

AESTHETIC LEADERSHIP AND TEACHER MORALE IN BASIC EDUCATION HIGH SCHOOLS

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Abstract

The purpose of this study is to study the aesthetic leadership and teacher morale in Basic Education High Schools, Thanlyin Township. The specific objectives are 1) to study the level of principals' aesthetic leadership behaviours perceived by teachers, 2) to study the differences in principals' aesthetic leadership behaviours based on demographic data, 3) to study the level of teacher morale, 4) to study the differences in level of teacher morale in terms of personal factors and 5) to analyze the significant relationship between the aesthetic leadership behaviours and teacher morale. Total of 7 principals and 177 teachers in Basic Education High School, Thanlyin Township were selected to participate in this study. Quantitative and qualitative methods were used. The reliability coefficient (Cronbach α) was 0.96 for *Aesthetic Leadership Scale* questionnaire and 0.73 for *Purdue Teacher Opinionnaire*. Descriptive statistics, Independent Samples *t* Test, One-Way Analysis of Variance (ANOVA), Post Hoc Tukey HSD and Pearson product-moment correlation were used to analyze the data in quantitative study. In this study, principals from Basic Education High School, Thanlyin Township, Yangon Region behaved the aesthetic leadership behaviours perceived by teachers at high level (Mean=3.18, SD=.32). Although there were significant differences in aesthetic leadership behaviours of principals among school groups, no significant difference was found according to administrative service and school location. Similarly, the teachers from Basic Education High School, Thanlyin Township have high level of morale (Mean=3.08, SD=.28). There were significant differences in teacher morale level among school groups, educational qualification and position of the teachers. But, no significant difference was found in teacher morale level according to the age and teaching service of the teachers. Also, there was a significant relationship between aesthetic leadership behaviours and teacher morale ($r=.584, p=.000$).

Keywords: aesthetics, aesthetic leadership, teacher morale

Introduction

Nowadays, aesthetic events are as important as engineering skills (Smith, 1996). If the communities have a low level of aesthetic sense and enjoyment, they will face aesthetic pollution (Guyen & Polat, 2016). To reduce these problems is to make social environment get the aesthetic values.

Leadership is defined as “getting organizational goals accomplished through the efforts of other people” (Fairman, 2008). Effective leaders are aware and responsive to the needs, values, and aspirations of their followers, and have the ability to work effectively with individuals with different backgrounds, values, and needs (Hindt, 2012). As the educational leaders, school principals should pay attentions to the teachers' welfare as the teachers are the headstones of the educational organizations.

Morale is defined as “that state in which a person, group, or organization has a sense of security, satisfaction, pleasure and well-being” (Fairman, 2008). When teacher morale is high, the teachers feel positively about their roles and their ability and they support to accomplish

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organizational goals and visions and vice versa. Therefore, educational leaders need to be aware of factors that contribute to teacher morale.

Leadership behaviours and attitudes play a significant role in satisfaction and morale of followers (Berson & Linton, 2005). Aesthetic leadership emphasizes leader-follower relations with the leadership frameworks in organizations. Aesthetic leadership also has a strong moral purpose with the values of being fair, just and truth. Thus, aesthetic leadership can encourage the followers to work together for the greater work (Katz-Buonincontro, 2011). If the school principals focus on teachers' emotions and feelings by showing empathy, kindness, peace, powerful and analytical attitudes, they can build positive school environment and working conditions which will improve teacher morale (Polat & Kavak, 2011). Therefore, principals' aesthetic leadership behaviours are very important not only for the society but also for their teachers' morale within organizations.

Significance of the Study

Today's society are deficient in level of aesthetic perception and pleasure. Thus, to nurture and shape the individual to get aesthetic values, teachers are the precious assets in our society. Also, the teachers' satisfaction and morale are important as human resources.

Today, most of the teachers feel depressed because of high pressure and demands from society, workloads, lack of recognition and opportunities as true professionals and unhealthy school environment. This causes the decline of teacher morale and their desire to work in educational organization. Teachers with low morale have poor relationship with colleagues and principals, decrease their students' achievement, increase high rate of absenteeism and turn-over and results failure in organization. Thus, low teachers' morale has negative impacts on organizational performance. According to Greenleaf (1996), low employee morale can be combat by adopting a competent leadership that pays attention to the welfare and needs of the employees (cited in Dangmei & Singh, 2017).

In the competitive and changing society, a modern leader needs to be an aesthetic leader. An aesthetic leader influences and supports the followers' aesthetic endeavours with his/her behaviours based on aesthetic appearance, approach, communication, sensitivity, honesty, support and application. In the 21st Century, educational leaders need to try for organizational beauty-coherence and harmony-and learning climate where the individual is valued mostly for he or she produces (Katz-Buonincontro, 2011). Aesthetic leaders have moderation, respect, curiosity, energy, enthusiasm and a paradoxical combination of restrained and expressive attitudes. With the help of these abilities, aesthetic leaders can improve the followers' satisfaction and morale with organizational beauty. Thus, the school principals will help to improve the teachers' morale by displaying their aesthetic leadership behaviours. Because of above reasons, these research will be highlighted to study aesthetic leadership and teacher morale.

Objectives of the Study

General Objective

- To study the aesthetic leadership and teacher morale in Basic Education High Schools, Thanlyin Township

Specific Objectives

- To study the level of principals' aesthetic leadership behaviours perceived by teachers
- To study the differences in principals' aesthetic leadership behaviours based on demographic data
- To study the level of teacher morale
- To study the differences in level of teacher morale in terms of personal factors
- To analyze the significant relationship between the aesthetic leadership behaviours and teacher morale

Research Questions

- To what level do the teachers perceive principals' aesthetic leadership behaviours?
- Are there any differences in principals' aesthetic leadership behaviours based on demographic data?
- What is the level of teacher morale?
- Are there any differences in teacher morale in terms of personal factors?
- Is there any significant relationship between the aesthetic leadership behaviours and teacher morale?

Limitations of the Study

This study is limited to all Basic Education High Schools, Thanlyin township, Yangon Region in the academic year of 2018-2019. This study concerned only with the principals' aesthetic leadership behaviours and teacher morale in these schools.

Theoretical Framework

Aesthetic Leadership

Polat & Kavak (2011) stated that aesthetic leadership usually depends on senses such as empathy and talent to clutch the group with generosity, relaxed, strong and investigative opinions. Polat & Kavak (2011) identified seven dimensions of aesthetic leadership behaviors such as 1) aesthetic appearance, 2) aesthetic approach, 3) aesthetic communication, 4) aesthetic sensitivity, 5) aesthetic honesty, 6) aesthetic support and 7) aesthetic application.

Teacher Morale

Bentley and Rempel (1980) stated that morale is the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a job situation. In this study seven morale factors are utilized for measuring the teacher morale described by Bentley and Rempel (1980). These are 1) teacher rapport with principal, 2) satisfaction with teaching, 3) rapport among teachers, 4) teacher load, 5) teacher status, 6) community support of education and 7) school facilities and services.

Definitions of Key Terms

Aesthetics-information and meaning that is based on people's sensory experience about feelings, and emotions (Hansen, Sauer & Ropo, 2007).

Aesthetic Leadership- an approach emphasizing on meaning associated with sensory information and leadership phenomenon (Strati, 1992).

Teacher Morale- the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a job situation (Bentley & Rempel, 1980).

Operational Definitions

Aesthetic Leadership Behaviours is an influencing behaviours to the followers such as aesthetic appearance, approach, communication, sensitivity, honesty, support and application.

Teacher morale is the level of enthusiasm and the willingness of teachers to draw together to achieve a common goal (Nagaraga, 2007). Teacher morale was measured in terms of “Purdue Teacher Opinionnaire”.

Methodology

Sample

In this study, 7 principals and 177 teachers in Basic Education High Schools, Thanlyin township were selected as a sample. Following tables described the demographic information of selected principals and teachers.

Table 1 Demographic Information of Selected Principals

No.	Variables	Group	No. of Participants	Percentage
1.	Administrative Service	<5	3	42.86%
		≥5	4	57.14%
2.	School Location	Urban	3	42.86%
		Rural	4	57.14%

Table 2 Demographic Information of Selected Teachers

No.	Variables	Group	No. of Participants	Percentage
1.	Age	20-30	43	24.29%
		31-40	45	25.42%
		41-50	28	15.82%
		51years and above	61	34.46%
2.	Teaching Service	Less than 10 years	124	70.06%
		11-20 years	26	14.69%
		21-30 years	23	12.99%
		31 years and above	4	2.26%
3.	Educational Qualification	BA; BSc; others	111	62.71%
		BEd; MPhil; MEd	60	33.9%
		MA; MSc; MRes; PhD (Phys)	6	3.39%
4.	Position	Primary Teacher	37	20.9%
		Junior Teacher	80	45.2%
		Senior Teacher	60	33.9%

Instrumentation

Two sets of questionnaires (one for principals and one for teachers) were used in this study. Questionnaire for teachers consist of two parts; *Aesthetic Leadership Scale* developed by Polat and Kavak (2011) and *Purdue Teacher Opinionnaire* developed by Bentley and Rempel (1980). In *Aesthetic Leadership Scale*, there were 35 items rated on a four-point Likert scale with

seven dimensions. In *Purdue Teacher Opinionnaire*, each item was rated on a four-point Likert scale with seven teacher morale factors. Rating scores for two parts have been developed as: 1.00-1.75=*very low*, 1.76-2.50=*low*, 2.56-3.25=*high*, 3.26-4.00=*very high* (Randolph-Robinson, 2007). Questionnaire for principals consists of open-ended questions.

Instrument Validity and Reliability

Instruments were reviewed by thirteen experienced teachers who have sound knowledge and experience from the Department of Educational Theory, Yangon University of Education. The reliability coefficient (Cronbach α) was 0.96 for *Aesthetic Leadership Scale* questionnaire and 0.73 for *Purdue Teacher Opinionnaire*.

Procedure

After reviewing and analyzing the related literature, questionnaires were constructed in accordance with the advice of experts and guidance of the supervisor. Questionnaires were modified based on the recommendations of teachers from pilot study. These questionnaires and open-ended questions were distributed to the participants.

Data Analysis

Descriptive statistics, Independent Samples *t* Test, One-Way ANOVA, Post Hoc Tukey HSD and Pearson product-moment correlation were used to analyze the data in quantitative study. Open-ended questions were categorized according to the similar ideas and contents, and interpreted.

Findings

Quantitative Research Findings

The quantitative findings of Basic Education High Schools, Thanlyin Township were presented in the following tables.

Q1. To what level do the teachers perceive principals' aesthetic leadership behaviours?

Findings from research question (1) were presented in the following tables.

Table 3 Comparison of Mean Values and Standard Deviations of Teachers’ Perceptions on Aesthetic Leadership Behaviours of Principals in Basic Education High Schools, Thanlyin Township (N=177)

Dimensions of Aesthetic Leadership Behaviours	School (A)	School (B)	School (C)	School (D)	School (E)	School (F)	School (G)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Aesthetic Appearance	3.03 (.39)	3.40 (.44)	3.56 (.37)	3.39 (.39)	3.49 (.39)	3.39 (.42)	3.23 (.30)
Aesthetic Approach	2.91 (.37)	3.23 (.29)	3.27 (.24)	3.22 (.42)	3.21 (.43)	3.22 (.29)	3.10 (.19)
Aesthetic Communication	2.78 (.43)	3.32 (.32)	3.01 (.22)	3.20 (.37)	3.13 (.42)	3.16 (.28)	2.98 (.22)
Aesthetic Sensitivity	3.05 (.38)	3.19 (.30)	3.61 (.32)	3.23 (.48)	3.28 (.43)	3.31 (.41)	3.13 (.47)
Aesthetic Honesty	2.99 (.54)	3.13 (.37)	3.79 (.36)	3.22 (.40)	3.27 (.48)	3.33 (.44)	3.10 (.50)
Aesthetic Support	3.08 (.39)	3.19 (.30)	3.51 (.39)	3.09 (.32)	3.25 (.43)	3.28 (.29)	3.02 (.22)
Aesthetic Application	2.77 (.58)	2.99 (.36)	2.97 (.52)	2.89 (.39)	2.86 (.56)	3.06 (.41)	2.69 (.54)
Overall	2.95 (.35)	3.21 (.27)	3.36 (.17)	3.17 (.30)	3.21 (.39)	3.24 (.27)	3.04 (.23)

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 4 One-Way ANOVA Results of Teachers’ Perceptions on Aesthetic Leadership Behaviours of Principals in Basic Education High Schools, Thanlyin Township

Variables		Sum of Squares	df	Mean Square	F	p
Overall Aesthetic Leadership Behaviours	Between Groups	2.366	6	.394	4.242	.001**
	Within Groups	15.803	170	.093		
	Total	18.170	176			

*p< .05, **p< .01, ***p< .005, ns=no significance

Q2: Are there any differences in principals’ aesthetic leadership behaviours based on demographic data?

Findings of the research question (2) were presented below.

Table 5 Mean Values and Standard Deviations of Teachers’ Perceptions on Aesthetic Leadership Behaviours of Principals Grouped by Administrative Service of Principals (N=177)

Variables	N	Administrative Service	Mean	SD
Overall Aesthetic Leadership Behaviours	70	<5	3.13	.32
	107	≥5	3.21	.32

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in aesthetic leadership behaviours of principals according to administrative service of principals.

Table 6 Mean Values and Standard Deviations of Teachers’ Perceptions on Aesthetic Leadership Behaviours of Principals Grouped by School Location (N=177)

Variables	N	School Location	Mean	SD
Overall Aesthetic Leadership Behaviours	76	Urban	3.18	.31
	101	Rural	3.18	.33

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in aesthetic leadership behaviours of principals according to school location.

Q3: What is the level of teacher morale?

Findings for research question (3) were presented as follow.

Table 7 Comparison of Means Values and Standard Deviations of Teacher Morale in Basic Education High Schools, Thanlyin Township

Teacher Morale Factors	School (A)	School (B)	School (C)	School (D)	School (E)	School (F)	School (G)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Teacher Rapport with Principal	2.75 (.27)	3.19 (.27)	3.34 (.28)	3.15 (.37)	3.20 (.39)	3.08 (.30)	3.03 (.35)
Satisfaction with Teaching	2.74 (.45)	3.09 (.38)	2.99 (.33)	2.98 (.47)	3.18 (.34)	2.91 (.26)	3.41 (.45)
Rapport among Teachers	3.09 (.31)	3.09 (.27)	3.22 (.19)	3.15 (.34)	3.26 (.36)	3.19 (.31)	3.46 (.35)
Teacher Load	2.74 (.48)	3.15 (.56)	3.17 (.38)	3.03 (.58)	3.16 (.45)	3.00 (.37)	3.08 (.53)
Teacher Status	3.10 (.44)	2.99 (.43)	3.17 (.37)	3.11 (.32)	3.26 (.50)	3.25 (.46)	3.36 (.48)
Community Support of Education	2.81 (.47)	2.96 (.34)	3.00 (.33)	2.74 (.39)	2.89 (.53)	2.96 (.54)	3.33 (.49)
School Facilities and Services	2.90 (.39)	2.85 (.30)	3.17 (.35)	2.85 (.48)	3.11 (.59)	2.73 (.52)	2.69 (.70)
Teacher Morale	2.86 (.28)	3.08 (.27)	3.16 (.21)	3.04 (.25)	3.18 (.31)	3.03 (.23)	3.23 (.26)

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 8 One-Way ANOVA results of teacher morale in Basic Education High Schools, Thanlyin Township

Variables		Sum of Squares	df	Mean Square	F	p
Overall Teacher Morale	Between Groups	1.978	6	.330	4.610	.000***
	Within Groups	12.154	170	.071		
	Total	14.131	176			

*p< .05, **p< .01, ***p< .005, ns=no significance

Q4: Are there any differences in teacher morale in terms of personal factors?

Findings of the research question (4) were presented below.

Table 9 Mean Values and Standard Deviations of Teacher Morale Grouped by their Age (N=177)

Variables	N	Age	Mean	SD
Overall Teacher Morale	43	20-30	3.04	.28
	45	31-40	3.08	.30
	28	41-50	3.07	.28
	61	51years and above	3.12	.27

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in teacher morale according to their age.

Table 10 Mean Values and Standard Deviations of Teacher Morale Grouped by their Teaching Service (N=177)

Variables	N	Teaching Service	Mean	SD
Overall Teacher Morale	124	Less than 10 years	3.03	.26
	26	11-20 years	3.09	.33
	23	21-30 years	3.15	.27
	4	31 years and above	3.06	.25

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

There was no significant difference in teacher morale according to their teaching service.

Table 11 Mean Values and Standard Deviations of Teacher Morale Grouped by their Educational Qualification (N=177)

Variables	N	Educational Qualification	Mean	SD
Overall Teacher Morale	111	BA; BSc; Others	3.12	.30
	60	BEd; MPhil; MEd	3.01	.26
	6	MA; MSc; MRes; PhD (Phys)	2.98	.15

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 12 One-Way ANOVA Results of Teacher Morale Grouped by their Educational Qualification

Variables		Sum of Squares	df	Mean Square	F	p
Overall Teacher Morale	Between Groups	.509	2	.255	3.251	.041*
	Within Groups	13.622	174	.078		
	Total	14.131	176			

* $p < .05$, ** $p < .01$, *** $p < .005$, ns=no significance

Table 13 Mean Values and Standard Deviations of Teacher Morale Grouped by their Position (N=177)

Variables	N	Position	Mean	SD
Overall Teacher Morale	37	Primary Teacher	3.14	.30
	80	Junior Teacher	3.11	.30
	60	Senior Teacher	3.01	.23

1.00-1.75=Very low 1.76-2.50=Low 2.56-3.25=High 3.26-4.00=Very High

Table 14 One-Way ANOVA Results of Teacher Morale Grouped by their Position

Variables		Sum of Squares	df	Mean Square	F	p
Overall Teacher Morale	Between Groups	.511	2	.255	3.263	.041*
	Within Groups	13.621	174	.078		
	Total	14.131	176			

* $p < .05$, ** $p < .01$, *** $p < .005$, ns=no significance

Q5: Is there any significant relationship between the aesthetic leadership behaviours and teacher morale?

Findings of the research question (5) were presented below.

Table 15 The Relationship between Aesthetic Leadership Behaviours and Teacher Morale

		Teacher Morale
Aesthetic Leadership	Pearson correlation	.584**
	Sig. (2-tailed)	.000
	N	177

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

* . Correlation is significant at the 0.05 level (2-tailed).

Qualitative Research Findings

In qualitative research findings, open-ended questions were used in this study.

Teachers' Responses

Question (1) Do you think that the principal is sensitive to the components around? Why?

Our principals fond of planting flowers. So, they did the garden decoration and its cleaning themselves (n=104, 58.76%). Our principals arranged competitions as planting, painting, etc., and encouraged growing plants and trees in the school (n=10, 5.65%).

Question (2) How does the principal help to fulfill the aesthetic sense of the teachers?

Our principals advised us to listen and discuss the difficulties of others and to help and encourage each other. They also motivated us by saying their life experiences and Dhamma (n=111, 62.71%). Our principals expressed warm and kind heart to the teachers. They valued the teachers and helped them like a sister, mother and family (n=20, 11.30%).

Question (3) How does the principal make use of conflicts for aesthetic purposes?

Our principals studied and managed the teachers' potentialities and delegated responsibilities to the teachers to improve their qualities according to their rank and interest groups (n=48, 27.12%). Our principals accepted the diversity of teachers' abilities and utilized these abilities for the development of school visions (n=42, 23.73%).

Question (4) How does the principal support to improve your teaching procedures?

Our principals visited to our classes, evaluated our teaching procedures and provided facilities and learning materials for building a positive teaching learning situation (n=116, 65.54%). Our principals conducted the teachers' meeting to discuss about professional growth and appreciated our endeavors (n=10, 5.65%).

Question (5) How does the principal perform to be a warm, kind, sturdy, unity and professional oriented school environment?

Our principals had a polite body language in relations with others. They promoted teachers' and students' participation in school activities and aided the children of poor families with the help of parent teacher association (n=45, 25.42%). Our principals attempted to understand the teachers' problems and assisted to build a caring and positive atmosphere like the families with their teachers and students (n=41, 23.16%).

Question (6) Do your behaviours and attitudes change because of principal's leadership skills? If you do, which leadership skills make you change?

Our principals made asking the problems faced by the teachers, discussing the opinions of the teachers and solving the problems fairly, calmly and openly without hurting anyone (n=40, 22.60%). Our principals not only had well and systematic administration skills but also laid the foundation of good discipline to the teachers and students (n=27, 15.25%).

Question (7) How does the principal manage to succeed not only school vision but also your visions?

Our principals conducted the meetings and activities for students, teachers, principals and community participation (n=34, 19.21%). To achieve the successful school vision, our principals made a project formulation and implementation (n=31, 17.51%).

Principals' Responses

Question (1) How do you help to fulfill the aesthetic sense of the teachers?

Principal from school A said the teachers that teaching was one of the noblest profession among other professions. Principal from school B communicated the teachers gently, let the teachers to correct the mistakes, and paid motivation to them. Principal from school C advised the teachers to be respect to each other by living together in harmony and unity. Principals from school D and E gave a talk to the teachers to become the role model for the students by showing respects to the elders and peers and giving kindness to the younger. Principal from school F discussed with the teachers needed the aesthetic sense to be free from jealousy. Principal from school G helped the teachers by allowing them to consult with others and allocating the tasks and duties to them fairly.

Question (2) How do you make use of conflicts for aesthetic purposes?

Principals from school A, D and E used the teachers' qualities to do the school activities in terms of their interest groups. Principal from school B encouraged and helped the teachers who felt depressed as much as she can, communicated gently and showed sympathy, allowed the teachers with bad behaviours to imitate her by paying fairness, equality under the same condition instead of discrimination between teachers. Principals from school C and G allocated the tasks and duties and provided the autonomy to the teachers after evaluating their diverse potentialities and talents. Principal from school F made consulting with and lecturing the teachers who have different qualities.

Question (3) Which one is more important in making decisions, by teachers' emotions or by school visions? Why?

Principal from school A thought that teachers should be flexibility organized for the successful school visions. Principal from school B thought that teachers' emotions and school visions are important. Principal from school C answered that although the school visions was more important, we should not neglect the teachers' emotions. Principal from school E thought that school visions were more important as education was the main resource for the development of the nation and society. Principal from school F responded that we should give charity to the teachers' teaching and learning. Principals from school D and G expressed that school visions were more important. But teachers should be organized without neglecting their emotions.

Question (4) How do you support to improve the teaching procedures of teachers?

Principal from school A supported the teaching aids and turned around the classrooms. Principal from school B helped by fostering the teachers' teaching methods, correcting their mistakes without blaming, supporting the teaching aids and instructional materials and discussing with the parents and community. Principal from school C provided the teaching aids and resolved the difficulties meet in their teaching learning situations. Principals from school D and E supervised the teachers' teaching and trained to achieve good discipline and provided the teaching materials and references books for improving their teaching procedures. Principal from school F allowed the new teaching methods of teachers, encouraged to be energetic their minds, helped to build positive communication and bought the reference books. Principal from school F not only fulfilled the physical materials but also motivated the teachers as much as she could.

Question (5) How do you perform to be a warm, kind, sturdy, unity and professional oriented school environment?

Principal from school A persuaded the teachers to be proud of their professions, to live in unity with the colleagues within the working groups. Principal from school B built a union by communicating fairly and equally with the teachers. Principal from school C organized her desired school structure by recognizing the teachers as her colleagues and partners. Principals from school D and E built the well-disciplined schools, fairly allocated the tasks and duties to teachers in school activities and gave a talk to them. Principal from school F communicated with the teachers and students kindly and closely as a mother. Principal from school G conducted a school meeting twice a week and discussed and solved the working difficulties and problems of each teacher.

Question (6) In doing so, which difficulties do you meet?

Principal from school A expressed that some of the teachers showed opposition and the blame. Principal from school B expressed that tolerating, being patient, overcoming a situation, earning a trust from the teachers, making the teachers to depend on her and sharing responsibility and accountability for all the problems by sacrificing herself were the difficulties she met. Principal from school C reduced some difficulties by instructing the teachers not to be lack of responsibility, by understanding their personal issues, and by making the teachers to distinguish between duties and personal affairs. Principal from school E had some difficulties in supervising the teachers to obey the school discipline. Principals from school D and F answered that some teachers were bad inherently, lacked of professional ethics and precepts, behaved the others rudely, did not show respects the others and lived disorderly and chaotically without self-

discipline. Principal from school G did not meet big difficulties in her school because there was no teacher who teaches the students with money.

Question (7) How do you direct to change the behaviours and attitudes of the teachers? In doing so, which difficulties do you meet?

Principal from school A firstly warned the teachers' behaviors, communications and dressing styles verbally. Principal from school B instructed the teachers about the educational system that are changing all the time. Principal from school C described that she could change the behaviours and attitudes of teachers by saying them with examples, giving them freedom of speech and consulting, helping their difficulties of the work and social problems. Principal from school E led the teachers as a role model in her appearance and communication and assigned their duties in the integrated works. Principal from school F articulated the teachers to be respectful and clever ones, to promote and show positive feelings and attitudes toward students. Principals from school D and G solved the mistrustful and suspicious problems objectively and softly and then showed toleration and sacrifices to the teachers.

Discussion

Principals' aesthetic leadership is important in leading the organization aesthetically since it can enhance the teacher morale necessary for promoting organizational performances (Dangmei & Singh, 2017). In this study, according to teachers, principals behaved the aesthetic leadership behaviours at high level. Teachers perceived that their principals exhibited aesthetic appearance at very high level and aesthetic honesty, aesthetic sensitivity, aesthetic support, aesthetic approach, aesthetic communication and aesthetic application at high level. There were significant differences in aesthetic leadership behaviours of principals according to types of schools. The principals from school (B), (C), (E) and (F) are more behaved the aesthetic leadership behaviours than principal from school (A) because they made judgements and decisions fairly and sincerely without bias. There were no significant differences in aesthetic leadership behaviours of principals according to administrative service and school location. Thus, principals' aesthetic leadership behaviours did not depend on school location.

Although the teachers from Basic Education High School, Thanlyin Township have high level of morale, rapport among teachers had the effect on teacher morale level at most. Principals in this research constructed a warm, kind, sturdy, unity and professional oriented school environment where the teachers showed respect to elders and peers, and kindness by giving a helping hand to the beginning teachers, collaborated and consulted among teachers who lived together in harmony and unity. But, the teachers felt that community support of education affects their morale the least. Therefore, the principals should communicate with the community members to become aware and appreciated that teaching as a profession. Also, they should be invited to cooperate with the teachers so that they will be understood the school system and teachers' abilities.

There were no significant differences in teacher morale according to their age and teaching service. There were significant differences in teacher morale according to their schools, qualification and position. The teachers who were BA or BSc or others degree holders have a little more morale than the teachers who were BEd or MPhil or MEd degree holders. Senior teachers get less school facilities and services than junior and primary teachers. Also, senior teachers had more teacher load and less community support of education than junior teachers.

Thus, the principals need to reduce the teacher load of senior teachers and help to be effective in their teaching.

In this study, there was a significant relationship between the aesthetic leadership behaviours and teacher morale. They are positively associated ($r = .584, p = .000$). According to Dangmei & Singh (2017), principals' aesthetic leadership is important in leading the organization aesthetically since it can enhance the teacher morale necessary for promoting organizational performances. In this study, the teachers perceived that their principals' aesthetic leadership behaviours are very good, they showed high morale and vice versa.

Aesthetic leadership usually depends on emotions, empathy and instinct to unit group with kindness, calm, sturdy and analytical attitudes (Polat & Kavak, 2011). With the help of aesthetic leadership behaviours such as aesthetic appearance, aesthetic approach, aesthetic communication, aesthetic sensitivity, aesthetic honesty, aesthetic support and aesthetic application, principals should try to enhance the teacher morale in the organizations because the teachers are the enormous assets for all round development of human beings.

Suggestions

To improve principals' aesthetic leadership behaviours, principals should

- be aware of the teachers' feelings in their working conditions
- accept different behaviours and opinions of teachers to handle their opposition
- communicate with the teachers and students objectively and honestly
- arrange the social activities with the teachers
- tolerate, be patient, overcome a situation, build trust, share responsibility and accountability

To improve teacher morale, principals should

- build collaboration among students, teachers, parents and community
- help to reduce teachers' stress and workloads
- help young teachers to handle the discipline issues and misbehaviors of student
- should invite the community members to cooperate with the teachers
- appreciate the teachers' abilities and achievement

Need for Further study

This study should be conducted in other schools or states or districts or divisions extensively and deeply.

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