A DEVELOPMENT OF AN INSTRUCTIONAL LEADERSHIP MODEL FOR SCHOOLS IN THE KACHIN AREA OF MYANMAR

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Abstract: The development of instructional leadership model is created to elevate the quality of teaching and learning for schools in the Kachin area of Myanmar. The study attempted to answer the research questions such as (1) what are the desirable characteristics of instructional leadership and the needs for school improvement?, (2) what are the current practices of the instructional leadership in schools?, (3) what are the expectations of the instructional leadership in schools?, and (4) what is the development of instructional leadership model that can be applied at the system of schools in the Kachin area of Myanmar?

The researcher applied content analysis to the first step of study. The result showed ten factors of instructional leadership and four factors of transformational leadership which were used for developing the research instruments, questionnaire and interview questions. The questionnaires were distributed to 348 teachers and 16 headmasters at the schools in the Kachin area of Myanmar. The interview was conducted with three education officers and a director of central education department for the developing of the model.

The findings indicated the priority of instructional leadership issues that need to be developed, such as motivation for teachers and students, managing teaching and learning, developing collaborative culture, relationship with other countries and inside the country and professional development for headmasters and teachers. These issues can be developed by application of an instructional leadership model at schools in the Kachin area of Myanmar.

Introduction

As the world in the 21st century, the schools must have the 21st century standards in the areas of assessments, curriculum, instruction, professional development and learning environment in order to produce the 21st century outcomes for today's students. This indicates that school leaders, teachers, students and parents must understand the information of 21st century skills because they provide school leaders and teachers, including all stakeholders of the school specific strategies for how they can upgrade curriculum, teaching, assessment, use of technology and prepare students to be able to work in the global society and economy of the 21st century.

Besides, the students who are qualified with the 21st century skills can update their learning and will have high skill to be a leader of education and economy (Mhunpiew, 2013). Thus, the schools must prepare students to be a learner in the 21st century because an expanded skills, competencies and flexibilities are required for working, living and learning in the 21st century. This indicates, an instructional leadership is required in preparing students for the 21st century and ASEAN community because it can maximize the achievement of school and the quality of teaching and learning through sharing leadership matters together by headmasters and teachers (Hoy and Hoy, 2009).

In addition, instructional leadership develops vision of instruction, builds relationship with teachers, students, parents and other schools, empowers teachers for innovative instructions, enriches teachers with new theories of instruction, encourages them to provide feedback and share practices (Jones, 2010). The quality of teaching is maintained by the headmaster through keeping high expectations for teachers and students, supervising classroom instruction, coordinating the school's curriculum and monitoring student progress (Marks and Printy, 2003). Besides, an instructional leader who works within the area of cooperation, collegiality, educators, parents, community and teamwork obtains a successful improvement of school. As we are in the 21st century, the responsibility of instructional leaders becomes bigger than before because schools have to prepare students for technology, cultural competency, information and demographic changes.

The objectives of this study is to (1) explore the desirable characteristics of instructional leadership and the needs for school improvement, (2) identify the current practices of the instructional leadership in schools, (3) identify the expectations of the instructional leadership in schools and (4) develop the instructional leadership model for schools in the Kachin area of Myanmar.

Theories and Researches Related

Transformational Leadership
Bass (1985) defined that transformational leadership includes the practices that enhances the level of awareness about the importance and value of specified results. This leadership theory emphasizes actions and process of behaviors that promote the motivation of followers to perform beyond what is usually expected of

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them. Besides, this kind of leader gives attention to the needs of followers and helps them reach their highest potentiality (Northouse, 2010). The four factors of transformational leadership are applied for this study is firstly, f*actor I:* Idealized influence is that followers are dragged and dominated positively by the leader who has high moral standards and ethical behavior. As a result, leaders with idealized influence have a charisma and provide followers with a sense of mission (Greiman, Larson and Olander, 2007). Secondly, *factor II:* Inspirational motivation is used by leaders who communicate with high expectations to followers through providing them motivation to commit to a shared vision of the organization. In practice, leaders apply symbols and heartfelt request to focus followers' efforts to obtain more than they would in their own self-interest (Northouse, 2010). Thirdly, f*actor III:* Intellectual stimulation is shown by transformational leader and it includes leader supports followers to be creative and innovative in problem-solving skills. This type of leadership encourages followers to challenge their own beliefs and values (Greiman et al, 2007). Lastly, *factor IV:* Individualized consideration is that leaders provide a supportive condition for their followers and show individualized consideration when they perform as coaches and mentors, and motivate followers to reach their own goals and potential (Greiman et al, 2007).

Instructional Leadership

Instructional leaders are paramount in promoting the quality of teachers' instruction, the students' achievement, and the degree of performance in school (Chell, 2011). They work with teachers in the improvement of instruction by providing a school culture and condition where change has relationship to the best knowledge about student learning but leadership in instructional matters must be emerged from both teachers and principals (Hoy and Hoy, 2009).

As principals have responsibility for supporting the best instructional practices, they should shape a partnership with teachers with the primary purpose of promoting teaching and learning (Hoy and Hoy, 2009) because the focusing on student learning; instructional leadership includes direct or indirect behaviors that affect teacher instruction, and result student learning (Gupton, 2010). This suggests that instructional leaders may be required to spend time in classroom as colleagues and engage teachers in conversations about learning and teaching and to work with teachers in the improvement of instruction by providing a school culture and condition where change has relationship to the best knowledge about student learning (Hoy and Hoy, 2009). However, schools outcomes are shown better, including student test-score obtains if principals spend more times on school management activities (Wilson, 2011). Consequently, the instructional leadership is enlarged to pay attention to both instructional and non-instructional task by balancing the administrative role and instructional

role and viewing leadership in terms of what it enable others to do, will be effective in promoting students achievement but the characteristics of instructional leadership is facilitative leadership that empowered others is a more effective approach in engaging staff (MacNeill et al, 2003).

Therefore, in order to accomplish the tasks of instructional leader described by (Hoy and Hoy, 2009) such as learning environment that focuses on high academic achievement, instruction excellence, continuous improvement, motivation and self-regulation of teachers, constructive supports, and provide the materials and resources, up-to-date knowledge for developing school, and award and recognition of academic success, the factors that need to be done in school are as the followings.

(1) defining and communicating school goals, the school leader shows how to frame school goals by collaborating with parents and teachers to describe the areas that need to be improved within the school and to develop the performance goals of these areas (Hallinger and Murphy, 1985), and these goals must be used for academic decision making in school (Gupton, 2010). The communicating school goals include the ways school leader explains the importance of school goals to teachers, parents, students and school community. It is also important to ascertain that the goals promote current level of academic performance and have high expectations for both teachers and students as well (Gupton, 2010).

(2) instructional leadership for 21st century learning, the schools must have the 21st century standards in the areas of assessments, curriculum, instruction, professional development and learning environment in order to produce the 21st century outcomes for today's students. In making school into global culture, dimensions of intercultural sensitivity should be considered in curriculum because having empathy and respect for other cultures are essential for putting school into paradigm of 21st century (Connerley and Pedersen, 2005). Furthermore, the instructional leaders should also pay great attention to the use of technology in school because it can be used in a variety of purposes for school,

(3) creating a school culture as partnership, the instructional leader needs to create culture that encourages partnerships in school because culture is very important for school as it affects significantly every aspect of it, such as stability, cohesion, unit and ability for adjustments in school (Kythreotis, Pashiardis, and Kyriakides, 2010). Thus, Marks and Printy (2003) suggest that the instructional leader must communicate with high expectations for both teachers' and students' successes through focusing on teaching and learning in creating a healthy school culture because a school that has high expectations for students' academic achievement also has a high expectation for parents and families, and they become partner with the school in educating children.

(4) building collaborative culture in school, teachers and leaders work together in order to develop effective

instructional practices, they study together what things work effective in classroom and pay strong attention to improve not only for one's own practice but also for others is called collaboration (Mourshed et al, 2010). Collaboration includes the interaction between teachers, students, parents and principals who deliberately share their opinions and experiences in working toward the goal of school (Fishbough, 1997). Besides, good school leaders build a culture of diversity, collegiality, mutual respect and stability (Salazar, 2008). This collaborative instruction will also make transparency between teachers and principal by working together to achieve the goals of school. One of the effective ways to work together with teachers is to create structures that encourage collaboration because it helps teachers focus on instruction improvement (Miller, Goddard, Larsen and Jacob (2010). If there is no collaboration, teachers work in isolation and the professional development will be limited.

(5) motivating teachers, as teachers are the key players in promoting the quality of teaching in classroom, teacher motivation must be considered by the instructional leader as one of the most important issues in school in order to enhance students' achievement (Hoy and Hoy, 2009). There are some factors that increase teacher motivation such as a clear vision of instructional leader, reasonable degree of self-determination for their teaching, teacher efficacy and teacher job satisfaction (Kurt, Duvar and Calik, 2012).

(6) instructional supervision, the teachers are helped to learn teaching strategies which increase student achievement is called instructional supervision (Moswela, 2010). Thus, the process of instructional supervision needs to be continuous and supports teachers' desire for a collegial instructional supervision system because it is an integral part of the curriculum. Besides, instructional leaders must empower teachers by including them in the process of instructional supervision (Moswela, 2010) because the instructional supervision based on collaborative practice, consensus decision and reflective action is excellent for school improvement program (Glanz, 2005).

(7) assessment system, Finland integrates curriculum, instruction and assessment with the primary purpose of improving both teaching and learning. Asian nations who have sharply increased student learning create curriculum guidance and assessments that direct to the 21st century skills, such as the abilities to discover and organize information for solving problems, conducting exploration, analyzing and combining data, using learning to new contexts, self-monitoring and improving learning and performance, working with others as a team and doing independent study as well as using multiple forms of communication (Ornstein et al, 2011). In addition, the report of teachers has to be dependent on multiple forms of assessment, not merely exams. This suggests that teachers are relative to formative assessment, identifying the strengths and weaknesses of students so

that they can design instructional program that will increase student achievement but teachers are also required to apply summative assessments at the end of instruction to decide the degree of accomplishment (Hoy and Hoy, 2009).

(8) motivating students to learn in school, instructional leaders are the ones who need to develop motivation in schools. As Hoy and Hoy (2009) stated that motivating student to learn is to make students see academic activities as meaningful and worthwhile and attempt to achieve the intended academic achievement. Peterson, Schreiber & Moss (2011) state that motivation is relevant to learning because learning is an active performance that needs conscious and deliberate activity. Even the most capable students will not learn if they are not motivated to learn. There are some major aspects that affect students' motivation to learn in schools such as, for example, school climate, the use of teaching methods, school programs, curriculum, class schedules, school environment, administrators, teachers and parents (CEP, 2012).

(9) student-centered instruction, although many instruction strategies can be used in the classroom, the selection of instruction is considered as an important issue for improving the quality of teaching and learning because the students' achievement mainly depends on the instruction strategies we use in the classroom and besides, the students' attitude toward learning also relies on teacher instruction (Zain et al, 2009). The student-centered instruction is the most appropriate method to provide students with the 21st century knowledge and skills.

Methodology

The researcher developed the research instrument for the qualitative and quantitative approaches. Two kinds of research instruments were used in this study: *(1) Questionnaire* was designed by the researcher by using results from content analysis and informal interview to explore the current practices and expectations of instructional leadership in schools. The structure of questionnaire was divided into three parts; demographic information, the questions about current practices and expectations of instructional leadership in schools, and suggestions for instructional leadership development for schools in the Kachin area of Myanmar accordingly. The questionnaire has five-point rating scale which indicates the degree of importance for instructional leadership ranging from 1= strongly disagree, 2= disagree, 3= moderate, 4= agree and 5= strongly agree. The questionnaire is validated by three experts before distributing to the respondents and a pilot testing is conducted with 60 teachers. The Cronbach Coefficient (α) is applied to determine the reliability of the questionnaire, and it is 0.903. The respondents of 348 teachers and 16 headmasters were participated for this study. *(2) Interview question* has its purpose to support the development of an instructional leadership model for

schools in the Kachin area of Myanmar. The interview was conducted with three education officers and a director of central education department.

In the data analysis, descriptive statistics such as frequency, percentage, mean and standard deviation are used to analyze current practice and expectations of the instructional leadership. In addition, focus group is applied to validate a development of an instructional leadership model for schools in the Kachin area of Myanmar.

A Development of an Instructional Leadership Model for Schools in the Kachin Area of Myanmar

As an intention to develop the instructional leadership model for schools in the Kachin area of Myanmar, the researcher explored the current practices and the expectations of instructional leadership for school in the Kachin area of Myanmar by the questionnaire developed by the researcher. The researcher selected the priority in issues that need to be developed from the different scores between the current practices and the expectations that are higher than average Mean score to be the priority development of instructional leadership while the rest of different scores are considered that they are currently practicing at schools in the Kachin area of Myanmar. There are many issues that need to be developed in the Kachin schools according to the research findings. However, the main goals of developing model are to provide solutions for the Kachin schools and to prepare students for the 21st century and ASEAN community. Therefore, the transformational leadership and instructional leadership were applied as a tool for achieving the goals because this tool is a guide for headmasters and teachers in promoting the student achievement in schools and preparing students for the 21st century and ASEAN community.

The four components of transformational leadership such as, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and the five components of instructional leadership such as motivation for teachers and students, relationship with other countries and inside the country, managing teaching and learning, developing collaborative cultures and professional development for headmasters and teachers are applied.

The priority of development in the Kachin schools are based on the factors that are common in three summaries of findings such as summary of finding from interview, summary of suggestion for instructional leadership development and summary of the gap analysis between the current practices and expectations of instructional leadership in school. The most common factors are: (1) provide teacher enough salary and incentives, (2) design school programs in terms of students' interests and needs, (3) provide students opportunity to initiate and direct their own learning, (4) provide students positive feedback, (5) use new approaches and innovative ways of dealing school issues,

(6) upgrade curriculum and instruction, (7) clear responsibility for coordinating curriculum, (8) encourage instructional leader to use 21st century skills and knowledge in supporting teaching and learning, (9) support technology and up-to-date instructional materials, (10) encourage teachers to use student-centered instruction, (11) involve all teachers in decision making, (12) establish multiple form of teams, (13) encourage instructional leader to create autonomous working environment in school, (14) promote positive-team working environment in school, (15) increase the involvement of all stakeholders, (16) have link between different countries, (17) educational network with other institutions and educators, (18) use media and up-to-date technology to expedite and improve communication, (19) two-way communication, (20) promote the ability of headmasters, (21) develop headmasters to have high morality and ethics, (22) give training for up-to-date instructional practice, (23) support professional materials and resources, and (24) facilitating technology. Therefore, these factors are applied on model as the following Figure 1.

(See Figure 1 on the next page)

The model has one circle and five arrows. The circle which is surrounded by arrows represents the final outcome of this model, and the five arrows indicate the issues that need to be developed in the Kachin schools in order to obtain the final outcome of student achievement as displays in figure 1. This model is also validated by 12 education officers, 12 headmasters, a minister and a director of central education department.

In order to achieve goals, the five issues shown on model such as, motivation for teachers and students, managing teaching and learning, developing collaborative culture, relationship with other countries and inside the country and professional development for headmasters and teachers are developed in application of model in the Kachin schools. The application of model can start from any issue, and there is no ending and no starting point because it is a continuous process of development. These developments can be done by conducting five functions as the followings:

Function (1) Motivation for teachers and students
The purpose of motivation is to strengthen teachers to have more passion on their job and to help them reach their highest potentiality. Besides, the motivation is aimed to increase students' learning and to provide students opportunities to initial and direct their own learning.

This function will be implemented by providing teachers enough salary and incentives, using new approaches and innovative ways, designing school programs in terms of students interests and needs, giving
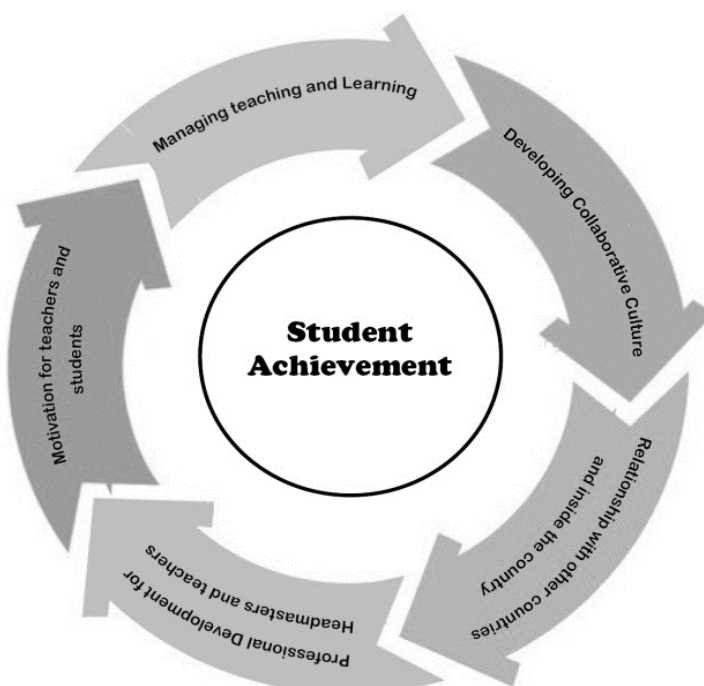
Figure 1: A Development of Instructional Leadership Model for Schools in The Kachin Area of Myanmar

students positive feedback, and opportunity to initiate and direct their own learning.

Evaluating on function can be conducted by distributing, for example, questionnaire to teachers and students, and by conducting meeting for evaluation as necessary. Therefore, implementing the function can be adjusted or upgraded by depending on the results of assessment and the need of schools.

Function (2) Managing teaching and learning
This function is intended to promote the quality of teaching and learning and to provide students with 21st skills and knowledge and to prepare students for ASEAN community.

Implementing the function will include upgrading curriculum and instruction, using 21st century skills and knowledge in supporting teaching and learning, evaluating objectives of teachers, giving teachers a clear responsibility for coordinating curriculum, and supporting technology and up-to-date instructional materials to promote the quality of teaching and learning.

The upgrading curriculum and instruction depends on the assessments and students' needs.

Function (3) Developing Collaborative Culture
The purpose of this function is to reduce power distance, to increase sharing leadership matters and to obtain more collaboration in promoting the quality of teaching and learning.

Implementing the function will include establishing multiple forms of teams, involving all teachers in decision making, creating autonomous and positive-team working environment and increasing the involvement of all stakeholders.

The function can be upgraded or adjusted according to the feedback and the need of schools.

Function (4) Relationship with other countries and inside the country
The purpose of this function is to promote not only the relationship of school but also to increase the relationship with other institutions, experts and educators.

Implementing the function will include linking between different countries, making educational network, using media and up-to-date technology and two-ways communication with teachers and all stakeholders of the school.

The better relationship can be established by depending on the meeting decision and need assessment for next academic year.

Function (5) Professional Development for headmasters and teachers
The purpose of this function is to promote the professional development of teachers and headmasters and to enhance the student achievement.

Implementing the function will include promoting the ability of headmasters and teachers, giving training for up-to-date skills and knowledge, developing headmasters to have high morality and ethics, sending teachers for further study, supporting professional materials and resources and facilitating technology for searching new knowledge.

The professional development can be upgraded according to the feedback and needs of teachers and headmasters.

Conclusion

The five issues that shown on model such as motivation for teachers and students, managing teaching and learning, professional development for headmasters and teachers, developing collaborative culture and relationship with other countries and inside the country are the priority of development for the Kachin schools, and they are also the characteristics of instructional leadership. Therefore, if the Kachin schools apply the model properly, the students' achievement will be increased according to (Gupton, 2010; Sharma and Roy, 1996; Weber 1996; Hoy and Hoy, 2009; Blasé and Blasé, 2004& Northouse, 2010).

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