NEEDS ASSESSMENT OF ADMINISTRATORS' SCHOOL LEADERSHIP IN MONASTIC SCHOOL, MYANMAR

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Abstract- The purpose of this study is to identify and analyze the current and expected situation of administrators' school leadership in monastic schools, Myanmar and to propose suggestion to develop in the future. This study focused on monastic school with modern education system. Two styles of administrators' school leadership, instructional leadership and transformational leadership are employed as the model of administrators' school leadership. Modified Priority Needs Index ($PNI_{modified}$) for needs assessment is employed to get the needs between the current and expected situation with an emphasis on eight components; five components for instructional leadership and three components for transformational leadership. After that, an informal interview method is used to get suggestion for the development in the future. The findings of quantitative part revealed that (1) The most critical needs of instructional school leadership is monitoring and accessing the teaching process and ranks as the first priority, followed by staff development, and creating and developing the school climate, (2) The most critical needs of transformational school leadership was initiation of change with first rank need, followed by the institualization of change and implementation of change. The interview's result proposes suggestions that the authorities should consider in those needs which quantitative result expressed.

Keywords- Needs Assessment, Administrators' School Leadership, Monastic School

I. INTRODUCTION

Monastic school system has been a part of basic education system in Myanmar. Generally marginalize students from socio economic background and rural areas join monastic school. In present time, in Myanmar, monastic schools are playing a major role in helping Education For All program (MoE, 2008) because of giving chance a large amount of non-schooling children to be educated with free of charge. Some monks who have high compassion have been trying to establish monastic school for modern education with a great focus on children who cannot go even primary school, so monastic school system is getting popular as a free school to fill a big gap between educated and non-educated population, especially in rural areas. Researcher selected needs assessment conduct to determine administrators' school leadership of monastic schools in current and expected situation, to address the requirements and to propose suggestions to develop in the future. The Monastic Education Development Group also called (MEDG) which has been partnered by The Burnet Institute Myanmar try to build the capacity of Monastic School System to touch the goal of increasing the number and proportion of children to access quality basic education completely. The organization of monastic school education start the project which has four purposes; to raise leadership capacity and management of Monastic School System, to support teachers and schools to deliver effective child-centered education, to ensure schools' safe, healthy and conducting child-friendly environment Learning and to engage schools (Veale, et al., 2014). Among them, leadership capacity and management of Monastic School System is urgent need to strengthen because the development of three other purposes depends on principals' performance. Need assessment is a systematic process of asking questions by survey or interview, comparing answers, making information about what to do subsequently to improve individual or organizational condition and performance. It also consumes that leadership assessment to give the suggestion for existing and proposed leadership activities which are related to transformation. While researcher was working as the instructor in the monastic school, the idea was conceived to investigate the leadership competency of principal monks and how they operate the school where over a thousand of students attend. Although monasteries have to rely on civil for their living and standing, they can support such amount of children to access basic education without government support for many years. It would be helpful if good suggestion would be approached for more development in the future.

Conceptual framework

Based on the administrators' school leadership concepts from Dang, et al., (2013), Kursunoglu and Tanriogen (2009), Leithwood and Duke (1999) and Seitz (1995), and the definition of needs assessment, the following conceptual framework has been developed. According to Witkin and Altschuld (1995), needs assessment is as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions for the development and allocation of resources based on identified needs.

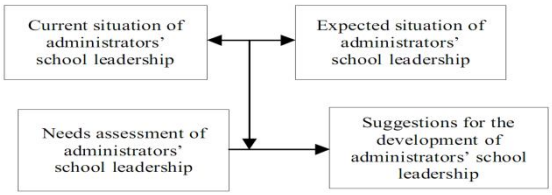


Figure 1 Conceptual framework

II. LITERATURE REVIEW

Any organization in modern society requires both change and maintenance properties (Campbell, 1966), especially in school. To find the way for better leadership capacity and to develop administration system might be noted as a core work in monastic school. 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 (Piaw et al., 2014). Administrators' school leadership is important in any school because principals are the key role to improve teaching and learning (Davis et al., 2005). The study of Kursunoglu and Tanriogen (2009) suggested that administrators should be high level in instructional leadership to success school goal and pay attention enough transformational leadership to improve change process. Monastic School leaders, principal monks need to be instructional leader. They have to hire those who have no experience in teaching, so the beginner cannot perform very well. Principal needs to support them to be high moral and motivation, monastic school principal so should have transformational leadership skill. The achievement of school depends on how administrators instruct the followers and try to change. Administrators' school leadership influences student achievement and school wide change because principals are regarded as either administrators or leaders of school organization for better school and student achievement. School administrators are also expected to be instructional leader, transformational leader, assessment expert, communication expert, budget analyst, and special program administrators and stakeholders also believe that principal is the central source of leadership influence among them (Simkin et al., 2010). According to Bass (1998), transformational leadership has high moral development and it also enhances autonomy of employees. Former researches expressed instructional and transformation leadership are the common of administrators' school leadership (Leithwood and Duke, 1999, Seitz, 1995, & Robinson, et al., 2009)

1. According to Gülcan (2012), the instructional leadership of school principals have to focus on five items; identifying the vision and mission of the school Programming and administering education, Staff development, Monitoring and assessing the teaching process, and Creating and developing a positive school climate. 1.1) 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. 1.2) Programming and administering education means that principal has to use teaching period effectively, motivating students to learn and maintain a good setting for learning, and collaboration and cooperation with them. 1.3) Staff development means giving rewards for the success of staff and enhances professional development of teachers. 1.4) Monitoring and assessing teaching process means principal controls and assesses teaching period.1.5) 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.

2. Transformational leadership occurs in the school while change process is implemented because there is a short-term or continuous flow, long –term changes in every school (Navickaitè, 2013). Harris (2005) stated that transformational school leadership not only manage a school systematically, but also initiates the change with particular aim. According to Navickaitè (2013) base on Harris's opinion, transformational school leadership has three dimensions; initiation of changes, implementation of change and institualization of change. (2.1) 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. (2.2)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. (2.3) In institualization 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.

III. METHDOLOGY

This study was designed into two methods: quantitative survey method and qualitative individual interview. Survey method took as the major part with 394 sample participants recruited in three regions; 1) Mandalay, 2) Sagaing and 3) Magwe which were selected purposefully as sampling area. The population was 6,535 teachers from 1,403 Monastic Schools through Myanmar. The researcher developed self-questionnaires consisting of 38 items; six items to know participants' background information and thirty two items to identify and analyze the current and the expected situation of administrators' school leadership. Questionnaire was developed based on five components of instructional school leadership (Gülcan, 2012) and three components of transformational school leadership

(Navickaitè, 2013).

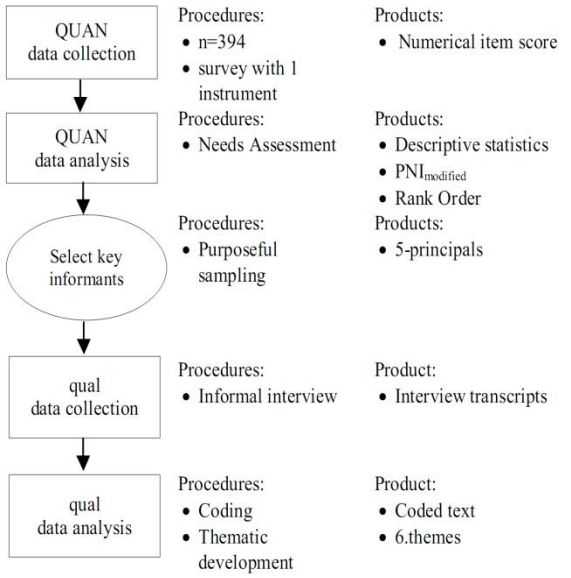


Figure 2 Visual diagrams for research procedures

Reliability Pilot study was conducted to test the reliability of the instruments. The total of 30 teachers were selected randomly to response the respective questionnaires. After that, the items were assessed by computing Cronbach's alpha coefficient. The Cronbach's Alpha value above 0.55 was considered to be acceptable. There were thirty two survey items with the index of item-objective congruence between 1.00 and 0.66. Participants were asked to complete the dual response questionnaire within three weeks. After the researcher distributed 455 questionnaires in target schools, 394 monastic school teachers participated to answer and completed the dual format questionnaire. Thus, the overall response rate was 86.59% of all participants.

Qualitative informal interview was conducted slightly to support suggestions for the future development. The interviewees answered the questions which were developed based on the result of quantitative data analysis. The answers of interviewees were coded into six themes and arranged according to the rank order priority. Five principals were selected purposefully with the criteria; 1) Principals who have experience for ten years in managing monastic school, 2) Principals who are senior monks of Monastic Education Development Group (MEDG), selected by their fraternity to take responsibility for the improvement of the quality of education in Monastic schools throughout Myanmar, 3) Principals who have qualified with dual education background; certification from the University and certified from Ministry of Religious Affair, 4) Principals who have teaching experience before establish monastic modern education school, and 5) Principals who have learned administration training from professional educators.

Moreover, the schools under their administration 1) provide the high education standard, 2) have more than one thousand students from primary to upper secondary level, and 3) over forty teachers who have been trained in teaching serve their schools. The interview protocol was designed based on Cresswell (2011) and analyzed by the instructions of Mile and Huberman (1994) to present the information collected through informal interview.

IV. RESULT

A. Quantitative findings

The formula of Modify Priority Needs Index, (I-D)/D (Wongwanich, 2007) was used to prioritize the needs. When $PNI_{modified}$ was performed, the findings indicated that the modified priority needs index (PNI modified) of five components on instructional school leadership between the current and the expected situation of instructional school leadership were 0.131, 0.119, 0.109, 0.106 and 0.090 respectively. The monitoring and accessing teaching process was ranked as the highest need, followed by staff development, creating and developing school climate, programing and administering education, and identifying vision and mission of the school. The modified priority needs index (PNI modified) of three components of transformational school leadership between the current and the expected situation was 0.095, 0.090, and 0.076 respectively. The initiation of Change was ranked as the highest need or the first priority, followed by institualization of Change and implementation of change.

Table.1 The $PNI_{modified}$ of administrators' school leadership

Variables	Expected (I)	Current (D)	$PNI_{modified}$	Rank
1. Instructional school leadership	**4.656**	**4.192**	**0.111**	**1**
1.1 Identifying vision and mission of the school	4.667	4.283	0.090	5
1.2 Programing and administering education	4.642	4.186	0.109	4
1.3 Staff development	4.656	4.162	0.119	2
1.4 Monitoring and accessing teaching process	4.621	4.087	0.131	1
1.5 Creating and developing school climate	4.692	4.243	0.106	3
2. Transformational school leadership	**4.762**	**4.380**	**0.087**	**2**
2.1 Initiation of change	4.757	4.344	0.095	1
2.2 Implementation of change	4.771	4.432	0.076	3
2.3 Institualization of change	4.756	4.363	0.090	2

Note: "I" represents the mean of expected situation of administrators' school leadership in Monastic Schools, Myanmar, whereas "D" represents the mean of current situation of administrators' school leadership in Monastic Schools, Myanmar

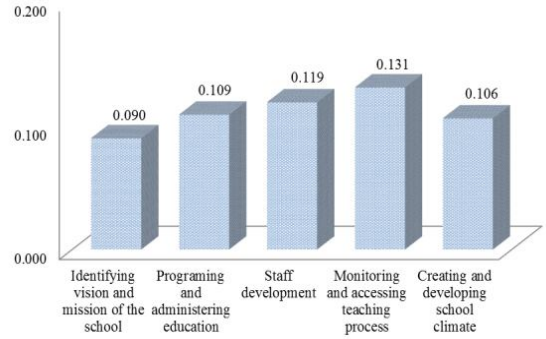


Figure 3 The modified priority needs index of instructional school leadership in Monastic Schools

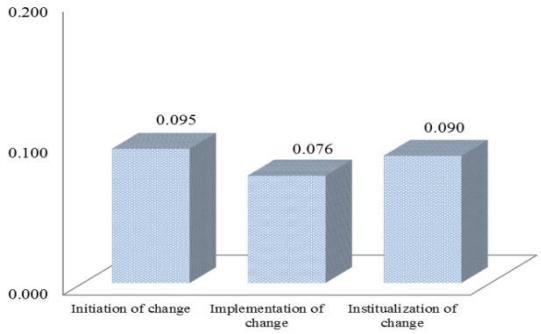


Figure 4 The modified priority needs index of transformational school leadership in Monastic Schools

B. Qualitative findings

Interview transcripts were coded into six themes according to the rank order of priority and apply it as the suggestions for the future development. The answer of interviewee showed the common way they tried to develop significantly in their school.

In Monitoring and accessing teaching process, most of them check and observe classroom and set up law and regulation for which is neither slight nor heavy to follow schedule exactly. Some of them had external knowledge from visiting international schools so that they can learn from those schools. All interviewees support to raise teachers' quality so that teachers can access teaching process systematically. Organizing a committee was also beneficial. The principal of monastic school which is model among monastic school in country wide organize the committee just like the group of trainer in the school to check teacher quality, to monitor and access teaching process. Sometime principal moreover needs to participate with the professors of teaching in abroad to measure teacher quality and to find the way how to support for the development of accessing teaching process.

For the staff development, giving reward for their volunteer skill, supporting to raise teachers' quality, welfare salary, creating opportunities and giving authority are the key. Teachers are happy to work and very proud to be volunteer in such schools, the place where non schooling children have to rely on for their education. They have strong attention on sharing education and resource to work. However, most of them are not from TTC (Teacher Training College), they need teaching skill. Although teachers work as the volunteer, they have to live and to prepare for their future. Principals know that the teachers who have no worry for their living can work longer than volunteer. One of the principals communicates with some famous international universities in abroad and scholarship organizations for teacher so that teacher can join such universities based on their experience, skill and performance. Even though the beginner gets quiet low salary, people want to join such school to perform. The principal should support them to raise the ability first, and then gave authority to manage their classroom.

In creating and developing school climate, interviewees focus on these areas; clean school environment, create a fair playground, supporting students to get emotional safe and strengthen school community. They manage to grow trees and plants, concern on to make cleaning environment so that students are physically safe and happy in their school life. Child law and child right were set up. People in school community have to follow and respect children so students are safe emotionally. All of them build trust by doing among school community members, supporters and followers. Positive attitude, forgiveness, promises and patient support them to get more respect from people. Open finance management for school operation also can motivate supporters to concern on more and so school community is getting strengthened.

In Initiation of change, all interviewees have strong personal attitude to change to be more effective for students and then try to develop professionally. For professional development principal pointed out 'building capacity' before a new change is started yet. The most important thing they did to develop professionally was supporting teacher quality. They believe student achievement is getting high if teachers are qualified.

Institualization of change was improved with principals' managing to record, writing or video tape. Success celebration is held in every school year. They arrange 'award celebration' for student achievement and teachers' high performance. They do report school achievement to supporters, society and even government institute so that they can maintain monastic school system.

For Implementation of change, supporting teachers first to learn is culture in success school. When all teachers and staffs understand about this change, it is expedient to be implemented. They try to get suggestion from those who have experiences in education from school community. Principal eagerly involve with new implementation such as making

discussion together with them on daily experience, often praise them, and help them more who involve with implementation.

V. DISCUSSION

NGO connect news (2012) reported only monitoring and accessing teaching process is not enough to improve school's achievement, evaluation is also important to know the right situation in the school and classroom. Principal might try to evaluate teachers' performance. Evaluation is better in depth-assessment of performance and activity than monitoring and it assists to assess the progress, quality and impact on targets and work plan. They should extend appreciation, assistance, and encouragement to the teachers who serve for the school (Ontario, 2010).

Harris's opinion expressed staff development is the process of providing opportunities for employees to improve their knowledge, skill and performance to goals and values of the organization and to relate the benefits and requirement of staff (Sage, 2008). Pay is very important one to motivate staffs. (Rynes et al., 2004).

Principal' concerning on creating school climate is align with the finding of Maslow (1943), the basic need of human being is to feel safe socially, emotionally, intellectually and physically. Devine and Cohen approved those finding that students learning and healthy development is encouraged if school support students' feeling safe (Thapha, 2012).

Positive attitude is the key factor to change something which is more effective, and then should try to develop professionally. Change is unavoidable, so principal might raise their personal attitude if school organization wants to get high success. What the school needs to improve in the school leads to change the system and supports to adopt new project in school operation (Cabrey & Haughey, 2014).

Before implementation of change, administrators might support teachers to learn first about a new change, motivate staffs to participate, help those who involve in implementation of change. To successfully implement school organizational scheme, principal needs development plan and suite people with the skills to drive and navigate change, while ensuring that those changes are strategically aligned to school goals (Cabrey & Haughey, 2014)

For institualization of change, administrators have to manage to record. Writing report paper or video tape recording is important to maintain result. Celebrating for award for success also motivate students and teacher to be high performance which lead to high achievement. Institulization also involves preparing school organization for transformation, ensuring stakeholder and engaging executive sponsors to champion and support the change before, during and after its implementation (Cabrey & Haughey, 2014).

VI. RECOMMENDATION

C. Recommendation from current research

Findings revealed that instructional In the present study, findings revealed that instructional school leadership was ranked as the highest need and transformational school leadership was the second priority to develop in the future. Among eight components of administrators' school leadership, monitoring and accessing teaching process, staff development, creating and developing school climate, initiation of change and institualization had high priority to develop in the future. Therefore, the authorities; Ministry of Education, Monastic Education, Monastic Education Development Group and the principal of monastic school should take responsibilities together to develop administrators' school leadership in the future.

Recommendation for Ministry of Education

In the present study, providing salary was revealed as the highest need among four factors of staff development, so providing sufficient welfare was the important factor to develop in the future. Therefore, the authority should consider in providing sufficient welfare. It was recommended for Ministry of Education to provide monastic school teachers with high salary, to certify them officially and to arrange an assurance status for their livelihood when they retire.

Recommendation for MEDG

Findings revealed that monitoring and accessing teaching process has the largest gap between the current and the expected situation of administrators' school leadership in Monastic Schools, Myanmar. Therefore, Monastic Education Development Group (MEDG) should consider in monitoring and accessing teaching process. MEDG has to concern on measuring teachers' performance and the right situation of teaching process in the classroom, setting up evaluation form for any monastic school and supporting short–term training for the principal to arrange teachers' performance appraisal. Moreover, initiation of change was revealed as the highest need of transformational school leadership, workshop, seminar and conference might be arranged to give information about change.

Recommendation for Principals

- Results showed that creating and developing school climate was essential to consider more. Principal should set up clear and fair discipline which aligns with child rights and child law to protect children from physically and mentally hurt, arrange all students can play including religious novices. Moreover, principal must try to engage school community and parents, make them to understand such discipline and strengthen community members who are willing to support children to access education.
- In the present study, finding revealed that initiation of change was important to develop in the

future. The principal need to concern on finding information and sharing vision before a new change is started. Principals should do motivate staffs and teachers to get high interest in a new change and do investments; time and resource. Principals also need to institualize for maintaining and expanding good achievement, they so should do individual consideration; acts a teacher to their cohorts, reward them for their creativity and innovation and treat them according to their performance. Principals might do celebration every year to give award and to invite those who have different idea to express their particular interest to expand.

B. Recommendation for further studies

- In this study, the researcher categorized the number of teachers in each region into four groups; extra small represented a number less than 100, small size represented a number of 101 – 500, medium size represented a number of 501 – 900, large size represented a number more than 901. This research employed survey research and collected data from monastic school teachers in three categories; large, medium, and small. The extra small was not selected because the number of teachers was less than one hundred in the whole region. It would be interesting to identify and analyze the needs of administrators' school leadership in Monastic Schools in Myanmar by collecting data covering all four categories of Monastic Schools in Myanmar. Moreover, the suggestions would be separated for all four specific groups.
- The researcher conducted needs assessment by using survey technique in this study. It would be interesting to conduct needs assessment with other techniques such as working groups to identify issues and to assess clientele needs in the extra small region.
- The researcher identified and analyzed the current and expected situation of administrators' school leadership in Monastic Schools. The average score of findings of the current study showed that school leaders have quite well leadership competency in instruction and transformation. Therefore, further studies should conduct a case study research or multi-case study research of administrators' school leadership in Monastic Schools.
- In the present study, principal suggestion revealed that they have strong personal attitude to initiate a new change which is more effective for students and they are finding and hoping to set it up. Some changes such as child centered approach that was already set up. Therefore, it would be interesting further studies should conduct an experiment study on what a new change is tried to set up.

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