សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

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Teachers' Perceptions towards the Instructional Leadership of School Principals of Primary schools in Phnom Penh City

A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Master of Education in Educational Administration and Leadership

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February, 2015

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ABSTRACT

The purpose of this research was to investigate teachers' perceptions of instructional leadership practice namely: organizational development, organizational environment, and educational program that applied by school principals and the extent of instructional leadership practice as measured by Valentine & Bowman (1988). The sample consisted of 289 teachers from 9 primary schools in Phnom Penh. The Audit of Principal Effectiveness was adopted as research instruments for this quantitative study. The data came from teachers' responses and analyzed by using computer software. The interpretation of the data was used a kind of descriptive and inferential statistics. The results of the study based on teachers' perceptions responded as the followings:

1. Primary school principals in Phnom Penh adopted the instructional leadership at the high level, but two less practices of organizational development and organizational environment.
2. There were no significant differences of teachers' perceptions of principals' instructional leadership practice based on gender, age, educational background and teaching experience.

Based on the finding above, some recommendations for policies and practices were suggested as the followings:

- Enhancing to apply more the organizational development and the organizational environment of instructional leadership in schools.
- Providing chance to all school principals to equip with leadership skills and
- Building School Capacity.

ACKNOWLEDGEMENTS

"Teachers' perception towards the instructional leadership of school principals." is my thesis that came from my effort in doing research for a long journey to a treasure of a degree of Master of Education under supervision of Dr. Dy Samsideth. I am grateful for Dr. Dy Samsideth, my supervisor, for his great advice, guidance, and encouragement.

I would like to thank Mr.Chea Cheath, Director of Department of Education, Youth and Sport of Phnom Penh Municipality and Mrs. Em Hea, Deputy Director of Department of Education, Youth and Sport have helped to process the letter for permission to do research and all teachers in nine districts who have helped and supported me throughout this study.

I would like to thank CDPF that provide a chance to me to upgrade my capacity in doing Master Degree of Education at Royal University of Phnom Penh.

I would like to thank Dr. Mok Sarom and Mr.Sot Visal for their constant motivation, comments, suggestions, insights, and editions that made my work better.

In addition, my special thanks go to my parents and my wife who have helped to look after my two beloved daughters and helped to run my business during my study.

Furthermore, I would like to thank the primary schools principals and teachers of nine schools in Phnom Penh who cooperated smoothly and participated in the study despite their heavy workloads.

Finally, a great thank to H.E. Dr. Chet Chealy, Director of RUPP, all my MEd lecturers, and MEd classmates.

LIST OF ABBREVIATIONS

ASEAN	Association of South-East Asian Nations
CDPF	Capacity Development Partnership Fund
CESP	Cambodia Education Support Project
ESP	Cambodian Educational Strategic Plan
EP	Educational Program
MoEYS	Ministry of Education Youth and Sport
OD	Organizational Development
OE	Organizational Environment

CHAPTER 1
INTRODUCTION

1.1 Background of the study

In Cambodia 30 years of war as well as genocide over the four years of the Khmer Rouge regime have had a devastating effect on the country. By 1979 the education system had totally ceased to exist and has had to be reconstructed. At the present day, the education system of our country has rebuilt and has reformed noticeably; such as technical work and administration work in order to ensure the quality teaching and learning process. Moreover, Cambodian Educational Strategic Plan (ESP) 2009-2013 (Ministry of Education Youth and Sport) also stated about improvement of the quality teaching and learning and school management. Today's educational leaders must lead their organizations with high achievement for all students and ensure the accountabilities in their leading. So, being a school principal is the leader of the school and plays very important role to ensure the success of a school. In addition, the principal must have the basic characteristics of excellent leadership and takes charge of the implementation of the good school system and must manage their duties with full responsibility, honesty and dedication to become a good leader for all of their teachers and students. By the way, not all schools are with principals of highly successful leadership and sometimes those are failed and disable to deliver the job with a great commitment. Most of them are just working casually or they cannot perform better due to lack of knowledge about leadership and management skills. Anyway, there are plenty of other schools have shown of good leadership style of school principals with successful performance in the role and those schools run very well in term of teaching and learning**.**

Therefore, the educational leaders are focal point that we have to build their capacity in leading skill for changes and improvements. Furthermore, the MOEYS vision is to establish and develop human resources of the very highest quality and ethics in order to develop a knowledge-based society within Cambodia. So, in order to meet the requirement of MOEYS vision, the school principal is a crucial person in managing the school and responsible for high performance of teachers and students' learning. It is necessary for school principals must have full of leadership skill because leadership can drive the schools successfully. So, the skill in leadership is important factor in school management that each school principal needs. Moreover, what is Leadership? This is a beginning description of leadership. There are multiple definitions are studied. According to Cambodia Education Support Project (CESP, 2005-2006), school directors

should be both managers and leaders. But what is very important are to understand the key elements of good leadership, school principals are able to show new skills in leading their schools, at last lead changes in their schools that will result in educational excellence for all. There is a large body of research that shows that certain beliefs on the part of school directors are essential for strong school leadership. Anyway, all educational leaders have the right and the responsibility to think creatively and to take risks for children (Morefield, J. 2005). In addition, the quality of education has depended on the performance of school principals in school management and leadership and it is now subjected to scrutinize. Therefore the principal has to provide sound leadership for the success and effectiveness of his or her school. In Phnom Penh city, there are a lot of schools that their principals did not manage their schools by using the leadership skill this is reason why I need to do research this field in term of improving the capacity building for school principals. In addition, population grows and the number of the students also increases and it is essential to enhance the quality of education to our students so that they can meet the job market in the region when ASEAN integration. In Phnom Penh, there are 123 kindergarten schools, 164 primary schools, 32 lower secondary schools, and 34 upper secondary schools. Because of the primary level is the target point of the EFA of the ESP, it is therefore worth researching about leadership skill of each school principals use in organizing their schools and teachers' perception toward their principals' leadership.

1.2 Problem Statement

The human resource is very important for developing countries like Cambodia. The shortage of human resource in operating or managing the school is also problems in facing of capacity building to students who are next generation. Up to now, the ministry of education has no ability in producing sufficient school leaders with full of skills in leadership; moreover, most of the school principals are former teachers that had a long-termed experience in teaching and after that they were promoted to be school principals without taking exam for being a principal. And sometimes, so young teachers are also becoming school principals if they were sent to teach at the remote areas, do like this, is to aim in protecting them or keeping them in place and do not want them to move or transfer to anywhere. Another one is that nowadays most principals are confusing and misunderstanding of their responsibilities and they have less concentration on their duty as educational supervisors.

These issues make them lacking of leadership skills in leading schools and can affect to students achievement and especially the quality of education as well.

1.3 Purposes of the Study

The first purpose of this study is to understand about the perception of each teacher toward the instructional leadership of school principal. And the second is the comparison of teachers' perception on leadership of school principal based on gender, age, educational background and teaching experience.

1.4 Research questions:

Specifically, this study aims at answering the following questions:

- To what extend do all principals apply instructional leadership as perceived by teachers?

- Are there any differences among teachers' perception on school principal's instructional leadership based on gender, age, educational background and teaching experience?

1.5 Research Hypotheses

Research questions focus on the instructional leadership practice of school principals based on the adopted questionnaire of the Audit of Principal Effectiveness with 3 factors, 42 items have the following hypothesis:

"There are no significant differences perceptions of teachers towards the primary school principals' instructional leadership practice based on sex, ages, education background and teaching experiences".

1.6 Scope and Limitation of the Study

This research was conducted of full set questionnaire that adopted from the Audit of Principal Effectiveness (Valentine and Bowman, 1988) which contains of three factors Organizational Development (OD), Organizational Environment (OE), and Educational Program (EP) with 42 items that will carry out with primary school teachers; researcher will use it for collecting data and analyzing data.

Population and Samples

Population

There are totally 4,542 primary school staffs included 3,974 teaching staffs who are teaching in 164 primary schools in 9 districts (Khans) throughout Phnom Penh City.

Samples

The samples for the study consisted of 289 of primary school teachers from 9 schools who teach in grade1, grade2, grade3, grade4, grade 5 and grade6. The sample will use of sample selection by purposive sampling, and simple random sampling.

Variable of the study

The independent variables were school teachers' demographics that focus on gender, age, level of education and teaching experiences that affect the dependent variable of school principals' instructional leadership practice of 3 factors of Organizational Development (OD), Organizational Environment (OE), and Educational Program (EP).

Duration of the Study

This study was conducted in the academic year 2014 and will submit to the RUPP by early in 2015.

1.7 Significance of the Study:

This study was significant for the following reasons:

1. It allowed principals to know the importance of leadership has the greatest impact on improving the school.

2. It allowed teachers to profoundly understand about the effect of school principals toward all members in the school, students, and the community.

3. It allowed principals to use the findings of this study to do well in organizing the school.

1.8 Definition of Key Terms

The following terms are very important to the correct interpretation in this study and so need to be defined before presenting such results.

- **Primary School principal**: refers to Cambodian government staffs that manage, organize, and supervise to all teaching and non-teaching staff at primary school level.
- **Teacher**: refers to Cambodian public servants of educational sector who teach at the primary school level from grade one to grade six in Primary school.

- **Teachers' perception** refers to teachers' ideas on their school principals to determine the practice of instructional and observe of the experience, skill, knowledge and attitude towards teachers as well as the behavior that happen to the staff during their lead in Primary School level.

- **Instructional leadership:** was measured by the Audit of Principal Effectiveness (Valentine and Bowman, 1988) and assessed each teacher's perception of the principal's instructional leadership behavior.

- **Organizational Development**: The factors and items in organizational development describe the forces associated with providing direction for the school, including garnering support for that direction within and outside the school environment (Valentine and Bowman, 1986).

- **Organizational Environment**: The factors and items that describe the dynamics of personal relationships within the organization. They include the interpersonal relations with members of the organization and related affective issues. The principal's skill in daily management of school operations, as those skills impact on school climate and attitude are also a part of this domain (Valentine and Bowman, 1986).

- **Educational Program:** The factors and items that describe the degree to which the principals an instructional leader. The principal's skills in instructional analysis and curricular development are the major areas of assessment (Valentine and Bowman, 1986).

CHAPTER 2

LITERATURE REVIEW

To understand well and clearly for this study, the researcher reviewed both local and international literature. The literature for this study was found from the websites of Google that relevant books, journals and articles focusing on leadership practice of school principals. Thus this chapter deals with the definition and concepts related to the topic of the research study on the practice of instructional leadership of school principals as perceived by teachers. The review also describes about the theories, concepts, previous studies and the conceptual framework as describe below:

2.1 Definitions of Leadership

In this part the researcher will explain about the meaning of leadership, classification of leadership, the instructional leadership based on the Audit of Principal Effectiveness, and teachers' perception towards school principals' instructional leadership.

2.2 Classification of Leadership

The purpose of this chapter is to review literature as it relates to the research questions posed in Chapter One. Leadership theories, such as trait, behavior, contingency, and charismatic, provide a theoretical framework for viewing the historic evolution of instructional leadership. Instructional leadership has many different definitions and models that conceptualize it starting from the early 1900's. There are many theories focus on leadership:

2.2.1 Trait Theory

One of the first systemic approaches to leadership was the trait theory (Northouse, 2007).
In the early 20th century, this approach was studied to determine whether there were specific attributes that cause some leaders to be more effective than others. Since then this theory has been modified several times.

2.2.2 Transactional Leadership

Transactional leadership involves an exchange of things of value that benefit both the leader and the follower (Alig-Mielcarek, 2003; Burns, 1978; Green, 2010; Guthrie &Schuermann, 2010; Northouse, 2007). The leader gains cooperation in the completion of tasks through the promise of reward. This contractual relationship is mutually beneficial to both the leader and the follower (Green, 2010).

2.2.3 Transformational Leadership

Transformational leadership sharpens the focus on the relationship between leaders and followers by characterizing the nature of the relationship. Burns (1978) identified the leader-follower relationship as the interaction of people who have a shared vision and tremendous potential. Burns provided the first theory that explained the difference between transactional and transformational leadership. Transformational leadership, in addition, involves influence and empowerment of subordinates in the process of changing organizations (Burns, 1978). Transformational leaders focus on intangible qualities like shared vision, values, and ideals rather than a contractual relationship involving tangible rewards used to control specific behaviors in followers (Bass, 1985; Burns, 1978; Daft, 1999).

2.2.4 Managerial Leadership

According to Leithwood et al. (1999:14), managerial leadership focus on leaders with functions, tasks and behaviors and that these functions are carried out competently the work of others in the organization will be facilitated. Most approaches to managerial leadership also assume that the behavior of organizational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy.

2.2.5 Laissez-Faire Leadership

Laissez-faire leadership is defined by Korkmaz (2007) as being a style of leadership where leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability. Laissez-faire leaders are non-existent and elude leadership duties and responsibilities at all costs. Bass et al. (2003) express the laissez-faire leader as not clarifying goals and standards that the followers must achieve or basically having no expectations for the followers in the organization. Laissez-faire leadership may occur due to the avoidance of leadership behavior altogether, which makes the followers to ignore responsibilities and expectations. The laissez-faire leader shows an attitude of indifference as well as a non-leadership approach toward the followers and their performance. This kind of non-leader lacks responsiveness and refuses to check the performance of followers. According to Korkmaz (2007), this leadership style absolutely decreased the commitment levels of teachers to stay longer at a particular school. Bass and Avolio (1995) also declared that there is no transaction or transformation of any kind with the follower because laissez-faire leaders do nothing to affect either the followers or their behaviors.

2.2.6 Instructional Leadership

Instructional leadership refers a leadership style that encourages best practices in teaching (Glanz, 2006; Louis et al, 2010). The school principal as an instructional leader is responsible for the academic achievement of students (Kelehear, 2008; Smith & Andrews, 1989). Instructional leaders help to support the achievement of students by actively facilitating the development of the most sophisticated pedagogical practices in teachers (Kelehear, 2008). Instructional leaders are chief learning officers who are responsible to establish collaborative and supportive school cultures focused on teaching and learning (Green, 2010). In the current research, instructional leadership incorporates behaviors which define and communicate shared goals, monitor and provide feedback on the teaching and learning process, and promote school-wide professional development (Locke and Latham, 1990). During the 1980s and throughout the early 1990s, the most prevalent theme in educational leadership focused on the idea of instructional leadership because it was the dominant style of leadership cited in the realm of educational leadership research (Leithwood, Jantzi, & Steinbach, 1999). In addition, instructional leadership has been the most frequently studied model of school leadership over the past 25 years (Hallinger, 2005). Although the concept is widely discussed and popular, its definition is certainly difficult to pinpoint.

2.3 Attributes of Principals as Leaders

Effectiveness of a school is strongly dependent on the type of leadership of the school principal provides (Jacobson, Reavis& Logsdon, 1963). They further list down attributes of an effective principal as follows:

2.3.1 Insight: the knowledge and understanding of the school principals on effective teaching and learning methodology that involved with instructional leadership.

2.3.2 Personal Security: The school principal is expected to be confident and have self- esteem in his/her leadership practices.

2.3.3 Sensitivity: In his/her leadership, school principal must think of the feelings of the educators.

2.3.4 Mature Behavior: a school principal's conduct and behavior must be beyond reproach.

2.3.5 Flexibility and personal fulfillment: A principal should not be rigid.

2.3.6 Ability to work with people: School principals must be approachable, accessible and be a good communicator.

2.4 Skills Necessary for Effective Instructional Leadership

As a school principal is necessary to have certain leadership skills in order to be able to perform his instructional leadership duties. According to Mansers (1978) suggests the following for school leadership skills:

2.4.1 Instructional skills: The school is a place to provide education and the main purpose of schooling is to educate. Therefore the main function of a school principal is an instructional leader. Based on Mansers (1978) the school principal he should have three basic sets of instructional competencies. They are: Ability to monitor classroom instruction, Ability to work with educators to plan instructional program, and Ability to identify, acquire and coordinate resources necessary for instructional improvement including staff development.

2.4.2 Management Skills: School principals can manage tasks and be able to recognize when problems happen and be able to identify it correctly and resolve them on time. Principals must have solving skills to be able to deal with any challenges.

2.4.3 Humans Relation Ability: The good relation among people in a school is a precondition for improvement. It is a part of the instructional leadership quality for every school principal should have.

2.4.4 Political and Cultural Awareness: Being a school principal must know about how school can be operated and political systems should follow.

2.4.5 Leadership Skills: School principals must be research literate, know what is new in the educational field and what research and experience have shown to be good in practice. School principals must read more and more about education, attend meetings and conferences. This will keep the principal updated with new instructional leadership practices. Moreover, school principals are leading people and must assess their leadership practice very often.

2.4.6 Self Understanding: School principals must understand their own values and can assess their strengths and weaknesses. Through these three qualities, school principals can run schools successfully.

2.5 Audit of Principal Effectiveness

Therefore, instructional leadership is about guiding and inspiring the educators in putting their school curriculum into practice and improving it. It ensures that there is a culture of teaching and learning in the school because it is a path to good learning and teaching. Therefore an instructional leader is responsible for the overall direction and goals of the school.

So the instructional leadership of school principals that used in this research is a technical manual and an evaluation instrument called “the Audit of Principal Effectiveness” developed by (Valentine & Bowman, 1986), that designed to determine teachers’ perceptions of principals’

effectiveness, allow principals to obtain feedback from teachers regarding strengths and weaknesses. It divided in three domains represent major areas of focus used in the development of the instrument. Factors within each domain represent the research-based, conceptual issues that evolved during the analysis of items related to principal effectiveness.

2.5.1 Organizational development: the principal understands the direction the school needs to take in order to improve and helps the school develop goals which will take the school in that direction. The principal realizes the school does not operate in a vacuum and seeks to provide information about the school to the public and involve the community in the life of the school. The principal uses organizational procedures appropriately to ensure the school operates smoothly.

2.5.2 Organizational Environment: through the principal's work with teachers and students, a positive organizational environment is created. The principal's use of effective managerial and organizational procedures in the day to day operations of school also adds to a good working climate.

2.5.3 Educational Program: the principal is committed to improvement of the educational program. The principal works with teachers to help them improve the quality of their instruction. The principal systematically reviews the curricular program and seeks to make the program fit the needs of the learners of the school. This domain is what sets the principalship apart from managers in other disciplines.

2.6 Previous Studies about Leadership Styles

School principals must know about the way to lead the people, so leadership is very useful for them to organize the schools. Moreover, the instructional leadership is a model for leading the people who working in institution in progress. For the instructional leadership, many researchers tried to study and give its definition differently. For example, in the 1980s, "instructional leadership" many researchers noticed that effective schools usually had principals who kept a high focus on curriculum and instruction. In the first half of the 1990s, the instructional leadership seemed to waver, displaced by discussions of school-based management and facilitative leadership. According to Gene Bottoms and Kathy O'Neill (2001) characterize the principal as the "chief learning officer" who bears "ultimate responsibility for success or failure of the enterprise." Another research on "Instructional Leadership and School Climate" Tedla A, B. (2012), by adapting Bossert's Model that is strongly based on the theory and practice of instructional

leadership. The result showed that there is a low cooperation, collaboration and communication between the school and communities. The findings highlight the importance of a shared instructional leadership as a best way to utilize human potential and promote staff development program.

The studies also examined the cost and benefits of instructional leadership. Instructional leadership expresses about the principals as the main source of instructional expertise. The principal's role is to sustain high expectations for teachers and students, oversee classroom instruction, and monitor student progress (Marks & Printy, 2003). Enueme and Egwunyenga (2008) define instructional leadership to include two major areas of responsibility: (a) assisting teachers in their classroom instructions and (b) promoting professional development of their teachers. The "administrator is a leader who expects and demands achievement regardless of student background, provides needed services and training, monitors test scores, and rewards success (Jackson, et al, 1983, p.70).

A lot of emphasis is currently placed on the need for principals to be instructional leaders or leaders of learning, primarily because this type of leadership has a stronger impact on student outcomes than other types of leadership. The more focused the school's leadership is on instruction, the more effective the school will be in adding value to student outcomes (Robinson, Lloyd, & Rowe, 2008).

The content of this literature review is the examination about the instructional leadership and principals' role. The role of the principal has been changed from focusing primarily on managing various rudimentary aspects of the school such as staff, students, buildings and grounds, safety, etc. to concentrating more on leading issues related directly to curriculum, instruction, and assessment. Although the principal must definitely be able to "manage" effectively, the principal also must be able to properly lead from an instructional vantage point in order to lead schools to proficiency and beyond. Likewise, the role of the principal in the 21st Century must further expand on the instructional leadership component by continuing to integrate effective management skills and sound instructional leadership practices, while simultaneously articulating the development of the entire school community as collaborative partners in the learning process. Elmore, City, Fiarman, and Teitel (2009) affirmed that principals should strive to enhance the knowledge of all stakeholders in order to create a collaborative, cohesive learning atmosphere that emphasizes personal responsibility and accountability.

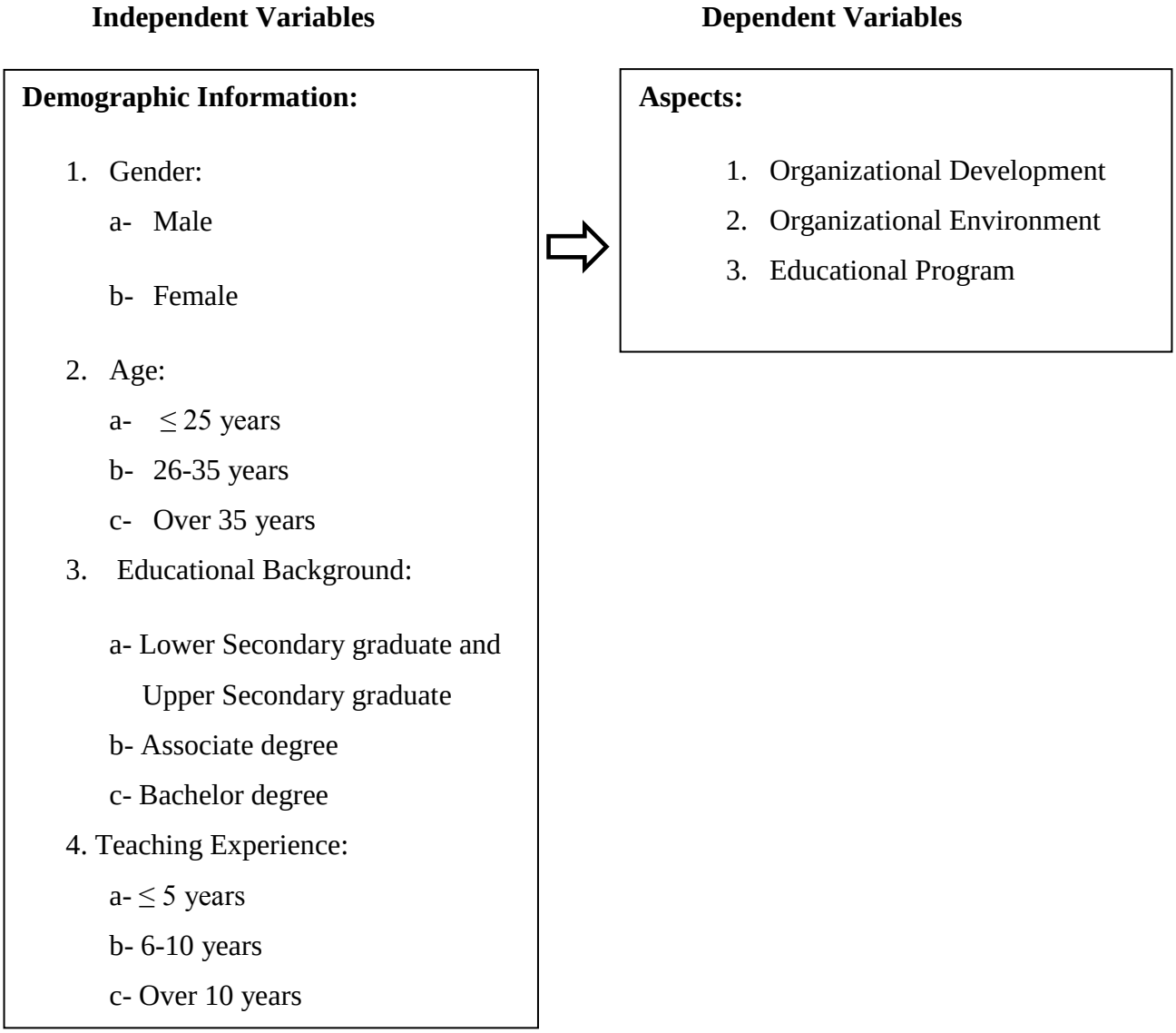
2.7 Conclusion

All the above definitions and previous studies are relevant to this research and will thus be used to discuss the instructional leadership practice that focus on organizational development,

organizational environment, and educational program. Furthermore, there are also a lot of studies about leadership styles that conducted in many countries around the world, so for an analysis of the literature of this proposal will discusses on the level of instructional leadership perform to teachers and discusses on each teacher's perception to principals' leadership behavior for Cambodian context whether there are differences or similarities to previous studies.

2.8 Conceptual framework

The aim of this study is focusing on the instructional leadership behavior model of Primary School principals in Phnom Penh. Below is the conceptual framework of the study.



CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to assess the perceptions of teachers toward the instructional leadership of school principals. And the research methodology is presented as follow:

3.1 Research Design

To find out the teacher's perception toward the instructional leadership of school principals the researcher will use questionnaire "the Audit of Principal Effectiveness" that developed by Valentine and Bowman (1988), to measure the leadership style of each principals.

3.2 Population and Samples

3.2.1 Population

The populations were school principals and teachers in public primary schools in Phnom Penh. The population was teachers in public primary schools in Phnom Penh city. According to the statistic from the planning office of Department of Education, Youth and Sport of Phnom Penh Municipality there are 164 school principals and 3,974 teachers in 9 districts. Because of time and finance are limited, so the researcher selected one school in each district. And population in each school, the researcher used simple random sampling method to find the target population.

3.2.2 Samples

The samples of the study consisted of 9 school principals and 289 teachers who are organizing and teaching in public primary schools in Phnom Penh city. The researcher will use purposive sampling to select the school sample and then the researcher does the simple random sampling.

Table 1: The sample sampling and classified by districts

NO	Districts	Primary Schools	Teachers (Samples)
1.	7 Makara	Wat Preas Put	21
2.	Chamkamorn	Wat Mohamontrei,	14
3.	Dangkor	Dangkor	45
4.	Daun Penh	Hang Ngor Sraschork	16
5.	Meanchey	Phum Russey	50
6.	Posenchey	Sopheak Mongkol	30
7.	Russey Keo	Tuol Sangke	33
8.	Sensok	Santepheap	21
9.	Toul kork	Boeng Salang	59

Grand Total	**9 Schools**	**289**

Source: The Planning Office of Department of Education, Youth and Sport: academic year 2013-2014.

3.3 Research instruments

This research used questionnaire to collect the data to survey teachers' perception of their school principals. And this research is a kind of Quantitative Research, as we know that Quantitative Research is more reliable and objective and it can use statistics to generalize the finding; furthermore, Quantitative research is typically conducted through surveys. The questions in the questionnaire are highly structured in the research and tend to be closed as opposed to open, to allow for measurable data rather than long responses. Quantitative research is performed on a far larger scale in terms of the sample size and helps to provide accurate statistical data from which conclusions can be drawn. And the instrument of this research is a questionnaire that developed by (Valentine and Bowman, 1988) and it was used to measure the instructional leadership behavior of primary school principals. The instrument was allowed from (Valentine and Bowman, 1988) and will be used to measure Cambodian Instructional Leadership Practices Inventory (CILPI) with is adopted in order to be appropriate of Cambodian context. The questionnaire consists of 50 questions with three components of primary school principals' instructional leadership behavior: Organizational development, Organizational environment, and Educational program. The teachers must answer all the items in the questionnaire to identify how much agree and disagree of each item to express their perceptions to their principals' instructional leadership. Table below shows the list of the 3 aspects of specific items to measure Cambodian Instructional Leadership Practices Inventory (CILPI).

Table 2: CILPI Item Number by Leadership Practice

Leadership Practice	**CILPI Item Number**
Organizational Development	1, 4, 7, 10, 12, 14, 19, 22, 25, 27, 29, 31, 33, 34, 38
Organizational Environment	2, 5, 8, 13, 15, 17, 20, 23, 26, 28, 30, 32, 35, 36, 37, 39, 40, 41, 42
Educational Program	3, 6, 9, 11, 16, 18, 21, 24

Table 3: CILPI Questionnaire Statement for Teachers.

CILPI Statement (Teachers' perception Questionnaire)

Organizational Development

1-The principal has high, professional expectations and standards for self, faculty, and school.

4-The principal helps the faculty develop high, professional expectations and standards for themselves and the school.

7-The principal envisions future goals and directions for the school.

10- The principal encourages changes in school programs that lead to a better school for the students.

12-The principal utilizes resources from outside the school to assist in the study, development, implementation, and/or evaluation of the school.

14-The principal provides for the gathering of information and feedback from individuals and agencies in the community.

19-The principal is supportive of, and operates within, the policies of the district.

22-The principal maintains good rapport and a good working relationship with other administrators of the district.

25-The principal strives to achieve autonomy for the school.

27-The principal develops and implements school practices and policies that synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.

29-The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national, and/or various subcultures within the local community.

31-The principal informs the staff of new developments and ideas in education.

33-The principal anticipates the effects of decisions.

34-The principal fairly and effectively evaluates school Personnel.

38- The principal utilizes a systematic process for change that is known and understood by the faculty.

Organizational Environment

2-When deserving, teachers are complimented by the principal in a sincere and honest manner.

5-The principal is receptive to suggestions.

8-The principal is accessible when needed.

13-The principal finds the time to interact with students.

15-Students feel free to initiate communication with the principal.

17-Students in the school view the principal as a leader of school spirit.

20-The principal encourages student leadership.

23-The principal helps develop student responsibility.

26-The principal is highly visible to the student body.

28-The principal positively reinforces students.

30-The principal keeps teachers informed about those aspects of the school program of which they should be aware.

32-When the principal provides teachers with the information about school operations; the information is clear and easily understood.

35-The principal is able to organize activities, tasks, and people.

36-The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.

37-The principal establishes the overall tone for discipline in the school.

39-The principal establishes a process by which students are made aware of school rule and policies.

40-The principal communicates to teachers the reasons for administrative practices used in the school.

41-The principal works with other leaders of the school in the implementation of a team approach to managing the school.

42-The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.

Educational Program

3-The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.

6-The principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.

9-The principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.

11-The principal has effective techniques for helping ineffective teachers.

16-The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.

18-The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.
21-The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.
24-The principal uses objective data such as test scores to make changes in curriculum and staffing.

3.4 Data Collection Procedures

The process of data collection for this study was done by having of a permission letter from RUPP and sent to the Department of Education, Youth and Sport of Phnom Penh Municipality as the information and then the Department of Education, Youth and Sport of Phnom Penh Municipality will approve and set up another support letter sent to nine District of Education offices and eighteen primary schools. In the letter explained about the purpose of the study and its benefit in the education sector and permit all teachers and school principals participate in this study. After that the data collections were done with 4 primary schools in Meanchey District of Education Office and Dangkor District of Education Office in term of try –out survey before doing a real one. Doing like this is to make sure that all items in the questionnaire are appropriate and valid for school principals' instructional leadership behavior in Cambodian context. Moreover, try-out survey can help the researcher learn more about the target group and develop new items in the questionnaire for the real survey.

3.5 Data Analysis and Statistical Procedure

Data analysis for this study will be collected from a result of completed questionnaires. After that the answers will be ranked by the option items based on to the level of primary school teachers' perception that they will observe their principals. And the data will analyze with computer software.

Research Question 1: the researcher wants to know the level of principals' instructional leadership, and researcher will use questionnaire part two to analyze on Frequency, Mean, and Standard Deviation.

Research Question 2: the researcher compares the demographic information based on gender, age, educational background, and teaching experience. Gender section, researcher will use Simple T-Test to analyze. And Age, Educational Background, and Teaching Experience section researcher will use On-way ANOVA to analyze.

Table 4: Procedure of Data Analysis.

No	Research Questions	Data Source	Data Analysis
1.	What levels do all school principals use instructional leadership toward their teachers?	Questionnaire (Part II)	Frequency, Mean, and Standard Deviation
2.	Are there any differences among teachers' perception on school principal's instructional leadership based on gender, age, educational background and teaching experience?	Questionnaire (Part I &II)	Sample T-Test and On-way ANOVA

3.5.1 Mean ($\overline{X}$) and Standard Deviation (S.D.)

To achieve the research purpose in terms of analysis and interpretation of the data obtained through the study, different statistical methods with the assistance of computer software were employed. These included mean ($\overline{X}$ **)** and standard deviation (S.D.). What follows are the statistical methods used to analyze the data obtained.

The mean ($\overline{X}$ **)** and standard deviation (S.D.) of 42 statements were calculated. Then, they were ranked according to the mean values of these items. Also, the three dimensions of Audit of Principal Effectiveness were used by these statistical procedures. All data was entered into computer software the run the above-mentioned statistics for analysis.

In terms of interpretation, the mean scores of necessary for leadership behaviors were interpreted with the determined five levels of interpretation criteria using the criteria designed by Srisa-ard in Research for the Teacher (2003) for analyzing data collection.

The five levels of interpretation of leadership behaviors are presented as follows:

The Key to Understand Average of Usage Group		
Highest	Always or Almost Always	4.51-5.00
High	Usually	3.51-4.50
Moderate	Sometimes	2.51-3.50
Low	Occasionally	1.50-2.50
Lowest	Never or Almost Never	1.00-1.50

3.5.2 The independent sample t Test of the differences the two groups.

To determine whether there were any significant differences in teacher's perceptions on principals' leadership styles between two groups of sex, an independent samples *t*-test was used to analyze each type of leadership styles and all types of leadership styles.

3.5.3 One-way ANOVA of the differences between the three groups.

To find out whether there were any significant differences in teachers' perceptions on principals' leadership styles between three groups ages, educational background, and working experiences, a one-way ANOVA was used to analyze each type of leadership styles and all types of leadership styles.

CHAPTER 4

DATA ANALYSIS AND RESULTS

The aim of this research is to investigate about what extent of principals understand and perform their roles as instructional leaders in schools. So in this chapter is to present the research findings from the analyses of data obtained in this study. The data is collected by survey method and analyzed through quantitative statistical procedures. This chapter analyses and interprets the data of the survey and then the results from the factor analyses are both reported and explained. This chapter starts with the description of the response rate and the participants' demographic information. Data related to the research questions are presented in tables and were described by narrative of significant findings.

4.1 Result of Survey Sample's demographic statistics

The result of surveyed samples' demographic characteristics of primary school teachers' perception towards their school principals' instructional leadership is collected by demographic questionnaire. The form of demographic information was completed by the school teacher in Primary School in Phnom Penh Municipality. The demographic information is reported about respondents' genders, ages, educational backgrounds, and working experiences.

According to the survey, the total of 289 primary school teachers were completed and collected all from 9 primary schools in Phnom Penh. Among them 289 (100%) response provide the completed data. The valid data were shorted out and prepare for the statistical analysis. Table 4.1preset a summary of the demographic characteristics of the teachers who provided the valid answers/ responded.

Table 4.1Frequencies and percentage for demographic variables of teachers

Variable	Teachers (N=289)	
	N	%
Gender		
Male	54	18.7
Female	235	81.3

	Total	**289**	**100.00**
Ages			
Less than 30 years		12	4.2
From 31 to 45 years		173	59.9
More than 45 years		104	36.0
	Total	**289**	**100.00**
Education Levels			
Lower than Bac II		71	24.6
Bac II		163	56.4
Upper than Bac II		55	19.0
	Total	**289**	**100.00**
Teaching Experiences			
Less than 5 years		1	.3
From 5 to 10 years		18	6.2
More than 10 years		270	93.4
	Total	**289**	**100.0**

Table 4.1 present the demographic variables for primary school teachers' demographic, there was a higher proportion of female teachers (81.3%, n = 235) compared to male teachers (18.7%, n = 54) who participated in this research study. It showed that the female is much more than male 4 times.

Based on their responses, there was the highest percentage of teachers who were the age of 31 to 45 (59.9 %, n = 173), and the second highest percentage was teachers who aged over 45 years (36.0%, n = 104). And the teacher's age less than 30 years (4.2%, n =12) represents the lowest percentage.

The next survey question asked teachers to indicate their highest degree earned. The percentages of teachers are holding a high school's certificate is the highest (56.4%, n = 163). Then, the percentage of teachers who are holding a certificate lower than high school's (24.6%, n = 71) and percentage of teachers who are holding certificates upper than high school certificate is the lowest (19.0%, n = 55).

Teachers were then asked to indicate the total number of years teaching experience. Participants' responses indicated that largest percentages of respondents were more than 10 years category (93.4%, n = 270). The second highest category was in between 5 to 10 years (6.2%, n = 18) a range of years of teaching experience. And the remaining category is less than 5 years of teaching experience (0.3%, n = 1).

In analyzing of demographic data was a result showed clearly about teacher profiles who taught at primary school level in Phnom Penh, Cambodia.

4.1.1 Construct teacher's factors of Cambodian Instructional Leadership Practices Inventory (CILPI)

The 42- Items CILPI in this study

Factor I: Organizational Development (OD)
CILPI: 1, 4, 7, 10, 12, 14, 19, 22, 25, 27, 29, 31, 33, 34, 38
Factor II: Organizational Environment (OE)
CILPI: 2, 5, 8, 13, 15, 17, 20, 23, 26, 28, 30, 32, 35, 36, 37, 39, 40, 41, 42
Factor III: Educational Program (EP)
CILPI: 3, 6, 9, 11, 16, 18, 21, 24

In the table above there are three factors were named according to items with higher loading and item meaning. Factor I named Organizational Development (OD) contained 15 items (Items: 1, 4, 7, 10, 12, 14, 19, 22, 25, 27, 29, 31, 33, 34, and 38) from most of Valentine and Bowman's original (1988). Factor II named Organizational Environment (OE) consisted of 19 Items (Items: 2, 5, 8, 13, 15, 17, 20, 23, 26, 28, 30, 32, 35, 36, 37, 39, 40, 41, and 42). Factor III named Educational Program (EP) and consist of 8 items (Items: 3, 6, 9, 11, 16, 18, 21, and 24). The tree factors above showed the fact information that related to the practice of instructional leadership of the school principals in Cambodia that adopted from Valentine and Bowman's original (1988) based on the educational situation in Cambodia.

4.1.2 Summary the Result of Survey Sample's Demographic Characteristic

Finally, the demographic information was clear and pointed out the important information about the percentage and the number of the male and female teachers and the range of ages, the education learning and teaching experience. Moreover, to analyze the two research questions was importantly based on the tree factors were showed about the Educational Program (EP), Organizational Environment (OE), and Organizational Development (OD). It is very important part for teachers to analyze the level of the instructional leadership of the school principals who applied in Cambodia.

4.2 Results of Analyses for Research Questions

This research study is to investigate the extent of instructional leadership practice of primary school principals applied in Cambodia, by using the questionnaire to collect data. And this study also aims to understand about the teachers' perception towards their principals' instructional leadership. This part provided a quantitative analysis of survey responses to answer the research questions:

1. To what extend do all principals apply instructional leadership as perceived by teachers?

2. Are there any differences among teachers' perception on school principal's instructional leadership based on gender, age, educational background and teaching experience?

Descriptive statistics Mean, Standard deviation, the independent samples t Test, and one-way ANOVA were used to analyze the data.

This data were collected in 9 primary schools from 289 teachers in public primary schools throughout Phnom Penh city. The results of the research questions are presented in this section.

4.2.1 Findings of Research Question One: To what extend do all principals apply instructional leadership as perceived by teachers?

Research question one showed about the degree of which Cambodian school principals applied their instructional leadership (CILPI) in 42 items of closed-ended questionnaire that adapted from Audit of Principal Effectiveness (Valentine and Bowman, 1988). Teachers who participating in the survey were asked to rate their agreement with the statement corresponding to the instructional leadership practice of school principals.

The teachers' perceptions of instructional leadership styles adopted by primary school principals in Phnom Penh

Teachers participated in the survey and were asked to rate their level of frequency of instructional leadership style applied by their school principal using five-point scales. Mean and standard deviation were used in analyzing the data.

Table 4.2: Mean (x), Standard Deviation (SD) and Level of 42- Items for teachers

The Instructional Leadership	$\overline{X}$	S.D	Level
Q1 The principal has high, professional expectations and standards for self, faculty, and school.	4.18	0.73	High
Q2 When deserving, teachers are complimented by the principal in a sincere and honest manner.	4.09	0.84	High
Q3 The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.	4.29	0.72	High
Q4 The principal helps the faculty develop high, professional expectations and standards for themselves and the school.	4.37	0.68	High
Q5 The principal is receptive to suggestions.	4.03	0.89	High
Q6 The principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.	4.37	0.69	High
Q7 The principal envisions future goals and directions for the school.	4.11	0.85	High
Q8 The principal is accessible when needed.	4.41	0.76	High
Q9 The principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.	4.32	0.71	High
Q10 The principal encourages changes in school programs that lead to a better school for the students.	4.28	0.79	High
Q11 The principal has effective techniques for helping ineffective teachers.	4.10	0.76	High
Q12 The principal utilizes resources from outside the school to assist in the study, development, implementation, and/or evaluation of the school.	4.31	0.79	High
Q13 The principal finds the time to interact with students.	4.00	0.88	High
Q14 The principal provides for the gathering of information and feedback from individuals and agencies in the community.	4.20	0.84	High
Q15 Teachers feel free to initiate communication with the principal.	4.28	0.83	High
Q16 The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.	4.24	0.74	High
Q17 Teachers view the principal as a leader of school spirit.	4.34	0.76	High

Q18 The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.	4.26	0.72	High
Q19 The principal is supportive of, and operates within, the policies of the district.	4.52	0.68	High
Q20 The principal encourages student leadership.	4.42	0.68	High
Q21 The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.	4.25	0.75	High
Q22 The principal maintains good rapport and a good working relationship with other administrators of the district.	4.37	0.68	High
Q23 The principal helps develop student responsibility.	4.18	0.73	High
Q24 The principal uses objective data such as test scores to make changes in curriculum and staffing.	4.33	0.78	High
Q25 The principal strives to achieve autonomy for the school.	4.45	0.74	High
Q26 The principal is highly visible to the teacher body.	4.38	0.73	High
Q27 The principal develops and implements school practices and policies that synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.	4.34	0.69	High
Q28 The principal positively reinforces students.	4.21	0.78	High
Q29 The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national, and/or various subcultures within the local community.	4.34	0.69	High
Q30 The principal keeps teachers informed about those aspects of the school program of which they should be aware.	4.45	0.67	High
Q31 The principal informs the staff of new developments and ideas in education.	4.34	0.71	High
Q32 When the principal provides teachers with the information about school operations, the information is clear and easily understood.	4.28	0.80	High
Q33 The principal anticipates the effects of decisions.	4.08	0.85	High
Q34 The principal fairly and effectively evaluates school Personnel.	4.01	0.96	High
Q35 The principal is able to organize activities, tasks, and people.	4.27	0.83	High

Q36 The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.	3.99	0.90	High
Q37 The principal establishes the overall tone for discipline in the school.	4.29	0.76	High
Q38 The principal utilizes a systematic process for change that is known and understood by the faculty.	3.94	0.91	High
Q39 The principal establishes a process by which students are made aware of school rule and policies.	4.06	0.85	High
Q40 The principal communicates to teachers the reasons for administrative practices used in the school	4.42	0.68	High
Q41 The principal works with other leaders of the school in the implementation of a team approach to managing the school.	4.23	0.75	High
Q42 The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.	4.17	0.86	High
Total	**4.15**	**0.49**	**High**

As table 4.3 showed that the teachers reported that the level of the instructional leadership practice of school principals is high, among 42 items report high. The mean of individual perception items ranked from a high of 4.52 to a low of 3.94. According to the criteria designed by Srisa-ard in Research for the Teacher (2003), all frequently reported teachers' perception on instructional leadership of the school principals ranked at high level. The most frequently reported perception of instructional leadership was Q19: "The principal is supportive of, and operates within, the policies of the district" ($\overline{X}$ = 4.52, S.D. = 0.68). The second highest frequency of perception of instructional leadership reported Q30: The principal keeps teachers informed about those aspects of the school program of which they should be aware ($\overline{X}$ = 4.45, S.D. = 0.67). The third highest frequency was Q25: The principal strives to achieve autonomy for the school ($\overline{X}$ = 4.45, S.D. = 0.74).

The perception on instructional leadership practice with the lowest mean was Q38 The principal utilizes a systematic process for change that is known and understood by the faculty ($\overline{X}$

= 3.94, S.D.= 0.91) and followed by the second lowest mean Q36 The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures ($\overline{X}$ = 3.99, S.D.= 0.90) and the third lowest mean was Q13 The principal finds the time to interact with students ($\overline{X}$ = 4.00, S.D.= 0.88).

Additionally, in order to explore and determine the underlying the three factors of Cambodian Instructional Leadership Practice Inventory (CILPI) with 42 items based on the samples of primary school teachers, this survey measured three sub-categories; the Organizational Development (OD), Organizational Environment (OE), and Educational Program (EP).

Table 4.3 below demonstrates the mean, standard deviation, meaning, and rank for school principal's instructional leadership practice as perceived by primary teachers

The Organizational Development	$\overline{X}$	S.D	Level
Q1 The principal has high, professional expectations and standards for self, faculty, and school.	4.18	0.73	High
Q4 The principal helps the faculty develop high, professional expectations and standards for themselves and the school.	4.37	0.68	High
Q7 The principal envisions future goals and directions for the school.	4.11	0.85	High
Q10 The principal encourages changes in school programs that lead to a better school for the students.	4.28	0.79	High
Q12 The principal utilizes resources from outside the school to assist in the study, development, implementation, and/or evaluation of the school.	4.31	0.79	High
Q14 The principal provides for the gathering of information and feedback from individuals and agencies in the community.	4.20	0.84	High
Q19 The principal is supportive of, and operates within, the policies of the district.	4.52	0.68	High
Q22 The principal maintains good rapport and a good working relationship with other administrators of the district.	4.37	0.68	High
Q25 The principal strives to achieve autonomy for the school.	4.45	0.74	High
Q27 The principal develops and implements school practices and policies that synthesize educational mandates, requirements and theories, e.g. legal	4.34	0.69	

requirements, social expectations, theoretical premises.			High
Q29 The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national, and/or various subcultures within the local community.	4.34	0.69	High
Q31 The principal informs the staff of new developments and ideas in education.	4.34	0.71	High
Q33 The principal anticipates the effects of decisions.	4.08	0.85	High
Q34 The principal fairly and effectively evaluates school Personnel.	4.01	0.96	High
Q38 The principal utilizes a systematic process for change that is known and understood by the faculty.	3.94	0.91	High
Total	**4.26**	**0.51**	**High**

The Organizational Environment	$\overline{X}$	S.D	Level
Q2 When deserving, teachers are complimented by the principal in a sincere and honest manner.	4.09	0.84	High
Q5 The principal is receptive to suggestions.	4.03	0.89	High
Q8 The principal is accessible when needed.	4.41	0.76	High
Q13 The principal finds the time to interact with students.	4.00	0.88	High
Q15 Teachers feel free to initiate communication with the principal.	4.28	0.83	High
Q17 Teachers view the principal as a leader of school spirit.	4.34	0.76	High
Q20 The principal encourages student leadership.	4.42	0.68	High
Q23 The principal helps develop student responsibility.	4.18	0.73	High
Q26 The principal is highly visible to the teacher body.	4.38	0.73	High
Q28 The principal positively reinforces students.	4.21	0.78	High
Q30 The principal keeps teachers informed about those aspects of the school program of which they should be aware.	4.45	0.67	High

Q32 When the principal provides teachers with the information about school operations, the information is clear and easily understood.	4.28	0.80	High
Q35 The principal is able to organize activities, tasks, and people.	4.27	0.83	High
Q36 The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.	3.99	0.90	High
Q37 The principal establishes the overall tone for discipline in the school.	4.29	0.76	High
Q39 The principal establishes a process by which students are made aware of school rule and policies.	4.06	0.85	High
Q40 The principal communicates to teachers the reasons for administrative practices used in the school	4.42	0.68	High
Q41 The principal works with other leaders of the school in the implementation of a team approach to managing the school.	4.23	0.75	High
Q42 The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.	4.17	0.86	High
Total	**4.24**	**0.53**	**High**

The Educational program	$\overline{X}$	S.D	Level
Q3 The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.	4.29	0.72	High
Q6 The principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.	4.37	0.69	High
Q9 The principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.	4.32	0.71	High
Q11 The principal has effective techniques for helping ineffective teachers.	4.10	0.76	High
Q16 The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those	4.24	0.74	High

needs.

Q18 The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.	4.26	0.72	High
Q21 The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.	4.25	0.75	High
Q24 The principal uses objective data such as test scores to make changes in curriculum and staffing.	4.33	0.78	High
Total	**4.27**	**0.52**	**High**

To deeply understand to the three factors of the school principals' instructional leadership as perceived by teachers the mean, standard deviation of CILPI as shown in table 4.4, all three factors is "High". More specifically the most frequently perception was Educational Program (EP) with mean ($\overline{X}$: 4. 27) and (SD: 0.52), follow by Organizational Development (OD) with mean ($\overline{X}$:4.26) and (SD: 0.51) and the least was Organizational Environment (OE) with mean ($\overline{X}$:4.24) and (SD: 0.53).

Below is the Table 4.5 presents the top 10 reported instructional leadership practice used most and least by the school principals based on teachers' perceptions as follows:

Table 4.4: The Instructional leadership practice used most and least by the school principals based on teachers' perceptions

Most Frequently			**Least Frequently**		
Principals' Instructional Leadership Practices	$\overline{X}$	S.D	Principals' Instructional Leadership Practices	$\overline{X}$	S.D
1. OD (19)	4.52	0.68	1. OD (38)	3.94	0.91
2. OD (25)	4.45	0.74	2. OE (36)	3.99	0.90
3. OE (30)	4.45	0.67	3. OE (13)	4.00	0.88
4. OE (20)	4.42	0.68	4. OD (34)	4.01	0.96
5. OE (40)	4.42	0.68	5. OE (5)	4.03	0.89
6. OE (8)	4.41	0.76	6. OE (39)	4.06	0.85
7. OE (26)	4.38	0.73	7.OD (33)	4.08	0.85
8. EP (6)	4.37	0.69	8. OE (2)	4.09	0.84

9. OD (22)	4.37	0.68	9. EP (11)	4.10	0.76
10. OD(4)	4.37	0.68	10. OD (7)	4.11	0.85
11. OE (17)	4.34	0.76	11. OE (42)	4.17	0.86
12. OD (31)	4.34	0.71	12.OD (1)	4.18	0.73
13. OD (27)	4.34	0.69	13. OE (23)	4.18	0.73
14. OD (29)	4.34	0.69	14. OD (14)	4.20	0.84
15. EP (24)	4.33	0.78	15. OE (28)	4.21	0.78
16. EP (9)	4.32	0.71	16. OE (41)	4.23	0.75
17. OD (12)	4.31	0.79	17. EP (16)	4.24	0.74
18. OE (37)	4.29	0.76	18. EP (21)	4.25	0.75
19. EP (3)	4.29	0.72	19.EP (18)	4.26	0.72
20. OD (10)	4.28	0.79	20. OE (35)	4.27	0.83

Based on the order of frequency of instructional leadership practice in table 4.5, the most of instructional leadership practice of school principals, 45% were OD, 35% were OE, and 20% were EP. However, the least frequency of principals' instructional leadership practice 50% were OE, 30% were OD and EP were 20%.

4.2.2 Findings of Research Question Two: Are there any differences among teachers' perception on school principal's instructional leadership based on gender, age, educational background and teaching experience?

The research question two attempts to gain the perception of each teacher to find the similarity and the difference of their understandings on their principals' instructional leadership practice based on the demographic factors of gender, age, educational background, and working experience.In order to address this research question the researcher used quantitative data. The data came from the teachers' responses to the 42 items. The researcher used independent samples *t*-test, and one-way ANOVA to answer the research question.

The results of the gender variables were computed and analyzed by independent samples t-test and one-way ANOVA were analyzed to determine significant differences among mean scores of responses from teachers' perceptions based on, age, educational background and teaching experience. For this study, the level of significance was set at $p \leq .05$. Teachers' perception on principals' instructional leadership practice by demographic factors were provided clearly in following tables.

Table 4.5: Teachers' Perceptions on Principals' Instructional Leadership Practice based on Gender.

Gender	Male (N=54)		Female (N=235)		t	p-value
	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1. Organizational Development	4.24	0.46	4.25	0.52	0.117	.29
2. Organizational Environment	4.23	0.49	4.23	0.54	0.019	.34
3. Educational Program	4.25	0.41	4.27	0.54	0.231	.06
Overall	**4.24**	**0.43**	**4.25**	**0.51**	**0.126**	**.13**

According to the table 4.6, the finding showed that all three leadership practices, Organizational Development, Organizational Environment, and Educational Program were not different. Therefore, the differences concerning the teachers' perception of principals' instructional leadership practice based on gender was not possible. Next, the table 4.7 reported Teachers' Perceptions on Principals' Instructional Leadership Practice based on age.

Table 4.6 Teachers' Perceptions on Principals' Instructional Leadership Practice based on Age.

Age	SS	df	MS	F	p-value
I-Organizational Development (OD)					
Between Groups	.413	2	.206	.787	.456
Within Groups	74.977	286	.262		
Total	75.389	288			
II-Organizational Environment (OE)					
Between Groups	.174	2	.087	.298	.743
Within Groups	83.412	286	.292		
Total	83.585	288			
II-Educational Program (EP)					
Between Groups	.680	2	.340	1.246	.289
Within Groups	78.070	286	.273		
Total	78.750	288			
Overall					
Between Groups	.336	2	.168	.662	.517

Within Groups	72.703	286	.254	
Total	73.039	288		

p ≤ .05

By utilizing the ANOVA, Table 4.7 revealed that there were not statically significant different at the .05 level of significance (alpha) among three factors: Organizational Development, Organizational Environment and Educational Program. The following Table 4.8 represented reported principals' instructional leadership practice by teachers' perception based on educational background difference.

Table 4.7 Teachers' Perceptions on Principals' Instructional Leadership Practice based on Educational Background.

Educational Background	**SS**	**df**	**MS**	**F**	**p-value**
I-Organizational Development (OD)					
Between Groups	.841	2	.420	1.613	.201
Within Groups	74.549	286	.261		
Total	75.389	288			
II-Organizational Environment (OE)					
Between Groups	.624	2	.312	1.076	.342
Within Groups	82.961	286	.290		
Total	83.585	288			
III-Educational Program (EP)					
Between Groups	.656	2	.328	1.201	.303
Within Groups	78.094	286	.273		
Total	78.750	288			
Overall					
Between Groups	.702	2	.351	1.388	.251
Within Groups	72.337	286	.253		
Total	73.039	288			

*p ≤ .05

As shown in Table 4.8 above, the findings showed that the teachers' perception on school principals' instructional leadership practice was not significance differences in all three factors (Educational Program, Organizational Environment, and Organizational Development).

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Table 4.8 Teachers' Perceptions on Principals' Instructional Leadership Practice based on Teaching Experience.

Teaching Experience	**SS**	**df**	**MS**	**F**	**p-value**
I-Organizational Development (OD)					
Between Groups	.221	2	.110	.420	.658
Within Groups	75.169	286	.263		
Total	75.389	288			
II-Organizational Environment (OE)					
Between Groups	.014	2	.007	.024	.976
Within Groups	83.571	286	.292		
Total	83.585	288			
III-Educational Program (EP)					
Between Groups	.157	2	.079	.286	.752
Within Groups	78.593	286	.275		
Total	78.750	288			
Overall					
Between Groups	.040	2	.020	.078	.925
Within Groups	72.999	286	.255		
Total	73.039	288			

*$p \leq .05$

The findings in the table 4.9 reveal that there was no significant difference in reported instructional leadership practice of school principals perceived by teachers based on years of teaching experience among the three factors.

All in all, the data analysis in these sections revealed that there were no differences in teachers' perceptions on school principals' instructional leadership practice based on gender, age, educational background and teaching experiences.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to address the summary of the finding, conclusion of the findings, discussion and recommendation to primary school teachers' perception towards school principals' instructional leadership practice.

5.1 Summary of Major Findings

1. Findings were from the survey based on quantitative analysis of the data collected by using the Audit of Principal Effectiveness. The Audit of Principal Effectiveness was designed to allow principals to determine teachers' perceptions of the principal's skills and abilities. Moreover, it also provides researchers with valid, reliable instrument for measuring principal effectiveness (Valentine & Bowman, 1988). Significant findings which help answer the research questions are summarized below.

1.1 Overall, primary school principals in Phnom Penh preferred to adopt educational program (EP) with ($\overline{X}$ = 4.27, S.D. = 0.52) at the level High, followed by the organizational development (OD) with ($\overline{X}$ =4.26, S.D. = 0.51) at the level High, and the last was the organizational environment (OE) with ($\overline{X}$ = 4.24, S.D.= 0.53) at the level High.

1.2 According to the table 4.5 showed that 9 of 20 instructional practices, (45 %) of leadership practices were organizational development (OD), organizational environment (OE) were 35% and educational program (EP) were 20%.

2. Teachers' perceptions of principals' instructional leadership practice based on demographic factors of gender, age, educational background and teaching experience were found.

2.1 There were no differences in teachers' perceptions of three factors of instructional leadership practices when considering to the gender of teachers.

2.2 There were no differences in teachers' perceptions of three factors of instructional leadership practices when considering to the age of teachers.

2.3 There were no differences in teachers' perceptions of three factors of instructional leadership practices when considering to the educational background of teachers.

2.4 There were no differences in teachers' perceptions of three factors of instructional leadership practices when considering to the teaching experience of teachers.

5.2 Discussion

5.2.1 Discussion of Question One: To what extend do all principals apply instructional leadership as perceived by teachers?

The finding shows that school principals tended to have a higher tendency for educational program than organizational development and organizational environment. There are several highest items in educational program aspect, the highest rated three were “Q6 The principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.”, “ Q24 The principal uses objective data such as test scores to make changes in curriculum and staffing.”, and “ Q9 The principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.” This means that all school principals had technique in organizing their schools by strongly focusing on observation of teachers’ teaching. Moreover, they thought that well-prepared teaching can cause a good result of students’ test scores. Through students’ achievement, they can evaluate teachers’ teaching and classify them into suitable grade that they can teach. According to Matthews (2007) stated that “the part of leadership that is described as Instructional Improvement demands a commitment from the principal. This is shown through: (a) a general knowledge of content, (b) a familiarity of teaching strategies and what current research suggests as best instructional practices, and (c) the ability to observe instruction and provide strategies for improvement, as well as recognize strong instruction”.

The results of the study also found that school principals preferred to practice organizational development slightly stronger than organizational environment. The highest rated four items of the organizational development were “Q19: The principal is supportive of, and operates within, the policies of the district.”, “Q25: The principal strives to achieve autonomy for the school.”, “Q22: The principal maintains good rapport and a good working relationship with other administrators of the district.”, and “Q4: The principal helps the faculty develop high, professional expectations and standards for themselves and the school.” It is very important that school principals must follow the policies from the top; district level, provincial level and ministry level, because of the educational system in Cambodia applied top-down approach (Tan, 2007).Moreover, school principals must develop themselves and their teachers’ capacities in order to ensure standard schools in the community. However, there were not many students to enroll their schools if the teachers were not qualified enough or school principals did not set vision or school developing plan clearly. According to Valentine and Bowman, (1986), the principals know

the direction of the schools' need and they can ensure to improve their teachers' qualities in order to operate the schools smoothly and ensure the life of the school.

The last finding found that the school principals like to adopt organizational environment in their leadership practice at high level as well. Three highest rated items in organizational environment were "Q30: The principal keeps teachers informed about those aspects of the school program of which they should be aware.", "Q20: The principal encourages student leadership.", and "Q40: The principal communicates to teachers the reasons for administrative practices used in the school." The result showed that school principals worked with teachers and students closely. All other information that related to education, school principals provided clearly all to teachers; make sure they applied the works very well. This was an effective management that school principals promoted a feeling of confidence in the school. Furthermore, school principals also enhanced and introduce leadership to students, especially grade 4, grade 5, and grade 6, to make students understand and apply the leadership practice in group. Students also developed their responsibilities in leadership. Through the principal's work with teachers and students, a positive organizational environment is created. The principal's use of effective managerial and organizational procedures in the day to day operations of the school also adds to a good working climate (Valentine & Bowman, 1986).

5.2.2 Discussion of Question Two: Are there any differences among teachers' perception on school principals' instructional leadership based on the gender, age, educational background and teaching experience?

The exploration of the differences of the teachers ' perceptions of instructional leadership practice adopted by school principals based on the demographic factors of gender, age, educational background, and teaching experience.

When taking into account the gender of the teachers, the findings revealed that there was no difference in teachers' perceptions regarding to the three dimensions of instructional leadership. This finding is similar to the finding of Morris (2011) which state that "teachers' gender" was not a significant factor affects to teachers' perceptions on school principals' leadership.

When taking into account of the age of the teachers, there was not different in terms of organizational development, organizational environment, and educational program. The reason is that teachers in Cambodia have lived in poverty and in a hierarchically ordered society. But what are very important factors and they are facing; are salary and position, because of salary is a financial support for themselves and their families, another is position which indicates reputation

in the society. The finding of previous study found that there were statically significant differences in teacher perception based on age, especially when they got older (Mok, 2013).

When taking into account of the educational background of the teachers, there was no significant difference in teachers' perceptions of the three factors of instructional leadership. It is not crucial for primary teachers that hold higher degrees, what is crucial is that they got same salaries. The results of this study contrasted with the studies on teachers' educational background studied by Charf (2009) and Mok (2013). These previous studies found that in many distances, "teachers' level of education" was statistically significant in the influence of their perceptions of their school directors' leadership behaviors.

When taking into account of the years of teaching experience of the teachers, there were not different in leadership practices of the school principals by teachers' perception based on years of teaching experience among the three leadership dimensions. Because of the system of Cambodian education traditionally is based on structuralism. Curricula and syllabi are also structured, and teachers must follow them. The examination is that the years of teaching experience of teachers were not effected on the teachers' perceptions towards the school principals' leadership practices. As the result, Cambodia faces a lot of problems such as low-standard education system, poverty of the population, lack of budget and resources and finally, corruption. The results of this study align with the studies of Garner (2008) and Mok (2013), which indicated that teachers' teaching experience was not statistically significant in the influence of teachers' perceptions on their school principals' leadership practices.

5.3 Implications and Recommendations

This research has implications for education in primary school level in practical. They are included enhancing to apply more the organizational development and the organizational environment of instructional leadership, providing chance to all school principals to equip with leadership skills and building teachers with high qualification.

5.3.1 Enhancing organizational development and the organizational environment of instructional leadership

In order to enhance organizational development of the instructional leadership in schools, the school principals must evaluate the process for change teachers correctly, and teachers are understood this process very well. Furthermore, the evaluation on teachers' teaching should be fair and acceptable for all teachers in the school. Being a school principal must clearly know and correctly set future goals and direction for school in order to attract to new enrolment. In addition, the organizational development of the instructional leadership must enhance more especially on

teacher appraisal and suggestions from teachers so that the school principals and teachers could get a good working climate.

5.3.2 Providing chance to all school principals to equip with leadership skills

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. So, leadership training programs can be beneficial for school principals in Phnom Penh to lead their school more effectively. The Ministry of Education has an important duty in providing workshops that involved with leadership skills for new school principals As the result, appropriate training is valuable for enhancing the professional standard of school principals, and advancing their confidence and competence in effective school management.

5.3.3 Building School Capacity

Based on the finding revealed that only 19% of the teachers went to university level, so it means that more than 4/5 of total teachers that have not pursued and upgraded their qualifications. Most of primary teachers in Phnom Penh have not developed their own capacities and also sharing the knowledge to their students is low. Even though, we have a good leader in school, but leadership practice influences student improvement through their teachers (Blase & Blase, 1999). In order to meet this need, it is necessary for teachers mainly build up the capacity through additional learning at higher level or additional special course that related to education in new technological period. As we know that when the teachers are full of ideas, understanding, and knowledge, they can spread information clearly to the students. Therefore, to get the school operates smoothly and fruitfully, school principals and teachers are important driving force of sustainable education for children. Moreover, the Ministry of Education should encourage for teachers that hold higher degrees.

5.4 Limitations of the Study

This study has made an attempt to determine if what extent school principals perform their responsibilities as instructional leaders in the primary schools in Phnom Penh Municipality. The need to research and analyze the principal's instructional leadership perform arose from the assumptions stated in chapter one of this study. Because of the system of education has reformed it necessary for the researcher to investigate if what extent the principals applied their instructional leadership practice.

The major aspects of research in this study dealt with the involvement of principal in organizational development, organizational environment and educational program as part of the instructional leadership. In addition, my study does not go in depth or involve with student

achievement. Therefore, the research findings showed that all school principals applied the three dimensions so well.

5.5 Suggestions for Further Researches

In considering this study, due to the limitation of time and resources, the current study only involved a small set of variables. The following are some suggested research ideas the researcher feels would be of value.

1. The research of school principal' leadership practice should also be conducted in private schools to find out whether the results would be the same or not.
2. Future research should be conducted by surveying a wider range of stakeholders such as superintendents, parents, and school supporting staff.
3. Use more than one Leadership Style survey instrument to verify and cross check the leadership practices as perceived by the teachers to obtain a more reliable picture of principal's leadership styles.
4. Add the school principal's self-rating responses to determine the relationship of the principal's data to the teacher's perceptions and more in depth demographic survey questions to add to the identification of the teacher.

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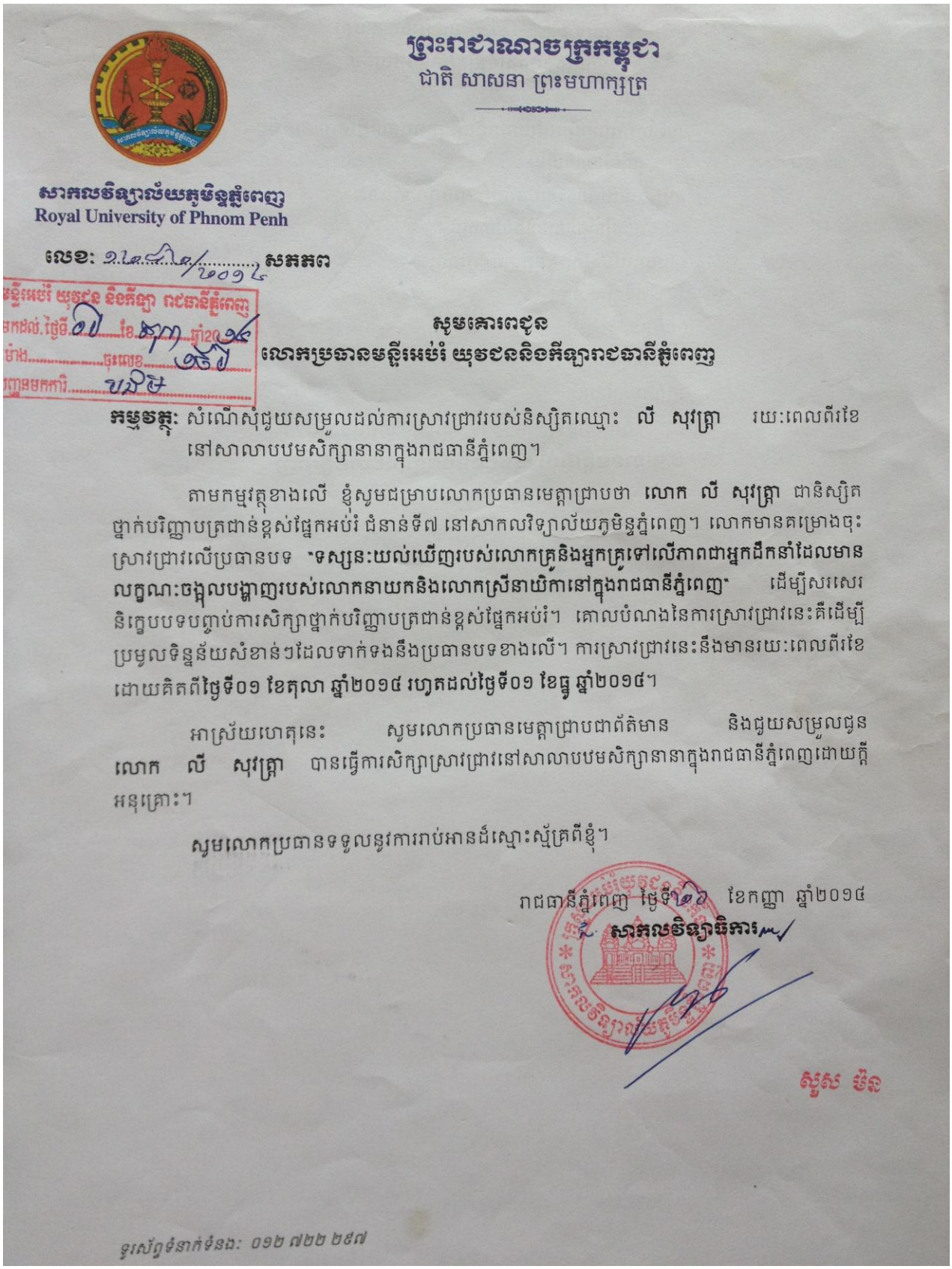
Appendix A: Letter of Approval



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
Royal University of Phnom Penh

លេខ: ១៤៥៦/២០១៤ សភភព

សូមគោរពជូន
លោកប្រធានមន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញ

កម្មវត្ថុ: សំណើសុំជួយសម្រួលដល់ការស្រាវជ្រាវរបស់និស្សិតឈ្មោះ **លី សុវត្ត្រា** រយៈពេលពីរខែ នៅសាលាបឋមសិក្សានានាក្នុងរាជធានីភ្នំពេញ។

តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកប្រធានមេត្តាជ្រាបថា **លោក លី សុវត្ត្រា** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ ជំនាន់ទី៧ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **"ទស្សនៈយល់ឃើញរបស់លោកគ្រូនិងអ្នកគ្រូទៅលើភាពជាអ្នកដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញរបស់លោកនាយកនិងលោកស្រីនាយិកានៅក្នុងរាជធានីភ្នំពេញ"** ដើម្បីសរសេរនិក្ខេបបទបញ្ចាប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ។ គោលបំណងនៃការស្រាវជ្រាវនេះគឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទងនឹងប្រធានបទខាងលើ។ ការស្រាវជ្រាវនេះនឹងមានរយៈពេលពីរខែ ដោយគិតពីថ្ងៃទី០១ ខែតុលា ឆ្នាំ២០១៤ រហូតដល់ថ្ងៃទី០១ ខែធ្នូ ឆ្នាំ២០១៤។

អាស្រ័យហេតុនេះ សូមលោកប្រធានមេត្តាជ្រាបជាព័ត៌មាន និងជួយសម្រួលជូន **លោក លី សុវត្ត្រា** បានធ្វើការសិក្សាស្រាវជ្រាវនៅសាលាបឋមសិក្សានានាក្នុងរាជធានីភ្នំពេញដោយក្តីអនុគ្រោះ។

សូមលោកប្រធានទទួលនូវការរាប់អានដ៏ស្មោះស្ម័គ្រពីខ្ញុំ។

រាជធានីភ្នំពេញ ថ្ងៃទី១៦ ខែកញ្ញា ឆ្នាំ២០១៤
សាកលវិទ្យាធិការ

សូស ម៉ន

ទូរស័ព្ទទំនាក់ទំនង: ០១២ ៧២២ ២៩៧

ព្រះរាជាណាចក្រកម្ពុជា

ក្រសួងអប់រំ យុវជននិងកីឡា ជាតិ សាសនា ព្រះមហាក្សត្រ

មន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញ ៣ ង ៤ ៩

លេខ:៤៨៦...ឆត.អយក.ភ.បស

រាជធានីភ្នំពេញ ថ្ងៃទី ១០ ខែ តុលា ឆ្នាំ ២០១៤

ប្រធានមន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញ

គោរពជូន

លោកសាកលវិទ្យាធិការនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

កម្មវត្ថុ : ករណីសំណើសុំចុះស្រាវជ្រាវរបស់និស្សិតឈ្មោះ **លី សុវត្ថា** រយៈពេលពីរខែនៅតាមសាលាបឋមសិក្សានានាក្នុងរាជធានីភ្នំពេញ។

យោង : លិខិតលេខ ១២៨២/២០១៤ សភភព.ចុះថ្ងៃទី ២៦ ខែ កញ្ញា ឆ្នាំ ២០១៤ របស់សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។

សេចក្តីដូចមានចែងក្នុងកម្មវត្ថុនិងយោងខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកថា : ចំពោះសំណើសុំចុះស្រាវជ្រាវលើប្រធានបទ"**ទស្សនៈយល់ឃើញរបស់លោកគ្រូនិងអ្នកគ្រូទៅលើភាពជាអ្នកដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញរបស់លោកនាយកនិងលោកស្រីនាយិកានៅក្នុងរាជធានីភ្នំពេញ**" ដើម្បីរៀបចំសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ ។ គោលបំណងនៃការស្រាវជ្រាវនេះគឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទងនឹងប្រធានបទខាងលើ ។ ការស្រាវជ្រាវនេះនឹងប្រព្រឹត្តទៅចាប់ពីថ្ងៃទី ០១ ខែ តុលា ឆ្នាំ ២០១៤ ដល់ ថ្ងៃទី ០១ ខែ ធ្នូ ឆ្នាំ ២០១៤ ដោយលោក **លី សុវត្ថា** ជាមន្ត្រីការិយាល័យផែនការនៃមន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញនោះ មន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញអនុញ្ញាតតាមសំណើ។

អាស្រ័យហេតុនេះ សូមលោកសាកលវិទ្យាធិការជ្រាបនិងចាត់លោក **លី សុវត្ថា** ចុះបំពេញភារកិច្ចតាមខ្លឹមសារខាងលើ ដោយជៀសវាងប៉ះពាល់ម៉ោងសិក្សារបស់សិស្ស និងអនុវត្តការងារនេះឱ្យទទួលបានជោគជ័យ។

សូមលោកនាយក ទទួលនូវការរាប់អានពីខ្ញុំ ។

ជ.ប្រធានមន្ទីរអប់រំ យុវជន និងកីឡារាជធានីភ្នំពេញ

អនុប្រធាន

ឯម ចាវ.

ចម្លងជូន

-ក្រសួងអប់រំយុវជននិងកីឡា

(នា.បឋមសិក្សា)

- សាលារាជធានីភ្នំពេញ

" ដើម្បីសូមមេត្តាជ្រាបជាពត៌មាន"

-ការិយាល័យ នៃមន្ទីរ អយក.ភ

-ការិយាល័យ អយក.ខណ្ឌ

" ដើម្បីជាពត៌មាន និងមុខការ"

-សាមីខ្លួន

" ដើម្បីអនុវត្ត"

- ឯកសារ ការិ.បឋមសិក្សា

Appendix B: Questionnaire

កម្រងសំណួរសម្រាប់លោកគ្រូ និងអ្នកគ្រូ

កម្រងសំណួរការស្រាវជ្រាវ

ប្រធានបទ

ទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនទៅលើតាពជាអ្នកដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញ របស់នាយកសាលានៅសាលាបឋមសិក្សាក្នុងរាជធានីភ្នំពេញ

សូមគោរពជូនលោកគ្រូ អ្នកគ្រូ

ខ្ញុំបាទឈ្មោះ **លី សុខន្ត្រា** ជានិស្សិតស្រាវជ្រាវថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកការគ្រប់គ្រង់ការអប់រំនិងផែនការនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ កំពុងសរសេរនិក្ខេបទបញ្ចប់ឆ្នាំសិក្សាក្រោមប្រធានបទ "**ទស្សនៈយល់ឃើញរបស់គ្រូបង្រៀនទៅលើតាពជាអ្នកដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញរបស់នាយកសាលានៅសាលាបឋមសិក្សាក្នុងរាជធានីភ្នំពេញ**" ដោយមានទីប្រឹក្សា ដឹកនាំនិក្ខេបទគឺលោកសាស្ត្រាចារ្យ
បណ្ឌិត **ឌី សំស៊ីដេត** ។

ខ្ញុំបាទសូមគោរពអញ្ជើញលោកគ្រូ និងអ្នកគ្រូចូលរួម ដើម្បីផ្តល់ចម្លើយយ៉ាងសុក្រិតលើកម្រង់សំណួរការស្រាវជ្រាវខាងក្រោម ។ កម្រងសំណួរខាងក្រោមទាំងអស់នេះបង្កើតឡើង ក្នុងគោលបំណងដើម្បីវាស់ស្ទង់លើភាពជាអ្នកដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញរបស់លោកនាយកនិងលោកស្រីនាយិកា ក្នុងការងារគ្រប់គ្រងសាលារៀនបឋមសិក្សាក្នុងរាជធានីភ្នំពេញ។

ខ្ញុំបាទសូមថ្លែងអំណរគុណយ៉ាងខ្ពង់ខ្ពស់ចំពោះកិច្ចសហការ និងការចូលរួមចំណែករបស់លោកគ្រូ និងអ្នកគ្រូ ទោះបីជាលោក និង លោកស្រីមានការមមាញឹកខ្លាំងយ៉ាងណាក៏ដោយ។

សេចក្តីណែនាំ

១. កម្រងសំណួរការស្រាវជ្រាវចែកចេញជា ២ផ្នែកខាងក្រោម ៖

ផ្នែកទី ១: ពត៌មានស្ថានភាពទូទៅរបស់លោកគ្រូ និងអ្នកគ្រូ

ផ្នែកទី ២: ទស្សនៈយល់ឃើញរបស់លោកគ្រូអ្នកគ្រូចំពោះភាពដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញរបស់នាយកសាលាក្នុងរាជធានីភ្នំពេញ

២. សូមលោកគ្រូអ្នកគ្រូមេត្តាអានសេចក្តីណែនាំការឆ្លើយកម្រងសំណួរនីមួយៗដោយការយកចិត្តទុកដាក់។ សូមមេត្តាជួយឆ្លើយឲ្យបានគ្រប់សំណួរតាមការពិតជាក់ស្តែងនិងត្រួតពិនិត្យឲ្យបានត្រឹមត្រូវនិងគ្រប់ជ្រុងជ្រោយមុនពេលប្រគល់ឲ្យអ្នកស្រាវជ្រាវវិញដោយមិនចាំបាច់បញ្ជាក់ឈ្មោះ របស់អ្នក និងឈ្មោះសាលារៀនឡើយ។

ខ្ញុំបាទសូមអះអាងថាចម្លើយរបស់លោកគ្រូនិងអ្នកគ្រូនឹងត្រូវបានរក្សាទុកជាការសម្ងាត់ ដោយពុំមានផលប៉ះពាល់ អ្វីទាំងអស់ដល់សាលារៀន, លោកគ្រូ អ្នកគ្រូនិងនាយកសាលាឡើយ។

លី សុភត្ត្រា
និស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ

ផ្នែកទី មួយ: ពត៌មានអំពីស្ថានភាពទូទៅរបស់លោកគ្រូ-អ្នកគ្រូ

សេចក្តីណែនាំ

សូមគូសសញ្ញា ✓ ដាក់ក្នុងប្រអប់ □ ដែលត្រូវជាមួយស្ថានភាពទូទៅរបស់ លោកគ្រូ និងអ្នកគ្រូ។

១. ភេទ

□ (ក) ប្រុស

□ (ខ) ស្រី

២. អាយុ

□ (ក) តិចជាង ៣០ឆ្នាំ

□ (ខ) ពី ៣១-៤៥ឆ្នាំ

□ (គ) លើសពី ៤៥ឆ្នាំ

៣. កម្រតិការសិក្សា

□ (ក) សញ្ញាបត្រក្រោមមធ្យមសិក្សាទុតិយភូមិ

□ (ខ) សញ្ញាបត្រមធ្យមសិក្សាទុតិយភូមិ

□ (គ) សញ្ញាបត្រខ្ពស់ជាងមធ្យមសិក្សាទុតិយភូមិ

៤. បទពិសោធន៍បង្រៀន

□ (ក) តិចជាង ៥ឆ្នាំ

□ (ខ) ពី ៥-១០ឆ្នាំ

□ (គ) លើសពី ១០ឆ្នាំ

ផ្នែកទី ២: ទស្សនៈយល់ឃើញរបស់លោកគ្រូអ្នកគ្រូចំពោះភាពដឹកនាំដែលមានលក្ខណៈចង្អុលបង្ហាញរបស់នាយកសាលាក្នុងរាជធានីភ្នំពេញ

សេចក្តីណែនាំ

ក្នុងផ្នែកទី ២ នេះមានប្រយោគចំនួន ៥០ ។ សូមលោកគ្រូ-អ្នកគ្រូ មេត្តាពិចារណាខ្លឹមសារគោលគំនិត ដូចខាងក្រោមនេះហើយជ្រើសរើសយកចម្លើយដោយគូសសញ្ញា ✓ ដាក់ក្នុងប្រអប់ដែលត្រូវតាម **<u>ការពិតជាក់ស្តែង</u>** និងត្រូវតាម **<u>កម្រិតការអនុវត្តភាពជាអ្នកដឹកនាំ</u>** របស់លោកនាយក-លោកស្រីនាយិកា ត្រឹមតែប្រអប់មួយប៉ុណ្ណោះ។

តិចបំផុត(១) មានន័យថា ការអនុវត្តតាមខ្លឹមសារគោលគំនិតនោះ **<u>តិចបំផុត</u>** មិនដែលធ្វើទាល់តែសោះ ពោលគឺ ពី ០-១០%

តិច(២) មានន័យថា ការអនុវត្តតាមខ្លឹមសារគោលគំនិតនោះ **<u>តិចឬអនុវត្តម្តងម្កាល</u>** ក្នុងកម្រិតតិចតួច ពោលគឺក្នុងកម្រិត ពី ១១-៤០%

មធ្យម(៣) មានន័យថា ការអនុវត្តតាមខ្លឹមសារគោលគំនិតនោះ **<u>មធ្យម ឬអនុវត្តខ្លះមិនអនុវត្តន៍ខ្លះ</u>** ពោលគឺក្នុងកម្រិត ពី៤១-៦០%

ច្រើន(៤) មានន័យថា ការអនុវត្តតាមខ្លឹមសារគោលគំនិតនោះ **<u>ច្រើន ឬស្ទើរគ្រប់ពេលវេលា</u>** ពោលគឺក្នុងកម្រិត ពី ៦១-៩០%

ច្រើនបំផុត(៥) មានន័យថា ការអនុវត្តតាមខ្លឹមសារគោលគំនិតនោះ **<u>ច្រើនបំផុត ឬជាប្រចាំ យ៉ាងទៀងទាត់</u>** ពោលគឺក្នុងកម្រិត ពី ៩១-១០០%

	ទស្សនៈរបស់លោកគ្រូអ្នកគ្រូ	**កំរិតនៃការអនុវត្ត**				
		១	**២**	**៣**	**៤**	**៥**
១	លោកនាយកលោកស្រីនាយិកាមានជំនឿចិត្តខ្ពស់លើជំនាញវិជ្ជាជីវៈនិងបទដ្ឋានសម្រាប់ខ្លួនគាត់ផ្ទាល់ លោកគ្រូអ្នកគ្រូ និងសាលារៀន។					
២	នាយកលោកស្រីនាយិកាតែងតែសរសើរលោកគ្រូអ្នកគ្រូដោយទឹកចិត្តស្មោះត្រង់និងសុទ្ធចិត្ត។					
៣	លោកនាយកលោកស្រីនាយិកា មានចំណេះដឹងអំពីវិធីសាស្ត្របង្រៀនច្រើនបែបខុសៗគ្នាដែលលោកគ្រូអ្នកគ្រូអាចយកទៅប្រើប្រាស់បានយ៉ាងត្រឹមត្រូវក្នុងពេលបង្រៀន។					
៤	លោកនាយកលោកស្រីនាយិកាជំរុញលោកគ្រូ អ្នកគ្រូអោយមានជំហរ					

	និងបទដ្ឋានប្រកបដោយវិជ្ជាជីវៈសម្រាប់ខ្លួនឯងផ្ទាល់និងសាលារៀន។					
៥	លោកនាយកលោកស្រីនាយិកាទទួលយកមតិដែលលើកឡើងពីសំណាក់លោកគ្រូអ្នកគ្រូ។					
៦	លោកនាយកលោកស្រីនាយិកាមានជំនាញក្នុងការសង្កេតលើការបង្រៀនដែលអាចផ្តល់ជាមូលដ្ឋានក្នុងការវាយតម្លៃបានត្រឹមត្រូវលើដំណើរការបង្រៀនរបស់គ្រូនៅក្នុងថ្នាក់រៀន។					
៧	លោកនាយកលោកស្រីនាយិកាកំណត់ចក្ខុវិស័យនិងទិសដៅនាពេលអនាគតសម្រាប់សាលារៀន។					
៨	លោកនាយកលោកស្រីនាយិកាអាចទំនាក់ទំនងបាននៅពេលដែលមានការចាំបាច់។					
៩	លោកនាយក លោកស្រីនាយិកាមានការចូលរួមយ៉ាងសកម្ម និងជាទៀងទាត់ក្នុងការវាយតម្លៃលើការងារបង្រៀននៅក្នុងថ្នាក់រៀន រួមមាន យុទ្ធសាស្ត្រនៃការបង្រៀន និងការសិក្សារបស់សិស្ស។					
១០	លោកនាយកលោកស្រីនាយិកាលើកទឹកចិត្តឲ្យមានការផ្លាស់ប្តូរនៅក្នុងសកម្មភាពសិក្សានៅក្នុងសាលារៀនដើម្បីក្លាយជាសាលារៀនមួយដែលល្អសម្រាប់សិស្សានុសិស្ស។					
១១	លោកនាយកលោកស្រីនាយិកាមានវិធីសាស្ត្រប្រកបដោយប្រសិទ្ធភាពសម្រាប់ជួយដល់លោកគ្រូអ្នកគ្រូដែលមិនទាន់មានសមត្ថភាពពេញលេញក្នុងការងារបង្រៀន។					
១២	លោកនាយកលោកស្រីនាយិកាសហការជាមួយ សហគមន៍,អជ្ញាធរ និងអង្គការនានាដើម្បីជួយដល់ការសិក្សា ការអភិវឌ្ឍ ការអនុវត្ត និងការវាយតម្លៃលើសាលារៀន។					
១៣	លោកនាយកលោកស្រីនាយិកាមានពេលវេលាសមរម្យដើម្បីបង្កើតទំនាក់ទំនងជាមួយសិស្សានុសិស្ស។					

១៤	លោកនាយកលោកស្រីនាយិកាចែករំលែកព័ត៌មាន និងព័ត៌មានត្រឡប់ដែលបានមកពីលោកគ្រូ អ្នកគ្រូ និងអង្គការដៃគូរអភិវឌ្ឍន៍នានានៅក្នុងសហគមន៍។					
១៥	លោកនាយកលោកស្រីនាយិកាមានសេចក្តីសោមនស្សរីករាយក្នុងការផ្តួចផ្តើមការងារទំនាក់ទំនងជាមួយនឹងលោកគ្រូ អ្នកគ្រូ ។					
១៦	លោកនាយកលោកស្រីនាយិកាជំរុញលោកគ្រូ អ្នកគ្រូឲ្យមានការស្វែងយល់អំពីតម្រូវការក្នុងការសិក្សារបស់សិស្ស បែបជាក្រុម ជាបុគ្គល និងការអនុវត្តវិធីសាស្ត្របង្រៀនឲ្យបានត្រឹមត្រូវ។					
១៧	លោកនាយកលោកស្រីនាយិកាជាអ្នកដឹកនាំដែលមានស្មារតីខ្ពស់ចំពោះសាលារៀន។					
១៨	លោកនាយកលោកស្រីនាយិកាគ្រប់គ្រងតាមដានលើកម្មវិធីសិក្សាទាំងមូលរបស់សាលារៀនដោយផ្អែកលើការកំណត់គោលដៅខ្លឹមសារ និងវត្ថុបំណង ព្រមទាំងត្រួតពិនិត្យតាមដានលើលទ្ធផលនៃការសិក្សារបស់សិស្សទៅនឹងគោលដៅ និងវត្ថុបំណងទាំងនោះ។					
១៩	លោកនាយកលោកស្រីនាយិកាមានការគាំទ្រនិងអនុវត្តការងារស្របតាមគោលនយោបាយរបស់ថ្នាក់ដឹកនាំ។					
២០	លោកនាយកលោកស្រីនាយិកាលើកទឹកចិត្តដល់ការដឹកនាំរបស់សិស្សានុសិស្សដូចជាក្រុមប្រឹក្សាកុមារ។					
២១	លោកនាយកលោកស្រីនាយិកាចូលរួមក្នុងសកម្មភាពកែលម្អលើការងារបង្រៀនសិស្ស ដូចជាការរៀបចំផែនការ កម្មវិធីសិក្សានិងការតាមដានលទ្ធផលសិក្សារបស់សិស្សានុសិស្ស។					
២២	លោកនាយកលោកស្រីនាយិកាមានទំនាក់ទំនងការងារល្អជាមួយនឹងសហគមន៍ អជ្ញាធរ អង្គការ និងគណៈគ្រប់គ្រងផ្សេងៗ ។					
២៣	លោកនាយកលោកស្រីនាយិកាជួយអភិវឌ្ឍនិងបណ្តុះសិស្សានុសិស្សឲ្យ					

	មានការទទួលខុសត្រូវ ។					
២៤	លោកនាយកលោកស្រីនាយិកាប្រើប្រាស់ទិន្នន័យជាក់លាក់ដូចជាពិន្ទុប្រឡងរបស់សិស្សដើម្បីផ្លាស់ប្តូរសកម្មភាពសិក្សានិងរៀបចំលោកគ្រូ អ្នកគ្រូទៅតាមកំរិតថ្នាក់។					
២៥	លោកនាយកលោកស្រីនាយិកាខិតខំប្រឹងប្រែងអភិវឌ្ឍសាលារៀនដើម្បីឲ្យក្លាយជាសាលាគំរូនៅក្នុងខណ្ឌ និងក្នុងរាជធានី។					
២៦	លោកនាយក លោកស្រីនាយិកាមានវត្តមានគ្រប់ពេលវេលា ។					
២៧	លោកនាយកលោកស្រីនាយិកាបង្កើតនិងធ្វើការអនុវត្តការងាររៀននិងបង្រៀនរបស់លោកគ្រូ អ្នកគ្រូឲ្យស្របទៅនឹងគោលនយោបាយអប់រំ និងច្បាប់អប់រំ ។					
២៨	លោកនាយកលោកស្រីនាយិកាជំរុញនិងលើកទឹកចិត្តដល់សិស្សានុសិស្សប្រកបដោយភាពវិជ្ជមាន។					
២៩	លោកនាយកលោកស្រីនាយិកាយល់ច្បាស់ អំពីទិដ្ឋភាពនយោបាយនៃការអប់រំនិងប្រព័ន្ធអប់រំក្នុងប្រទេស ។					
៣០	លោកនាយកលោកស្រីនាយិកាបន្តជូនដំណឹងដល់លោកគ្រូអ្នកគ្រូជាប្រចាំអំពីសកម្មភាពសិក្សា។					
៣១	លោកនាយកលោកស្រីនាយិកាចែករំលែកព័ត៌មានដល់លោកគ្រូ អ្នកគ្រូទាំងអស់អំពីការអភិវឌ្ឍន៍ និងគំនិតថ្មីៗដែលពាក់ព័ន្ធក្នុងការងារអប់រំ។					
៣២	លោកនាយកលោកស្រីនាយិកាតែងតែផ្តល់ព័ត៌មានអំពីការងារប្រតិបត្តិរបស់សាលារៀន ជូនដល់លោកគ្រូ អ្នកគ្រូដោយមានភាពច្បាស់លាស់និងងាយស្រួលយល់។					
៣៣	លោកនាយកលោកស្រីនាយិកាស្វាគមន៍យ៉ាងខ្លាំងចំពោះការចូលរួមរបស់លោកគ្រូ អ្នកគ្រូអំពីការធ្វើសេចក្តីសម្រេចចិត្តទៅលើការងារផ្សេងៗដែលពាក់ព័ន្ធនឹងសាលារៀន។					

៣៤	លោកនាយកលោកស្រីនាយិកាវាយតម្លៃលោកគ្រូអ្នកគ្រូប្រកបដោយភាពយុត្តិធម៌ និងប្រសិទ្ធភាព។					
៣៥	លោកនាយកលោកស្រីនាយិកាមានលទ្ធភាពក្នុងការចាត់ចែងសកម្មភាពកិច្ចការ និងលោកគ្រូ អ្នកគ្រូបានយ៉ាងត្រឹមត្រូវ។					
៣៦	លោកនាយកលោកស្រីនាយិកាប្រើប្រាស់នីតិវិធីមានលក្ខណៈជាប្រព័ន្ធសម្រាប់វាយតម្លៃលោកគ្រូអ្នកគ្រូ ឧទាហរណ៍ដូចជានីតិវិធីនៃការរក្សាទុកការបញ្ឈរជើង និងការដំឡើងតួនាទីជាដើម។					
៣៧	លោកនាយកលោកស្រីនាយិកាបង្កើតនូវគោលការណ៍វិន័យរួមសម្រាប់ប្រើប្រាស់នៅក្នុងសាលារៀន។					
៣៨	លោកនាយកលោកស្រីនាយិកាប្រើប្រាស់នីតិវិធីមានលក្ខណៈជាប្រព័ន្ធសម្រាប់ធ្វើការផ្លាស់ប្តូរលោកគ្រូអ្នកគ្រូទៅតាមកំរិតថ្នាក់ដែលនីតិវិធីនេះត្រូវបានដឹងនិងយល់ច្បាស់ពីសំណាក់លោកគ្រូអ្នកគ្រូទាំងអស់។					
៣៩	លោកនាយកលោកស្រីនាយិកាបង្កើតសកម្មភាពសិក្សាបន្ថែមផ្សេងៗទៀតដែលធ្វើឲ្យសិស្សានុសិស្សយល់ដឹងអំពីវិន័យនិងច្បាប់នានារបស់សាលារៀន។					
៤០	លោកនាយកលោកស្រីនាយិកាណែនាំលោកគ្រូអ្នកគ្រូអំពីមូលហេតុនៃការអនុវត្តកិច្ចការរដ្ឋបាលដែលមាននៅក្នុងសាលារៀន។					
៤១	លោកនាយកលោកស្រីនាយិកាសហការជាមួយនឹងថ្នាក់ដឹកនាំផ្សេងៗនៅក្នុងសាលារៀនដើម្បីធ្វើការអនុវត្តការងារគ្រប់គ្រងសាលារៀនមានលក្ខណៈជាក្រុម។					
៤២	លោកនាយកលោកស្រីនាយិកាលើកទឹកចិត្តដល់លោកគ្រូអ្នកគ្រូឲ្យមានការស្វែងយល់អំពីតម្រូវការ និងគុណតម្លៃរបស់អ្នករួមការងារ។					

សូមថ្លែងអំណរគុណដល់លោកគ្រូ និងអ្នកគ្រូដែលបានជួយឆ្លើយសំណួរខាងលើទាំងអស់នេះ និង សូមជូនពរអោយលោកគ្រូ និងអ្នកគ្រូទទួលបាន ជោគជ័យរាល់គ្រប់ការកិច

The Questionnaire for Teachers

Topic: **Primary School Teachers' Perceptions Towards Principals' Instructional Leadership in Phnom Penh**

Dear Teachers,

My name is **Ly Sovatra**, a cohort 7 student of Master of Educational Management and Planning at Royal University of Phnom Penh. I am currently writing my thesis on the topic of **Primary School Teachers' Perceptions towards Principals' Instructional Leadership in Phnom Penh** City to fulfill requirement of the Master Degree with the supervision of Dr. **DY Samsideth**. I would like to invite teachers to participate in providing valid answers for the following questionnaire. The following questionnaire is designed to identify the Phnom Penh primary schools principals apply the instructional leadership in their schools as perceived by teachers.

I would like express my profound thank to your cooperation and contributions in spite of your very busy schedule.

Instruction

1. The questionnaire consists of two parts as follow:

   Part I: Demographical background of teachers

   Part II: Teachers' Perception towards Principals' Instructional Leadership

2. Please read the instruction for completing the questionnaire with a great attention and answer all questions honestly based on the reality. Make sure you examine the completed questionnaire again before returning it to the researcher without putting your name or your school's name on it. The researcher ensures that all of your answers provided will remain confidential and anonymous and will not have any negative effects to your primary schools and harm you in any way.

Ly Sovatra

Student of Master of Educational Management and Planning

Part I: Demographical background of teachers

Instruction: Please tick (✓) in the box ☐ that applies to you

1. Gender

   ☐ a. male

   ☐ b. female

2. Ages

☐ a. less than 30 years old

☐ b. from 31 to 45 years old

☐ c. more than 45 years old

3. Educational Levels

☐ a. lower than High school Degree

☐ b. High school Degree

☐ c. higher than High school Degree

4. Teaching Experiences

☐ a. less than 5 years

☐ b. from 5 to 10 years

☐ c. more than 10 years

Part II: Teachers' Perception towards Principals' Instructional Leadership

Instruction:

In part II there are 50 statements. Please think about each statement and then select the answer by ticking (✓) in the box ☐ which truly represents principals' practice of instructional leadership. Note you can tick (✓) only in one box for each statement.

1 =Hardly ever Does means the practice of statement by your principal is from 0-10 %

2 =Occasionally Does means the practice of statement by your principal is from 11-40 %

3 =Sometimes Does means the practice of statement by your principal is from 41-60 %

4 =Frequently Does means the practice of statement by your principal is from 61-90 %

5=Almost always Happens means the display of the statement by your school is from 91-100%

No	Teachers' Perception towards Principals' Instructional Leadership	Level of practices				
		1	**2**	**3**	**4**	**5**
1.	Q1: The principal has high, professional expectations and standards for self, faculty, and school.					
2.	Q2: When deserving, teachers are complimented by the principal in a sincere and honest manner.					

3.	Q3: The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.					
4.	Q4: The principal helps the faculty develop high, professional expectations and standards for themselves and the school.					
5.	Q5: The principal is receptive to suggestions.					
6.	Q6: The principal possesses instructional observation skills that provide the basis for accurate assessment of the teaching process in the classroom.					
7.	Q7: The principal envisions future goals and directions for the school.					
8.	Q8: The principal is accessible when needed.					
9.	Q9: The principal actively and regularly participates in the observations and assessment of classroom instruction, including teaching strategies and student learning.					
10.	Q10: The principal encourages changes in school programs that lead to a better school for the students					
11.	Q11: The principal has effective techniques for helping ineffective teachers.					
12.	Q12: The principal utilizes resources from outside the school to assist in the study, development, implementation, and/or evaluation of the school.					
13.	Q13: The principal finds the time to interact with students.					
14.	Q14: The principal provides for the gathering of information and feedback from individuals and agencies in the community.					
15.	Q15: Teachers feel free to initiate communication with the principal.					
16.	Q16: The principal promotes the diagnosis of individual and group learning needs of students and					

	application of appropriate instruction to meet those needs.					
17.	Q17: Teachers view the principal as a leader of school spirit.					
18.	Q18: The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.					
19.	Q19: The principal is supportive of, and operates within, the policies of the district.					
20.	Q20: The principal encourages student leadership.					
21.	Q21: The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.					
22.	Q22: The principal maintains good rapport and a good working relationship with other administrators of the district.					
23.	Q23: The principal helps develop student responsibility.					
24.	Q24: The principal uses objective data such as test scores to make changes in curriculum and staffing.					
25.	Q25: The principal strives to achieve autonomy for the school.					
26.	Q26: The principal is highly visible to the teacher body.					
27.	Q27: The principal develops and implements school practices and policies that synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.					
28.	Q28: The principal positively reinforces students.					
29.	Q29: The principal understands and analyzes the political aspects of education and effectively interacts					

	with various communities, e.g. local, state, national, and/or various subcultures within the local community.					
30.	Q30: The principal keeps teachers informed about those aspects of the school program of which they should be aware.					
31.	Q31: The principal informs the staff of new developments and ideas in education.					
32.	Q32: When the principal provides teachers with the information about school operations, the information is clear and easily understood.					
33.	Q33: The principal anticipates the effects of decisions.					
34.	Q34: The principal fairly and effectively evaluates school Personnel.					
35.	Q35: The principal is able to organize activities, tasks, and people.					
36.	Q36: The principal uses systematic procedures for staff appraisal, e.g. retention, dismissal, promotion procedures.					
37.	Q37: The principal establishes the overall tone for discipline in the school.					
38.	Q38: The principal utilizes a systematic process for change that is known and understood by the faculty.					
39.	Q39: The principal establishes a process by which students are made aware of school rule and policies.					
40.	Q40: The principal communicates to teachers the reasons for administrative practices used in the school.					
41.	Q41: The principal works with other leaders of the school in the implementation of a team approach to managing the school.					
42.	Q42: The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.					

Thanks so much for answering all the above questions and wish you succeed in all work.

តារាងស្ថិតបុគ្គលិកអប់រំ បំរើការនៅសាលាបឋមសិក្សា នាបវេសនកាល ឆ្នាំសិក្សា ២០១៣-២០១៤

លរ	ឈ្មោះអង្គភាព	បុគ្គលិកការិយាល័យ		បុគ្គលិកបង្រៀន				បុគ្គលិកសរុប	
				គ្រូបន្ទុកថ្នាក់		បុគ្គលិកបង្រៀនផ្សេងៗ			
		សរុប	ស្រី	សរុប	ស្រី	សរុប	ស្រី	សរុប	ស្រី
ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌចំការមន									
1	កម្ពុជបុត្រ	3	1	19	15			22	16
2	ចៅពញាហុក	16	11	34	23			50	34
3	ព្រះអង្គអេង	3	2	24	17			27	19
4	ជ័យជំនះ	5	2	39	33			44	35
5	ហ៊ុននាងបឹងត្របែកកើត	4	1	49	39			53	40
6	វត្តមហាមន្ត្រី	11	8	32	24			43	32
7	ហ៊ុននាងបឹងត្របែកត្បូង	4	2	60	40			64	42
8	ភូមិ៧	3	1	19	16			22	17
9	សុធារស	3	1	50	36			53	37
10	ទូលស្លែង	4		30	23			34	23
11	ទូលស្វាយព្រៃ	5	1	56	42			61	43
12	វត្តទូលទំពូង	20	19	61	48			81	67
13	ហ៊ុននាងទូលទំពូង២	4	1	41	38			45	39
សរុបតាមខណ្ឌ		**85**	**50**	**514**	**394**			**599**	**444**
ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌដង្កោ									
14	ដង្កោ	5	3	42	27			47	30
15	សំបូរមាស	1		6	4			7	4
44	ក្រាំងពង្រ	2		11	9			13	9
31	ពងទឹក	2	1	15	11			17	12
32	ស្រែញរ	2	1	7	4			9	5
33	ត្រពាំងសាលា	4	2	18	12			22	14
34	ព្រៃវែង	2	1	8	7			10	8
35	ទូលសំបូរ	2	1	13	10			15	11

39	ឬស្សីសាញ់	2		7	4			9	4
40	ព្រៃសរ	3	1	10	9			13	10
41	ទួលរកាកុះ	1		7	3			8	3
42	វត្តហារ	3	1	7	6			10	7
45	ប្រទះឡាង	3	1	15	10			18	11
46	ភូមិអង្គ(ឧ)			2	2			2	2
47	ហ៊ុនសែនសាក់សំពៅ	1		6	4			7	4
48	កំពុងក្តុល	1		7	5			8	5
49	ជើងឯក	4		6	3			10	3
50	ត្រគៀត	2		12	7			14	7
53	ហ៊ុនសែនព្រែកជ្រៃ	2		5	1			7	1
69	គងនយ	1		6	4			7	4
70	ទៀន	1		11	6			12	6
71	រលួស	2		7	3			9	3
72	ស្ពានថ្ម	1		7	3			8	3
73	ហា.ស ព្រែកកំពិស	3		19	9			22	9
74	កែវមុនី	2		9	4			11	4
សរុបតាមខណ្ឌ		**52**	**12**	**263**	**167**			315	179
ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌពោធិសែនជ័យ									
16	ត្រពាំងក្រសាំង	2		21	8			23	8
17	កប់ស្រូវ	3		5	1			8	1
18	គោករកា	2	1	13	9			15	10
19	ភ្លើងឆេះរទេះ	2		8	5			10	5
20	គោកខ្សាច់(ឧ)			1				1	
21	ទួលកី	3	1	11	8			14	9
22	ព្រៃស្តី	4	1	20	15			24	16
23	វត្តកំពែង(ឧ)			3				3	
24	ទួលពង្រ(ឧ)			2	1			2	1
25	គោកបញ្ចាន់	4		54	31			58	31
26	ហ៊ុនសែនទួលសុភាឃួន	4		27	17			31	17
27	ជម្ពូវន័	6	1	66	47			72	48

28	តាំងកសាង	3	1	25	13			28	14
29	សុភមង្គល	7	3	36	31			43	34
30	ពោធិចិនតុង	7	3	38	24			45	27
36	តិក្ខបញ្ញោ	4	1	7	1			11	2
37	ត្រពាំងឈូក	2	1	5	3			7	4
38	ពូនភ្នំ	1		6	1			7	1
43	ក្រាំងធ្នង់	3	1	12	6			15	7
51	អូរដឹម	2	1	12	7			14	8
52	ត្រពាំងអញ្ជាញ	2		5	3			7	3
54	បឹងប្រិយ	2		6	2			8	2
55	ត្រពាំងអំពិល	1		4				5	
56	ត្នោតខ្ពស់	2	1	5	3			7	4
57	ទូលស្មោ	1		5	3			6	3
58	ពោធិវន្ត	1		4	3			5	3
59	ភ្នៀតសិម្ពលី	1		3	1			4	1
60	អង្គស្តុក	1		8	1			9	1
61	ហ៊ុន សែនបឹងធំ	2	1	4	2			6	3
62	ទ្រនំជ្រឹង	3	1	9	5			12	6
63	ព្រៃរមាស	1		3	2			4	2
64	កំបូល	4	1	15	6			19	7
65	អង្គបឹងចក	2		9	6			11	6
66	កន្ទោក	3		8	4			11	4
67	អង្គត្រគៀត			3	2			3	2
68	ស្ងួនពេជ្រ	1		5	3			6	3
សរុបតាមខណ្ឌ		**86**	**19**	**468**	**274**			554	293
ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌដូនពេញ									
75	ភ្នំដូនពេញ	5	2	65	55			70	57
76	វត្តកោះ	2	1	61	54			63	55
77	ព្រះនរោត្តម	5	3	85	74			90	77
78	ចតុមុខ	3	1	66	48			69	49
79	វត្តបុទុមវត្តី	3	2	10	7			13	9

80	អនុវត្ត	3	1	26	19			29	20
81	កូលាបទី១	7	3	94	68			101	71
82	ហាំងង៉ោ ស្រះចក	8	6	32	26			40	32
	សរុបតាមខណ្ឌ	**36**	**19**	**439**	**351**			475	370
	ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌមានជ័យ								
83	ភូមិឫស្សី	5	1	57	35			62	36
84	ស្ទឹងមានជ័យ	7	5	100	79			107	84
85	ចំរើនផល	2		41	36			43	36
86	វត្តសន្សំកុសល	3	2	61	49			64	51
87	វត្តដំបូកខ្ពស់	3	2	30	23			33	25
88	ព្រះពន្លា	2	1	29	19			31	20
89	ហ៊ុនសែនព្រែកប្រា	3	1	24	15			27	16
90	ព្រែកប្រាក្រោម	2	1	17	8			19	9
91	ច្បារអំពៅ២	5	2	56	49			61	51
92	ច្បារអំពៅ១	5	3	50	42			55	45
93	ចាក់អង្រែលើ	3	2	35	28			38	30
94	ហ៊ុនសែនចាក់អង្រែ	3		46	36			49	36
95	ចាក់អង្រែភូមិ៣	2	1	34	26			36	27
96	បឹងឈូកប្រជុំវង្ស	2	1	26	20			28	21
97	ឫស្សីស្រស់	3	1	22	15			25	16
98	ស ឡា	3	2	44	33			47	35
99	ក្តីតាកុយ	3	2	14	11			17	13
100	វាលស្បូវ	3		9	4			12	4
101	ព្រែកឯង	4		32	20			36	20
102	ចុងព្រែក	2	1	14	10			16	11
103	របោះអង្កាញ់	2	1	14	9			16	10
104	មជ្ឈឹមវ័ន្ត	2		13	8			15	8
105	ចំប៉ា	2		9	6			11	6
106	ព្រែកធំ	2	1	8	4			10	5
107	យកបាត្រ	2		25	19			27	19

108	វត្តក្តុង	2		7	4			9	4
109	ហ៊ុន សែនចំពុះក្អែក	1		16	11			17	11
110	ហ៊ុន សែនកោះក្របី	4	1	15	12			19	13
111	ប.នហ.សព្រែកថ្មី	2	1	12	8			14	9
	សរុបតាមខណ្ឌ	**84**	**32**	**860**	**639**			944	671
	ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌ៧មករា								
112	បាក់ទូក	8	4	146	122			154	126
113	វត្តព្រះពុទ្ធ	4	3	35	32			39	35
114	សំពៅមាស	3	2	16	13			19	15
115	វឌ្ឍនវិជ្ជា	6	6	12	10			18	16
	សរុបតាមខណ្ឌ	**21**	**15**	**209**	**177**			230	192
	ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌសែនសុខ								
116	យ៉ាម៉ាប៊ីកូ	5	3	36	34			41	37
117	សន្តិភាព	5	4	39	32			44	36
118	ប៊ុនរ៉ានី ហ៊ុនសែនសាមគ្គី	3		18	14			21	14
119	ភ្នំពេញថ្មី	10	4	49	33			59	37
120	សែនសុខ	5	3	28	17			33	20
121	មិត្តភាពកម្ពុជាចិនឃ្លូញ	3		9	7			12	7
122	ហ៊ុននាងអន្លង់ក្ងាន	3		5	3			8	3
123	តេជោហ៊ុនសែនត្រពាំងរាំង	2		6	3			8	3
124	ត្រពាំងស្វាយ	1	1	10	3			11	4
125	ព្រែកព្នៅ	6	1	29	16			35	17
126	ភូមិខ្ងង	1		7	5			8	5
127	វត្តគ្រួស	1	1	9	7			10	8
128	សំរោងជើង	2		5	2			7	2
129	សំរោងកណ្តាល	1		6	3			7	3
130	ទួលសាគរ	1		4	4			5	4
131	ពញាពន់	2	1	8	6			10	7
132	ភូមិធំ	2		8	3			10	3
	សរុបតាមខណ្ឌ	**53**	**18**	**276**	**192**			329	210

ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌឫស្សីកែវ									
133	ពញាក្រែក	5	4	39	29			44	33
134	តេជោហ៊ុនសែនទួលសង្កែ	8	4	40	33			48	37
135	ចំរើនរដ្ឋ	3		26	12			29	12
136	បឹងឈូក	2	1	5	4			7	5
137	ឫស្សីកែវ	8	4	75	71			83	75
138	ព្រែកលៀប	5	1	26	22			31	23
139	ហ៊ុននាងបាក់ខែង	3		13	5			16	5
140	ខ្នរ	3	1	9	6			12	7
141	ព្រែកតាវ៉ាត់	3	2	9				12	2
142	មង្គលសត្តាវន័	3	1	7	4			10	5
143	ព្រែករាំង(ឧ)			2				2	
144	ក្បាលជ្រោយសាគូវ៉ា	4	1	16	13			20	14
145	ជ្រោយចង្វារ	3	1	31	26			34	27
146	ដើមគរ	2		8	8			10	8
147	គៀនឃ្លាំង	2	1	12	8			14	9
148	ហ៊ុនសែនចម្រើនជាតិ	4	2	15	12			19	14
149	តេជោហ៊ុនសែនច្រាំងចម្រេះ	6	4	29	23			35	27
150	ក្តីចាស់	3	1	9	4			12	5
151	ចំបក់មាស	2		6	1			8	1
152	សម្តេចឪ	2		9	3			11	3
153	កោះដាច់	1		6	2			7	2
154	រន:			5	3			5	3
155	ល្វា	1		6	1			7	1
156	ចុងកោះ	2	1	5	2			7	3
សរុបតាមខណ្ឌ		**75**	**29**	**408**	**292**			483	321
ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌទួលគោក									
157	សន្ធរម៉ុក	23	13	126	108			149	121
158	ទឹកល្អក់	20	14	38	32			58	46

159	អនុវត្តរាជធានី	5	3	87	70			92	73
160	ទូលគោក	7		138	118			145	118
161	នាគវន្ត	3	1	31	18			34	19
162	ឯកភាព	2	1	26	21			28	22
163	មិត្តភាព	3	1	25	17			28	18
164	បឹងសាឡាង	13	7	66	55			79	62
សរុបតាមខណ្ឌ		**76**	**40**	**537**	**439**			613	479
តារាងសរុបតាមខណ្ឌ									
1	ខណ្ឌចំការមន	85	50	514	394			599	444
2	ខណ្ឌដង្កោ	52	12	263	167			315	179
3	ខណ្ឌពោធិ៍សែនជ័យ	86	19	468	274			554	293
4	ខណ្ឌដូនពេញ	36	19	439	351			475	370
5	ខណ្ឌមានជ័យ	84	32	860	639			944	671
6	ខណ្ឌ៧មករា	21	15	209	177			230	192
7	ខណ្ឌសែនសុខ	53	18	276	192			329	210
8	ខណ្ឌឫស្សីកែវ	75	29	408	292			483	321
9	ខណ្ឌទូលគោក	76	40	537	439			613	479
សរុបរួម		**568**	**234**	**3,974**	**2,925**			**4,542**	**3,159**