

A Needs Analysis of Administrators' School Leadership in Monastic School in Mandalay, Myanmar¹

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Received: July 31, 2015 Accepted: August 12, 2015

Abstract

The purposes of this research were to study the level of administrators' school leadership in Monastic Schools in Mandalay, Myanmar and to analyze needs of administrators' school leadership in Monastic Schools in Mandalay, Myanmar. In the present study, descriptive survey method was employed. Participants were 271 monastic school teachers from nine monastic schools in Mandalay, Myanmar. The survey data were collected by using a five-point Likert scale questionnaires, there were 38 items. The questionnaire had Cronbach's alpha reliability coefficient in the range 0.580 to 0.910. The descriptive statistic and Modified Priority Needs Index (PNI_{modified}) were analyzed by using a computer program. The major findings are summarized as follows: (1) the administrators' school leadership in Monastic Schools in Mandalay, Myanmar can be viewed with two major components: the instructional school leadership and the transformational school leadership (2) the overall of instructional school leadership was at high level, while the overall of transformational school leadership was at the highest level and (3) Based on the modified priority needs index, the monitoring and accessing teaching process was ranked as the first priority.

Keywords: Needs analysis, Leadership, Administrators' school leadership, Monastic school

¹ Master Degree Thesis

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Introduction

Monastic schools are getting popular among Myanmar people for giving chance the marginalize children to access modern education. When monk, religiosity involves in modern education for young generation as the educational social work, the morality and virtue of students getting raise together with modern education. Although monastic schools have to follow with the curriculum of public school, students in monastic schools also have regularly to join moral and ethics class. Students get opportunity to learn modern education as well as moral education. In 21st century, student needs to learn not only technically, scientifically and mathematically but also to be educated morally to satisfy their life. Religiosity use to teach people how to live peacefully, to be kindness person, to patient for non-violence and to establish good family and environment.

Since 11th century, for hundreds of years, Monastic school had been the only place to educate for all Myanmar people from princes to laborer until British Colonel dynasty so that the literacy rate was quite well above other countries in the early 1900s. The courses all students had to study were about discourses what the Buddha taught, a great focus on pure

religious-secular subjects. Discourses have been well known *Tipitaka*, also called *Pali Buddhist Canon*. Not only *Sanga*, the organization of monks and nuns had to study all discourses, but also lay-man might to learn for the living as the holy living-hood. After Myanmar had been colonized, modern education was set up with British education system and had been adopted as national education. In 1962, the first socialism government made lay man stopped to learn traditional monastic education at monastic schools, and then monastic schools had to focus on only religious study for monks and nun. Marginalize children; however, cannot attend either private or public schools and the rate of non-educated children had been increased steadily until 2000. Thus society needs monastic education for literacy rate at least and government allowed monastic schools again in 2000 (MoE, 2008) when country was a member of Asian community and Educational for All program was started widely. It means political situation, which has been trying to change into development country also need monastic schools as an integral part of Myanmar National Action Plan.

In present time, Monastic school education is divided into two types; modern education which is the same curriculum with

government school and religious education that is traditional Buddha Dharma study for *Sanga*, the organization of monks and nuns. In Myanmar, Monastic schools with modern education system have become a vital role to fill the significant gap for non-educated children who legs far behind modern education by restarting in 2000. Monastic schools remain an important source of education. Approximately 1,400 monastic schools are running for 260,000 children from remote and local area especially. All monastic schools are run under the Ministry of Religious Affair. In Myanmar, not only Ministry of Education lead education, but Ministry of Religious Affair and Ministry of Border also involve in education for marginalize people (MoE, 2008).

Objectives of the Study

The purposes of this study were (1) to study the level of administrators' school leadership in Monastic Schools in Mandalay, Myanmar and (2) to analyze needs of administrators' school leadership in Monastic Schools in Mandalay, Myanmar.

Scope of the Study

This study focus on administrators' school leadership in Monastic Schools in Mandalay, Myanmar. The population of this study was 1,530 monastic school teachers

in Mandalay Division. This study focus on only monastic school which is managed by Buddhist monks with the modern education system by the purpose of helping marginalize children to assess basic education. Needs assessment is conducted to analyze the needs between the current and expected situation of administrators' school leadership in Monastic Schools in Mandalay, Myanmar.

Conceptual Framework

Based on the administrators' school leadership concepts (Dang, et al., 2013; Kursunoglu & Tanriogen, 2009; Leithwood & Duke, 1999; Seitz, 1995). Two styles of administrators' school leadership, instructional leadership and transformational leadership are employed as the model of administrators' school leadership. Needs assessment is conducted to analyze the needs between the current and expected situation of administrators' school leadership with an emphasis on eight components; five components for instructional leadership and three components for transformational leadership. Identifying school vision and mission, programming and administering education, staff development, monitoring and assessing teaching process and creating and developing school climate are studied to know instructional leadership.

Initiation of change, implementation of change and institutionalization of change are studied for transformational leadership.

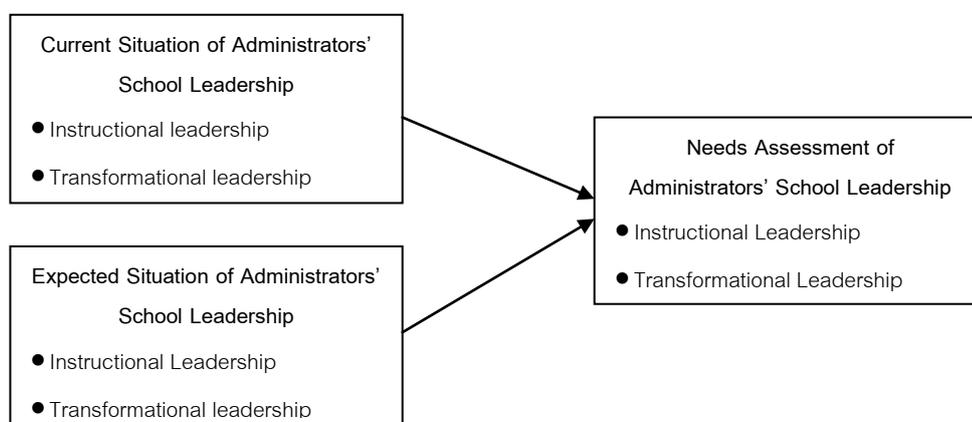


Figure 1 Conceptual framework

Literature Review

Administrators' school leadership

Any organization in modern society requires both change and maintenance properties (Campbell, 1966), especially in school. A successful management relies on the leader, the leader should be creative thinking, transformation, and understanding the needs and the important things to move forward the organization (Sangmanee, 1995 cited in Boonsit & Kijtorntam, 2014). To find the way for better leadership capacity and to develop administration system are might be noted as a core work because some monastic schools have been trying to change from traditional to modern education system. Instructional leadership was already influenced in administrators' school

leadership since long ago, but trying to change was just started a year ago. Any school has new challenges, to survive from them, only instructional leadership is not enough. To move forward, transformational leadership is also essential so that to improve the success of school goal. Administrator has not only to maintain some part of stability in existing structure but also need to change or to adopt the system influenced from changing in surroundings. A school principal requires a series of appropriate leadership skill to bring the school, staffs, and students to get a high level of achievement and to maintain success (Piawa et al., 2014).

Recent leadership theories include situational theories, charismatic theories,

transactional theories, and transformational theories in school leadership (Dang, et al., 2013). According to the Leithwood and Duke (1999), there are six leadership styles in school administration; instructional leadership, moral leadership, transformational leadership, participative leadership, managerial leadership, and contingency leadership. Seitz (1995) revealed four leaderships as the model of administrative leadership for school to be more effectiveness; situational leadership, instructional leadership, transformational leadership and servant leadership. However, the principal is the gate keeper of change and critical component in successful educational innovation in a school. It was found that administrators' instructional leadership is important for successful school as well as transformational leadership is the main responsibility of administrator for the development of school (Kursunoglu & Tanriogen, 2009). It means that schools have low effectiveness if administrators have not high level in instructional leadership and administrators have no attitude toward change. Robinson, et al., (2009) assumed that it is reasonable to integrate transformational and instructional leadership into administrators' school

leadership, since there is a tendency for the two leadership models to incorporate elements from each other.

The basic goal of instructional leadership is the improvement of the school (Seitz, 1995) and the basic goal of transformational leadership is change. Instructional leadership in tradition aspect on only teaching and learning (Hornig & Loeb, 2010), however currently school instructional leadership should be to concern on identifying school vision and mission, programming and administering education, staff development, monitoring and assessing teaching process and creating or developing school climate (Gülcan, 2012). The world is changing and educational systems have been also changing all over the world. This is the urgent need to move forward and to catch up with this changing; administrators' school leadership might be instructional and transformational school leadership.

Almost all researchers of administrators' school leadership select instructional leadership and transformational leadership as the essential dimension even though some of them chose more than two dimensions. By the common way of former researchers, instructional leadership and transformational leadership are essential

components to study administrators' school leadership. Thus, only two; instructional and transformational leadership are focused on as the component of administrators' school leadership in this study which is to investigate the current and expected situation of administrators' school leadership at monastic school, to compare the current and expected situation of administrators' school leadership, and to propose the suggestions for development of administrators' school leadership.

Instructional leadership

Gülcan (2012) defined instructional leadership that the school principals' role and school administrators are the most important to conduct educational and instructional activities. Scientific studies proved that instructional leadership have been performed since 1980. The fundamental aspect of instructional leadership is to develop instruction in teaching and learning, so ultimately relates to students, teachers, teaching and learning process, and curricula of school. It was found that different idea of instructional leadership is more than teaching and learning, also to instruct very well in managing school. In educational administration, the instructional leadership of school principals have to focus on five

components; 1) identifying the vision and mission of the school 2) Programming and administering education, 3) Staff development, 4) Monitoring and assessing the teaching process, and 5) Creating and developing a positive school climate (Gülcan, 2012).

1. Identifying vision and mission means principal has to define the school's mission, determining and sharing the school's goal and assesses, and developing and implementing them.

2. Programming and administering education means that principal has to use teaching period effectively, motivating students to learn and maintaining a good setting for learning, and collaboration and cooperation with them.

3. Staff development means giving rewards for the success of staff and enhances professional development of teachers.

4. Monitoring and assessing teaching process means principal controls and assesses teaching period.

5. Creating and developing a positive school climate means initiation organizational change and strengthening communication to develop learning environment and good relationship among school community members in the school.

Gülcan (2012) stated that the principal who has instructional leadership skill use to try to understand the learning needs of individuals, organize social and interactive environments, encourage expertise and appropriate tasks, motivating individuals to improve themselves and impose sanctions and provide sufficient source support for learning. Daresh (1991) supported Gülcan's view, if instructional leadership is added correctly to a school, it would make the school better place for children to learn more and for teacher more satisfy with better productive. Seitz (1995) agree with them and said instructional leadership strengthens the skill of teachers, integrate curriculum, improve the organizational structure, and involve parents and other members of community.

Transformational leadership

Navickaitè (2013) mentioned about transformational leadership while implementing change process in the school because there is a short-term or continuous flow, long – term changes occur in every school. School principal's transformational leadership is important in change process. Harris (2005) stated that transformational school leadership not only manage a school systematically, but also purposefully initiates different changes within school system.

Navickaitè adopted Harris's opinion, focused on transformational school leadership with three dimensions; initiation of changes, implementation of change and institutionalization of change.

1. Initiation of change is the investigation of the principals' personal belief towards change and fostering professional development at school such as principals' decision making to choose a particular change in school system, their feeling to set it up, how they try to get new idea to support new program, their personal attitude for teacher professional development and how they encourage school community member.

2. In implementation of change, the principals' participation in changing consideration such as principals' involvement in implementation part, their concentration on school community for the new activity, principals' personal value for change and their personal attention on followers.

3. In institutionalization of change, to explore how principals foster the achievement and their distribution of leadership such as revealing rewards to teachers' interesting in changing, teachers' effort for the success of new change and showing feeling proud to be good community member of school.

Research Methods

This study employed a descriptive survey method to analyze needs of administrators' school leadership in Monastic Schools in Mandalay, Myanmar. Participants were 271 monastic school teachers from nine monastic schools in Mandalay, Myanmar..

The instrument of this study was a 38 item-questionnaire which developed based on five dimensions of instructional leadership (Gülcan, 2012) and three dimensions of transformational leadership (Navickaitè, 2013). Scale responses were made on the 5-point Likert scale; 1 (*strongly disagree*), 2 (*disagree*), 3 (*don't Know/neutral*), 4 (*agree*), and 5 (*strongly agree*). The Cronbach's Alpha coefficients of the questionnaire were divided into eight dimensions; identify vision and mission ($\alpha = 0.870$), programing and administering education ($\alpha = 0.900$), staff development ($\alpha = 0.760$), monitoring and assessing teaching process ($\alpha = 0.910$), creating and developing school climate ($\alpha = 0.860$), initiation of change ($\alpha = 0.820$), implementation of change ($\alpha = 0.670$) and institutionalization of change ($\alpha = 0.580$). The data were analyzed by using computer program. The modified priority needs index

(PNI_{modified}) (Wongwanich, 2007) was also calculated to prioritizing the needs of administrators' school leadership in Monastic Schools in Mandalay, Myanmar.

Research Results

1. Levels of administrators' school leadership in Monastic Schools in Mandalay, Myanmar

The mean score of each component in Table 1 also refers to the levels of administrators' school leadership in Monastic Schools in Mandalay, Myanmar. The findings indicated that *the overall of instructional school leadership* was at high level ($M = 4.16$, $SD = 0.57$). The range of instructional school leadership was between 4.09 – 4.23. The majority of variables were evaluated in the high level, except identifying vision and mission of the school was evaluated in the highest level ($M = 4.23$, $SD = 0.61$). Moreover, *the overall of transformational school leadership* was at highest level ($M = 4.35$, $SD = 0.62$). The range of transformational school leadership was between 4.34 – 4.36. All variables were evaluated in the highest level. The mean of institutionalization of change was the highest of all variables ($M = 4.36$, $SD = 0.58$).

It is worth noticing that, based on the data presented in Table 1, the administrators' school leadership in

Monastic Schools in Mandalay, Myanmar were more transformational school leadership ($M = 4.35$) rather than instructional school leadership ($M = 4.16$).

Table 1 Descriptive statistics of administrators' school leadership in Monastic Schools in Mandalay, Myanmar

Component	Mean	SD	Level
1. Instructional school Leadership	4.16	0.57	High
1.1 Identifying vision and mission of the school	4.23	0.61	highest
1.2 Programing and administering education	4.16	0.71	high
1.3 Staff development	4.17	0.64	high
1.4 Monitoring and accessing teaching process	4.09	0.69	high
1.5 Creating and developing school climate	4.16	0.67	high
2. Transformational school leadership	4.35	0.62	Highest
2.1 Initiation of change	4.36	1.02	Highest
2.3 Insttutualization of change	4.36	0.58	Highest
2.2 Implementation of change	4.34	0.62	Highest

2. Needs analysis of administrators' school leadership in Monastic Schools in Mandalay, Myanmar

Table 2 shows the results of Needs analysis of administrators' school leadership in Monastic Schools in Mandalay, Myanmar. Based on the modified priority needs index (PNI_{modified}), the monitoring and accessing

teaching process was ranked as the first priority ($PNI_{\text{modified}} = 0.109$), followed by the creating and developing school climate ($PNI_{\text{modified}} = 0.105$). Insttutualization of change, on the contrary, had the lowest needs index ($PNI_{\text{modified}} = 0.076$).

Table 2 The modified priority needs index (PNI_{modified}) for the components of administrators' school leadership in Monastic Schools in Mandalay, Myanmar

Component	Importance (I)	Degree of Success (D)	$PNI_{\text{modified}} = (I - D)/I$	Rank
1. Instructional school Leadership	4.62	4.16	0.099	5
1.1 Identifying vision and mission of the school	4.62	4.23	0.084	
1.2 Programing and administering education	4.60	4.16	0.096	4
1.3 Staff development	4.64	4.17	0.100	3
1.4 Monitoring and accessing teaching process	4.59	4.09	0.109	1
1.5 Creating and developing school climate	4.65	4.16	0.105	2
2. Transformational school leadership	4.73	4.35	0.079	6
2.1 Initiation of change	4.75	4.36	0.083	
2.2 Institutionalization of change	4.72	4.36	0.076	8
2.3 Implementation of change	4.71	4.34	0.079	7

Discussions

This study has confirmed that the administrators' school leadership in Monastic Schools in Mandalay, Myanmar can be viewed with two major components and eight subcomponents: (1) the *instructional school leadership* component consisting of identify vision and mission, programing and administering education, staff development, monitoring and assessing teaching process, and creating and developing school climate; and (2) the *transformational school leadership* component consisting of initiation of change, implementation of change, and institutionalization of change. When PNI_{modified} formula was calculated, among

eight subcomponents of administrators' school leadership in Monastic Schools in Mandalay, the findings revealed that monitoring and accessing teaching process ranked the first priority, the highest needs. Thus, monitoring and accessing teaching process was essential thing to develop in the future. Administrators might try to know the requirements and much concern to complete such requirements; needs assessment or the new programming implementation assessment in teaching, learning and administration, school is going to success (Parylo, 2012).

Recommendations

The findings of this study suggested that further research should be committed on the development for enhancing administrators' ability, especially the monitoring and accessing teaching process. In the present study, the researcher conducted needs assessment by using survey technique. It would be interesting to conduct needs assessment with other techniques such as interview, focus group, and working groups. Moreover, the research can be developed a mixed methods needs assessment research by using both quantitative and qualitative approach.

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