A STUDY OF PRINCIPALS' LEADERSHIP PRACTICES AND SCHOOL ETHICAL CLIMATE

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Abstract

This study aims to study the principals' leadership practices and school ethical climate in Basic Education High Schools, Myaungmya Township, Ayeyarwaddy Region. The participants were 6 principals and 243 teachers in 6 Basic Education High Schools during the 2018-2019 academic year. Quantitative and qualitative methods were used. The questionnaire for principals' leadership practices was developed by the researcher based on Leithwood and his colleagues' successful leadership model and the questionnaire for ethical climate was based on Victor and Cullen's the ethical climate questionnaire. The internal consistency of Principals' Leadership Inventory and School Ethical Climate were 0.91 and 0.82 respectively. Descriptive statistics, Independent Samples *t* Test, one-way ANOVA and Pearson product-moment correlation were used for data analysis. According to the quantitative findings, the level of principals' leadership practices was high level. *Setting direction* was higher than other dimensions and *managing the instructional program* was lower than others in principals' leadership practices. According to personal factors, although there were no significant differences between gender, there were significant differences between qualification and administrative services of principals in leadership practices. The level of school ethical climate in Basic Education High Schools in Myaungmya was high. Among the school ethical climate, *law and code* was the highest level and *instrumental* at the lowest level as ethical climate types. According to personal factors, there were significant differences between qualification and position of teachers. The results of finding on the relationship, all dimensions of leadership practices were positively related to all dimensions of school ethical climate.

Keywords: Leadership, Principals' Leadership Practice and Ethical Climate

Introduction

Education is the fundamental right of human beings. It is considered as an important determinant of economic and social development of a country. It is generally believed that education is vital important in individuals' development and well-being of a society. The main aim of education is to develop the capacities latent in human nature and to coordinate their expression for the enrichment and progress of society, by equipping children with spiritual, moral and material (Hussain et al., 2014). Teachers are the major performers who try to implement the aim of education. To equip the children with spiritual and moral, the ethics of teachers plays the important role in education.

The school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school (Horn-Turpin, 2009).

The role of teachers who are nurturing the students is the most important one as the role of the principals. For equipping children with spiritual and moral, they must be the admired

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person in morality and ethics. Ethical Climate is a reflection of ethical elements in the work environmental as perceived by its individual members (Cullen et al., 2003). Therefore, the teachers' practices for ethical climate in school may be the important aspect in organization. Understanding the leadership practices of the principals is entirely important for school improvement. Moreover, the teachers' practices for school ethical climate are also important as these practices reflect the ethical elements in the work environmental as perceived by its individual members.

Significance of the Study

The development of a nation is primarily dependent on the educational system available in the country. To make people to be educated, school plays a vital role in a society. A school is actually a basic unit of an education system. The improvement of a school entirely depends on the ability of the principles' leadership skills. The primary duty and responsibility for providing the direction and high standards of performance organization lie with an organization's mission; provides the basis for the organization's objectives and goals; and communicates the beliefs and values that influence and shape the organization's culture and behavioral norms. The organization's mission and values statements are futile of the leaders' actions do not correspond with these statements (Kanungo & Mendonca, 1996).

Ethical climate has defined as the moral atmosphere of a social system, characterized by shared perceptions of right or wrong, as well as assumptions about how moral concerns should be addressed (Victor & Cullen, 1998). The challenge is for the leaders who guide their organizations into the future to sow the seeds of an ethical culture, so that those who follow may reap the rewards of ethical business practices. This can only be achieved through the moral examples of the leaders. Only when it is understood which factors affect an ethical climate, and how these factors affect leadership behavior, can an ethical climate be attained. Therefore, the principals' leadership practices and school ethical climate in basic education high schools are needed to study.

Aims of the Research

Main Aim

The main aim of the study is

- to study the principals' leadership practices and school ethical climate in Basic Education High schools in Myaungmya Township, Ayeyarwaddy Region

Specific Aims

The specific aims of the study are

- to study the level of principals' leadership practices perceived by the teachers
- to study the differences of teachers' perceptions on principals' leadership practices according to principals' personal factors
- to study the level of school ethical climate perceived by the teachers
- to study the differences of teachers' perceptions on school ethical climate according to teachers' personal factors and
- to study the relationship between principals' leadership practices and school ethical climate

Research Questions

The research questions are

1. What are the levels of principals' leadership practices perceived by the teachers?
2. Are there any significant differences of teachers' perceptions on their principals' leadership practices according to principals' personal factors?
3. What are the levels of school ethical climate perceived by the teachers?
4. Are there any significant differences of teachers' perceptions on school ethical climate according to their personal factors?
5. Is there any relationship between principals' leadership practices and school ethical climate?

Theoretical Framework

In this study, the principals' leadership practices are based on successful leadership practices developed by Leithwood and his colleagues (2006) and school ethical climate is based on Victor and Cullen's organizational ethical climate (1987).

According to Leithwood and his colleges (2006), there are four broad categories of practices. These categories are:

*   Setting Direction
*   Developing People
*   Redesigning the Organization and
*   Managing the Instructional (teaching and learning) Program.

Setting Direction

Three more specific sets of practices such as *building a shared vision, fostering the acceptance of group goals and high performance expectation* are included in this category, all of which are aimed at bringing a focus to both the individual and collective work of staff in the school. These practices are one of the main sources of motivation and inspiration for the work of staff.

Developing People

The second dimension focuses on leadership practices that contribute directly or indirectly to the development of the teachers' dispositions, motivations, bodies of knowledge and skill. This dimension comprises the three functions such as *providing individualized support, intellectual stimulation and providing an appropriate model.*

Redesigning the Organization

The third dimension focuses on principals attend to respect of the school as an organization and a community, with consideration and internal process and external relationships. Teachers are given a sense of ownership within the organization. This dimension comprises four functions. These functions are *building a collaborative culture, structuring the organization to collaboration, productive relationship with families and communities and connecting the school to its' wider environment.*

Managing the Instructional Program

The fourth dimension focuses on academic achievement of the students. Good management on the instructional program has positive effects on the student academic achievement. There are four functions in this dimension. These functions are *staffing the program, providing instructional support, monitoring school activity and buffering staff from distractions to their work.*

Ethical Climate

In this study, the school ethical climate is based on the theory of Ethical Work Climates by Victor and Cullen (1987). This theory is built on the assumption that employee perceptions of ethical events, ethical practices, and ethical procedures depend on two dimensions: the ethical criteria, used for organizational decision-making, and the loci of analysis, used as a referent in decision-making. The five ethical climate factors are Caring, Law and Code, Rule, Instrumental and Independence (Victor & Cullen, 1987).

- *Caring:* It is characterized by the teachers' genuine interest in each other's welfare inside and outside the organization.

- *Instrumental:* It is characterized by followers who are expected to do whatever it takes to further individual's interests or the organization's interests, regardless of the consequences.

- *Rules*: It is concerned with following rules, procedures and policies established by the organization.

- *Law and Code:* It relies on the law from outside sources like actual state or   federal laws.

- *Independence:* It enables individual members to develop their own standards of morality based on personal value judgements which are respected by the organization and immune to the influence of others.

Definition of Key Terms

- **Leadership** is the process of influencing, directing and motivating organizational members to act in a way that enable the attainment of the organizational goals (Sekhu, 2011).

- **Principals' leadership practice** is a collection of strategies or steps a leader consciously choose to reach intended outcomes (Darroch, 2006).

- **Ethical climate** is a reflection of ethical elements in the work environmental as perceived by its individual members (Cullen et al., 2003).

Methodology

Research Method

Both quantitative and qualitative methods were used to collect the required data. In quantitative study, questionnaire survey was used. In qualitative study, interview questions were used.

Population and Sample

There are 612 teachers in 20 Basic Education High Schools in Myaungmya Township, Ayeyarwaddy Region. Among them, 243 teachers in 6 Basic Education High Schools were taken as sample by using simple random sampling method.

Instrumentation

The questionnaire included demographic information composed with gender, age, academic qualification, service, subjects, and training. It consists of 40 items related with Principals' leadership practices and 20 items for school ethical climate. For qualitative study, there were six interview questions. Each item was rated on five-point Likert Scale.

Procedures

First and foremost, related literature was explored. Next, the instrument was constructed in order to collect the required data. The pilot study was undertaken with (41) teachers in No. (4) Basic Education High School, Myaungmya Township to refine the developed questionnaire. According to the pilot study, the reliability coefficients (Cronbach's alpha) were (0.91) for principals' leadership practices and (0.82) for school ethical climate. After that, the necessary modifications were made with the directions and guidelines of the supervisor and questionnaires were distributed to the schools on 5th November, 2018. Distributed questionnaires were recollected on 15th, 16th, November, 2018. Interview was also conducted from 25th to 28th, November, 2018.

Data Analysis

The data obtained from questionnaire survey were analyzed by using the Statistical Package for the Social Science (SPSS) version 20 as it is widely used in quantitative research. Descriptive analysis was used to compute means and standard deviations. The values of mean and standard deviations were described by Tables. Furthermore, Independence Sample *t* Test and One-way ANOVA were used to analyze whether there were significant differences among personal factors. Pearson Correlation was also conducted to find the relationship between principals' leadership practices and school ethical climate.

Findings

Quantitative Findings

In the quantitative study, leadership practices of principals were measured by four dimensions and school ethical climate were divided into five dimensions.

Findings on the Level of Principals' Leadership Practices Perceived by the Teachers

Table 4.1 Means and Standard Deviations of Teachers' Perceptions on Principals' Leadership Practices   (N=243)

No.	Principals' Leadership Practices	Mean	SD	Level
1	Setting Direction	4.11	0.75	High Level
2	Developing People	4.03	0.80	High Level
3	Redesigning the Organization	3.84	0.78	High Level
4	Managing the Instructional Program	3.73	0.74	High Level
	Overall	3.92	0.70	High Level

Scoring Direction

For Level of Teachers' Perceptions on Principals' Leadership Practices

1.00 to 1.80 = Very Low Level   1.81 to 2.60 = Low Level
2.61 to 3.40 = Moderate Level   3.41 to 4.20 = High Level
4.21 to 5.00 = Very High Level

According to table 4.1, the total mean value of principals' leadership practices perceived by teachers was 3.92. The mean value of *Setting Direction* was 4.11 (the highest mean value) and the mean value of *Developing People* was 4.03. The mean value of *Managing the Instructional Program* was 3.37 (the lowest mean value) and the mean value of *Redesigning the Organization* was 3.84. All dimensions of principals' leadership practices had high level.

Table 4.2 Means and Standard Deviations of Teachers' Perceptions on Overall Principals' Leadership Practices by Schools

No.	School	N	Mean	SD	Level of Principals' Leadership Practices
1	School A	61	3.94	0.75	High Level
2	School B	31	4.16	0.62	High Level
3	School C	42	4.18	0.56	High Level
4	School D	41	3.81	0.82	High Level
5	School E	32	4.01	0.38	High Level
6	School F	35	3.39	0.67	Moderate Level
	Overall	243	3.92	0.70	High Level

Scoring Direction

For Level of Teachers' Perceptions on Principals' Leadership Practices
1.00 to 1.80 = Very Low Level   1.81 to 2.60 = Low Level
2.61 to 3.40 = Moderate Level   3.41 to 4.20 = High Level
4.21 to 5.00 = Very High Level

According to table 4.2, the total mean value of the school "C" was 4.18 that was the highest mean value and the level of leadership practices was the high level. The school "F" that had the total mean value (3.39) was the lowest and its level was moderate level.

Table 4.3 ANOVA Results of Teachers' Perceptions on Principals' Leadership Practices among Schools   (N=243)

Principals' Leadership Practices		Sum of Squares	df	Mean Square	F	P
Setting Direction	Between Group	142.505	26	5.481	1.953	.000***
	Within Group	606.170	216	2.806		
	Total	748.675	242			
Developing People	Between Group	201.451	35	5.756	2.177	.000***
	Within Group	547.224	207	2.644		
	Total	748.675	242			
Redesigning the Organization	Between Group	269.417	36	7.484	3.217	.001**
	Within Group	479.258	206	2.326		
	Total	748.675	242			
Managing the Instructional Program	Between Group	168.370	38	4.431	1.558	.000***
	Within Group	580.305	204	2.845		
	Total	748.675	242			
Overall Leadership Practices	Between Group	730.542	189	3.865	11.297	.000***
	Within Group	18.133	53	.342		
	Total	748.675	242			

Note: **$p<.01$, ***$p<.001$ at significant level

According to table 4.3, there were significant differences in *Setting Direction*, *Developing People*, *Managing the Instructional Program* and *Redesigning the Organization* and overall leadership practices at *p* ≤.001 level among schools. To find what particular principals' leadership practices had great difference, Tukey HSD was conducted. Table 4.4 presents the Tukey HSD multiple comparisons of teachers' perceptions on principals' leadership practices among schools.

Table 4.4 Results of Tukey HSD Multiple Comparisons of Teachers' Perceptions on Principals' Leadership Practices among Schools   (N=243)

Principals' Leadership Practices	(I)School	(J)School	Mean Differences (I-J)	*p*
Setting Direction	School A	School C	-.406*	.046*
	School F	School A	-.510*	.009**
		School B	-.906*	.000***
		School C	-.915*	.000***
		School D	-.538*	.012*
		School E	-.899*	.000***
Developing People	School C	School D	-486*	.046*
	School F	School A	-.569*	.007**
		School B	-.795*	.000***
		School C	-.888*	.000***
Redesigning the Organization	School F	School A	-.606*	.003**
		School B	-.645*	.008**
		School C	-.654*	.003**
Managing the Instructional Program	School F	School A	-.543*	.005**
		School B	-.775*	.000***
		School C	-.770*	.000***
		School E	-.688*	.001**
Overall	School F	School A	-.559*	.001**
		School B	-.774*	.000***
		School C	-.799*	.000***
		School E	-.622*	.002**

Note: **p*<.05, ***p*<.01, ****p*<.001 at significant level

Findings on the Differences of Teachers' Perceptions on Principals' Leadership Practices by Personal Factors

The mean values of male teachers' perceptions on principals' leadership practices were higher than the mean values of female teachers' perceptions in *Developing People, Redesigning the Organization and Managing the Instructional Program and overall leadership practices.* To find the significant differences between two groups, Independence Samples *t* Test was used. However, there were no significant differences between these two groups.

The teachers' perceptions of principals' leadership practices by qualification, the overall mean value of BEd, MEd holders (*M*=4.11) was higher than the overall mean value of BA/BSc, MA/MSc holders (*M*=3.85). Both BEd, MEd holders and BA/BSc, MA/MSc holders were mostly perceived in the *Setting Direction*. According to the results of Independence Samples *t* Test, it was found that there were significant differences in leadership practices at *p*<.01 level. There

were significant differences in all dimensions of leadership practices, in *Setting Direction* at $p<.01$ level, in *Developing People* at $p<.05$ level, in *Redesigning the Organization* at $p<.01$ level and in *Managing the Instructional Program* at $p<.05$ level.

The teachers' perceptions of principals' leadership practices by administrative services, the administrative services (6 to 10) had the higher mean values than the administrative services (1 to 5) in all dimensions and overall leadership practices. According to the results of Independence Samples *t* Test, there were significant differences between two groups in *Setting Direction* and *Redesigning the Organization*. There were significant differences in overall leadership practices.

Findings on the Level of School Ethical Climate Perceived by the Teachers

Table 4.5 Means and Standard Deviations of Teachers' Perceptions on School   Ethical Climate   (N=243)

No.	School Ethical Climate	Mean	SD	Level
1	Caring	4.14	0.48	High Level
2	Law and Code	4.38	0.42	Very High Level
3	Rule	4.32	0.48	Very High Level
4	Instrumental	3.58	0.54	High Level
5	Independence	4.08	0.44	High Level
	Overall	4.10	0.35	High Level

Scoring Direction
For Level of Teachers' Perceptions on School Ethical Climate
1.00 to 1.80 = Very Low Level   1.81 to 2.60 = Low Leve
2.61 to 3.40 = Moderate Level   3.41 to 4.20 = High Level
4.21 to 5.00 = Very High Level

According to table 4.5, the mean value of *Law and Code* was 4.38 (the highest mean value). The mean value of *Instrumental* was 3.58 (the lowest mean value). The mean values of *Caring, Rule and Independence* were (M=4.14), (M=4.32) and(M=4.08) respectively. The mean value of overall school ethical climate was (M=4.10). Level of school ethical climate according to teachers' perception, *Law and Code* and *Rule* had Very High Level and levels of other dimensions had High Level respectively.

Table 4.6 Means and Standard Deviations of Teachers' Perceptions on Overall School Ethical Climate by Schools

No.	School	N	Mean	SD	Level of School Ethical Climate
1	School A	61	4.14	0.48	High Level
2	School B	31	4.38	0.42	Very High Level
3	School C	42	4.32	0.48	Very High Level
4	School D	41	4.58	0.53	Very High Level
5	School E	32	4.08	0.44	High Level
6	School F	35	4.10	0.35	High Level
	Total	243	4.10	0.35	High Level

Scoring Direction
For Level of Teachers' Perceptions on School Ethical Climate
1.00 to 1.80 = Very Low Level   1.81 to 2.60 = Low Level
2.61 to 3.40 = Moderate Level   3.41 to 4.20 = High Level
4.21 to 5.00 = Very High Level

According to table 4.6, the total mean value of the school "D" was the highest mean value (*M*=4.58) and the school "E" that had the total mean value (*M*=4.08) was the lowest. The total mean values of school A, school B, school C and school F were 4.14, 4.38, 4.32 and 4.10 respectively. Level of school ethical climate by schools, school B, school C and school D were Very High Level and others were High Level respectively.

Table 4.7 ANOVA Results of Teachers' Perceptions on School Ethical Climate

(N=243)

Dimensions of School Ethical Climate		Sum of Squares	df	Mean Square	F	P
Caring	Between Group	150.326	11	13.666	5.276	ns
	Within Group	598.349	231	2.590		
	Total	748.675	242			
Law and Code	Between Group	37.362	9	4.151	1.360	ns
	Within Group	711.313	233	3.053		
	Total	748.675	242			
Rule	Between Group	131.868	11	11.988	4.490	.020*
	Within Group	616.807	231	2.670		
	Total	748.675	242			
Instrumental	Between Group	53.911	12	4.493	1.487	ns
	Within Group	694.763	230	3.021		
	Total	748.675	242			
Independent	Between Group	60.469	11	5.497	1.845	ns
	Within Group	688.206	231	2.979		
	Total	748.675	242			
Overall School Ethical Climate	Between Group	371.671	90	4.130	1.665	.042*
	Within Group	377.003	152	2.480		
	Total	748.675	242			

Note: *p<.05 at significant level and ns= not significant

According to table 4.7, there were significant differences in overall school ethical climate at p<.05 level. There were also significant differences in *Rule* at p<0.05 level.

Table 4.8 presents the Tukey HSD multiple comparisons of teachers' perceptions on school ethical climate among schools.

Table 4.8 Results of Tukey Multiple Comparisons of Teachers' Perceptions on School Ethical Climate among Schools   (N=243)

School Ethical Climate	(I)School	(J)School	Mean Differences (I-J)	*p*
Overall	School D	School E	.242*	.039*

Note: *p*<.05 at significant level

According to table 4.8, only principal from school D and principal from school E had significant differences in overall school ethical climate. Other principals were not significantly different in school ethical climate.

Findings on the Differences of Teachers' Perceptions on School Ethical Climate by Personal Factors

The teachers' perceptions of school ethical climate by qualification, the overall mean value of BEd, MEd holders (*M*=4.17) was higher than the overall mean value of BA/BSc, MA/MSc holders (*M*=4.08). BEd, MEd holders mostly performed in the *Rule* and its mean value was (*M*=4.51). BA/BSc, MA/MSc holders mostly performed in *Law and Code* and *Rule* and mean value was (*M*=4.33). According to the results of Independence Samples *t* Test, teachers' perceptions on school ethical climate grouped by qualification, the results showed that there were significant differences only in one dimension of school ethical climate, *Law and Code* at *p*<.01 level.

The teachers' perceptions of school ethical climate by position, Primary teachers had the higher mean value (*M*=4.15) than Junior and Senior teachers. One-way ANOVA was used to analyze whether there were significantly differences in teachers' perceptions on school ethical climate by position. According to ANOVA results of teachers' perceptions on school ethical climate by position, there were significant differences in *Law and Code* and *Rule* at *p*<0.01 level. To find what particular school ethical climate had great difference, Tukey HSD was conducted. The results showed that there were significant differences between junior teachers and primary teachers, junior teachers and senior teachers in *Law and Code*. There were significant differences between primary and junior, primary and senior in *Rule*.

Findings on the Relationship between Principals' Leadership Practices and School Ethical Climate

To find the relationship between principals' leadership practices and school ethical climate, Pearson-product moment correlation was used. The relationship between the dimensions are shown in table 4.9.

Table 4.9 Correlation between Overall Leadership Practices and Overall School Ethical Climate

Variables	Principals' Leadership Practices	School Ethical Climate
Principals' Leadership Practices	1	.344**
School Ethical Climate	.344**	1

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

According to the data presented in table 4.9, the result showed that there was positively low correlation between principals' leadership practices and school ethical climate (r=.344**, *p*<0.01).

Findings of Interview Questions

In the qualitative study, interview questions were used to complement the data obtained from quantitative. The principals and 24 teachers from the selected schools were interviewed with 6 interview questions. The answers of the questions are-

Question 1 -   What vision did you have in your school while you worked at as a leader and how would you plan to achieve this?

Answers: To train students to have high in academic achievement and to have good moral and physical character, they explained students about rules, regulations and disciplines which were important for being successful and encouraged them to make themselves develop in their moral and physical qualities. (n=4) and To nurture the students to be all round development, they planned the times schedules systematically to perform school's activities and says that the teachers were encouraged to pay serious attention to improve students' achievement. (n=3)

Question 2 -   How would you manage to improve the teaching learning process for schools' academic achievement?

Answers: They provide instructional materials and give opportunities to attend workshop, in service-training and refresher courses and also discusses instructional strategies with teachers. (n=3) and They meet teachers individually to discuss student progress. They taught some subjects as necessary and give advice and experience for teaching to the teacher, observe student progress during classroom visit. (n=4)

Question 3 -   How would you promote a climate for teachers' professional growth?

Answers: They delegate the responsibilities and powers related to school functions according to the teachers' qualification and experience. (n=3), They encourage all teachers to be leaders in their own fields and to be creative (n=3) and They support the teachers to make their own decisions and gave freely to perform their duties. (n=4)

Question 4 - How would you build the collaborative cultures with teachers and the community?

Answers: They establish team and group structures for school activities and problem solving. (n=4) and They make contact with community members to have supporting as advice, information and physical materials from them. (n=3)

Question 5 -   How did teacher take care of each other in this school?

Answers: Teachers help each other in their works and social problems. (n=3), Teachers work together with cooperatively to be all round development of their school. (n=3) and Have only little number of teachers who do not interested in others. (n=2)

Question 6 -   How do you think about the statement of teachers on obeying law and rules of school?

Answers: Most of the teachers obey the law and rules, sometimes had a little difficulty in working and making decisions as there were some teachers who did not give respect on rules.

(n=2) and Teachers obey the law and rules but some of the teachers did not take responsibility for their works. Therefore, Principal faced with difficulties on performing leadership practices. (n=2)

Conclusion and Discussion

This study aimed to study the principals' leadership practices and school ethical climate in Myaungmya Township, Ayeyarwaddy Region. In this study, the level of principals' leadership practices and level of school ethical climate were determined by mean values of teachers' responses to the questionnaire. The higher mean values, the higher the level of leadership practices and ethical climate. Results showed that all dimensions of leadership practices had high mean scores. Principals carried out *setting direction* more higher and *managing the instructional program* was lower than other leadership practices. Based on the dimensions of leadership practices, the overall mean value for teachers' perception on principals' leadership practices was $M=3.92$. Therefore, it could be interpreted that leadership practices level of principals in Myaungmya Township was high. Principals recognize the practices that contribute to high student achievement and engage in those to develop the school. Principals identify the specific leadership practices that lead to the achievement of their school goals. Teachers in Basic Education High Schools perceived their principals' leadership practices very well.

It was determined that high schools in Myaungmya Township had the *law and code* and *rule* at the very high level and *instrumental* at the lowest level as ethical climate types. According to results, teachers from Myaungmya Township obeyed the law and rules of the school very well. Based on the dimensions of school ethical climate, the overall mean value for teachers' perception on school ethical climate was $M=4.10$. Therefore, it could be interpreted that ethical climate level of schools in Myaungmya Township was also high.

The findings showed that all dimensions of principals' leadership practices were positively related to all dimensions of school ethical climate. According to the results, *setting direction* and *developing people* was more correlated with *caring*. The similar finding was found in the study of Mesut Sagnak (2010). The findings also showed that *redesigning the organization* was more correlated with the dimension of *independence* and *managing the instructional program* was more correlated with *law and code*. The similar finding was found in the study of Anja Scheps (2003).

Suggestion

- Principals should take advices from teachers to set goals and to implement the desired goals by making meeting at least thrice a year.
- Principals should guide and help teachers in improving their teaching if they are overloaded of administrative tasks and should more observe classroom teaching regularly than assessing the daily diaries and note of lessons.
- Principals should manage for new teachers to gain supports from mentor teachers who are carefully assigned to assist them in the first few years of teaching.
- Principals should try to get much assistance from parents and community members.
- Principals should find out the way for encouraging teachers to obey the rules.
- Principals should be role models by showing a sincere interest in teachers' goodness based on communication, empathy and commitment.

Need for Further Study

This study aims to study the principals' leadership practices and school ethical climate in Myaungmya Township, Ayeyarwaddy Region. Further research should be made in other township, states and regions. Moreover, in this regard, suggested research areas are:

- Relationship between ethical leadership and ethical climate
- A study of school ethical climate and teachers' job satisfaction
- A study of school ethical climate and teachers' job commitment
- A study of principals' leadership practices and ethical behaviours

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