OCDQ-RS Standardized Scores

Factor	Formula
Supportive Behaviour (S)	SdS for S= 100(S-18.19)/2.66+500
Directive Behaviour (D)	SdS for D= 100(D-13.96)/2.49+500
Engaged Behaviour (E)	SdS for E= 100(E-26.45)/1.32+500
Frustrated Behaviour (F)	SdS for F= 100(F-12.33)/1.98+500
Intimate Behaviour (Int)	SdS for Int= 100(Int-8.80)/0.92+500

Source: Hoy, W.K., Tarter, C.J. &Kottkamp, R.B. (1991) *Open Schools/Healthy Schools: Measuring Organizational Climate*.

The general openness index provides a measurement of school climate also called the level of openness using four of the five factors. Supportive principal behaviour, directive principal behaviour, engaged teacher behaviour, frustrated teacher behaviour are the factors of used to determine the general openness index for a school.

> **Openness = (SdS for S)+(1000-SdS for D)+(SdS for E)+(1000-SdS for F)**
>
> **4**

Source: Hoy, W.K., Tarter, C.J. &Kottkamp, R.B. (1991) *Open Schools/Healthy Schools: Measuring Organizational Climate*.

Research Findings

The data collected were analyzed in terms of mean values, standard scores and Pearson's Product Moment Correlation. The findings were presented in the following.

4.1 For Research Question No (1)

Table 4.1: Mean Values of Respondents' Perceptions on Instructional Leadership Behaviours in All Selected High Schools

School	Dimensions					ILB
	DSG	**MIP**	**EIP**	**PD**	**CLE**	
A	4.12	4.19	3.90	3.76	4.18	4.03
B	3.87	3.92	3.76	3.56	3.89	3.80
C	3.23	3.47	3.22	2.68	3.11	3.14
D	3.84	4.03	3.81	3.65	3.65	3.79
E	4.17	4.20	3.92	3.52	3.92	3.94
F	3.94	4.01	3.75	3.50	3.78	3.80
Total	3.88	3.98	3.73	3.46	3.80	3.77

1.00-1.49= very low extent 1.50-2.49= low extent 2.50-3.49= moderate extent 3.50-4.49= high extent 4.50-5.00= very high extent

Note: **DSG** = Defining School Goals **MIP** = Managing Instructional Program

EIP = Evaluating Instructional Process **PD** = Professional Development

CLE = Creating learning environment **ILB** = Instructional Leadership Behaviours

Table 4.1 indicates that principals' instructional leadership behaviours domains for all selected High Schools based on the perceptions of teachers from those schools. It was found that the domains of principals' instructional leadership behaviours: "managing the instructional program" (3.98) had the highest mean, followed, in descending order, by "defining school goals" (3.88), "creating learning environment" (3.80), "evaluating instructional process" (3.73) and "professional development" (3.46).

The total mean value for respondents' perceptions on principal's instructional leadership behaviours was high. It implied that the extents on principal's instructional leadership behaviours in all schools were high. Among them, School A had the highest extent of principal's instructional leadership behaviours with mean value (4.03) and School C had the lowest extent with mean value (3.14) within moderate extent of instructional leadership behaviours in school. In addition, School C had mostly moderate extent in each dimension of instructional leadership behaviours. Thus, principal in School C moderately performed instructional leadership behaviours than other principals in selected schools.

4.2: For Research Question No (2)

Table 4.2: Mean Values of Respondents' Perceptions on Organizational Climate in All Selected High Schools

School	Dimensions					Organizational Climate
	Supportive	Directive	Engaged	Frustrated	Intimate	
A	4.09 (28.65)	4.08 (28.57)	4.01 (40.11)	3.40 (17.01)	3.75 (15)	3.92
B	3.89 (27.21)	4.01 (28.05)	4.04 (40.38)	3.41 (17.08)	3.95 (15.8)	3.89
C	2.78 (19.45)	3.40 (23.8)	3.37 (33.67)	2.89 (14.44)	3.46 (13.84)	3.19
D	4.03 (28.24)	4.02 (28.12)	3.84 (38.4)	3.65 (18.23)	3.79 (15.16)	3.88
E	4.07 (28.5)	4.06 (28.44)	4.05 (40.52)	3.40 (17.01)	3.60 (14.39)	3.91
F	3.6 (25.18)	3.80 (26.62)	4.00 (40.04)	3.22 (16.11)	3.69 (14.76)	3.72
Total	3.74 (26.19)	3.90 (27.28)	3.91 (39.05)	3.31 (16.54)	3.71 (14.87)	3.76

1.00-1.49= never 1.50-2.49= rarely 2.50-3.49= sometimes 3.50-4.49= often 4.50-5.00= always

Table 4.2 depicts subscales of organizational climate of schools perceived by teachers for all selected high schools. It was also found that "teachers' engaged behaviours" (3.91) had the highest mean, followed in descending order, by "principal's directive behaviour" (3.90), "principal's supportive behaviour" (3.74), "teachers' intimate behaviours" (3.71) and "teachers' frustrated behaviours" (3.31). The total mean value for organizational climate in all selected high schools was (3.76). It implied that the principal's supportive and directive behaviours and the teachers' engaged, frustrated and intimate behaviours were often occurred in those schools. Among these school, School A had the highest level of mean score (3.92) and School C had the lowest level of mean score (3.19). It implied that the principal's and teachers' behaviours in School C were sometimes occurred although other schools were often occurred from the perspectives of teachers in all selected schools.

After this, the general openness index for secondary school climate could be computed regarding to the respondents' perceptions using the normative data stated in New Jersey sample of secondary schools. If the score of organizational climate was more than 620, it was certain that the school had open climate.

Table 4.3: A Summary of Dimensions and Openness of Organizational Climate of All Selected High Schools

School	Dimensions					Openness
	Supportive	**Directive**	**Engaged**	**Frustrated**	**Intimate**	
A	893.23	1086.75	1534.85	736.36	1173.91	651.24
B	839.10	1065.86	1555.3	739.90	1260.87	647.16
C	547.37	895.18	1046.97	606.57	1047.83	523.15
D	877.82	1068.68	1405.30	797.98	1191.30	604.12
E	887.60	1081.53	1565.90	736.36	1107.61	658.90
F	762.78	1008.43	1529.55	690.90	1147.83	648.25
Total	800.75	1034.94	1454.55	712.63	1159.78	626.93

<400 = very low, 400-449 = low, 450-474 = below average, 475-489 = slightly average, 490-510 = average, 511-524 = slightly above average, 525-549 = above average, 550-600 = high, >600 = very high

Table 4.3 depicts a summary of behavior dimensions and openness of school climate of all selected high schools. According to the Table 4.3, it was found that SdS scores for School A, B, D, E and F were very high and those of School C were above average. Thus, the levels of organizational climate for selected High Schools were generally high because the scores were 525-549 and above 600. In other words, the selected schools had open climate.

4.3 For Research Question No (3)

Table 4.4: Correlation between Instructional Leadership Behaviors and Organizational Climate in All Selected High Schools

Two Groups	Instructional Leadership Behaviors	Organizational Climate
Instructional Leadership Behaviors	1	.782**
Organizational Climate	.782**	1

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

Table 4.4 shows that principal's instructional leadership behaviours were highly correlated with organizational climate of schools ($r = .782$, $p < 0.01$). Thus, the value of correlation coefficient ($r = .782$) represents high correlation as interpretation of the relation between two variables. To sum up, the more principals exhibited instructional leadership behaviours in schools, the higher the perception level of organizational climate was.

Conclusions and Discussions

The purpose of this study was to study the relationship between principals' instructional leadership behaviours and organizational climate at selected high schools in Monywa Township. Three research questions guided this study.

Research Question No (1) investigated principals' instructional leadership behaviours as indicated by teachers in selected Basic Education High Schools in Monywa Township. Based on the research findings, the extents of teachers' perceptions of principals' instructional leadership behaviours were found at high. It was found that the principal could perform the task as an instructional leader in schools. This is due to a larger role of a

headmaster in creating a good learning process, the support and attention of the principal motivating and moral support to teachers in managing the learning process in schools as an effort to improve the quality of education (Rosmaniar and Marzuki, 2016).

Research Question No (2) examined the levels of teachers' perceptions on organizational climate in selected Basic Education High Schools in Monywa Township. In this study, all of the selected high schools had open organizational climate because all dimensions of behaviour were very high with regard to teachers' perceptions. The openness levels of School A, B, D, E and F were very high while the climate of School C was above average in general openness index. In brief, openness refers to a school climate where both the teachers' and principal's behaviours are authentic, energetic, goal-directed, and supportive, and in which satisfaction is derived from both task accomplishment and social interaction (Hoy, Tarter &Kottkamp, 1991).

One way analysis of variance (ANOVA) was computed to know whether there were significant differences in respondents' perceptions on principals' instructional leadership behaviours and organizational climate according to types of schools, age, service and qualification. One of the other important findings of the study is that teachers' age and length of service are not effective determinants on their views related to principal's instructional leadership and organizational climate (Sahin, 2011). According to these findings, there was not statistically significant difference between the means of participants' rating with regard to age and qualifications. However, there was statistically significant difference between the means of respondents' rating according to the types of schools. The length of service in organizational climate was also slightly different since the mean values of teachers with service below 5-years is greater than the mean values of teachers with service between 15 and 19 years.

Finally, Research Question No (3) explored the relationship between principals' instructional leadership behaviours and organizational climate in selected Basic Education High Schools in Monywa Township. According to teachers' perceptions, there was a positive and significant relationship between principals' instructional leadership behaviours and organizational climate. This means that the teachers' perceptions on their principals'

instructional leadership behaviours increase, the organizational climate of their schools also increases. In essence, it is believed that in institutions where instructional leadership behaviours are exhibited, it is easier to create an effective organizational climate.

In conclusion, it is important to understand clearly that the instructional leadership behaviours of principal were seen as one of the many managerial tasks of the school principal which involved the school principal's immersion in the actual teaching and learning program of the school. If the instructional leadership in the school is not fully implemented well, it can be seen from the lack of supervision and monitoring of the learning process in school. This problem occurs when school principals are occupied with all the daily responsibilities for managing and conducting school with insufficient time to implement instructional leadership. Principals not only need to focus on the instructional program, but also need to understand the importance of school climate. School leadership creates the best conditions for learning (Fullan, 2007, cited in Dupont, 2009).

Moreover, the principals need to know why and how their instructional leadership behaviours can bring into existence of a particular type of organizational climate. It will help them to take the necessary steps to improve the climate in their schools. The principal must create a quality workplace for teachers and increase the opportunity for quality teaching in each classroom through instructional leadership. The principal should create a climate of high expectations in schools by communicating with teachers, supporting and participating in staff development activities. A positive school climate affects everyone associated with the school: students, staff, parents and the community.

Considering to all the studies, instructional leadership behaviours and organizational climate are quite important for organizations. In terms of attaining educational success, a leader who exhibits instructional leadership behaviours is very important. Kelly, Thornton and Daugherty (2005) suggested that educational leadership was possibly the single most important determinant of an effective learning environment. Thus, an effective instructional leader should emphasize the teaching-learning process as well as the success of all teachers and students by advocating, nurturing and

sustaining a school climate conducive to student learning and staff professional growth.

Recommendations for Further Research

The findings of this study have led the researcher to make the following recommendations for further research.

Like this research, more research concerned with principals' instructional leadership behaviours and organizational climate in elementary and secondary schools should be further conducted in other Townships, States or Regions in Myanmar. Then, a large sample size should be considered so that many different results or reasons could produce to improve principals' instructional leadership behaviours and organizational climate.

Since the researcher has limited time and insufficient resources, only the principals' instructional leadership behaviours could be studied and additional research should be conducted on the curriculum-leadership of principals in managing curriculum and instruction within one district with respect to specific principal practices and behaviours.

In this study, only principal's behaviour and the teachers' behaviour could be studied upon the organizational climate. Really, organizational climate is the blend of principal's behaviour, teachers' behaviour, students' behaviour and parents' behaviour. Thus, further research concerned with school climate including all these behaviours should be studied.

Acknowledgements

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