



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

ROYAL UNIVERSITY OF PHNOM PENH

**ឧស្ស័នៈគ្រូបង្រៀនលើសក្នុងអាណត្តិសាលាមហាវិទ្យាល័យសាធារណៈ
របស់សាលាមហាវិទ្យាល័យរដ្ឋក្នុងខេត្តកំពង់ធំ**

Instructional Leadership of Public Secondary School Principals as Perceived
by Teachers in Kampong Thom Province

A Thesis

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

KHOY Bunlot

February 2016

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Examination committee: Dr.....

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មូលនិយមសង្ខេប

គោលបំណងនៃការស្រាវជ្រាវនេះគឺដើម្បីកំណត់បង្ហាញអំពីទស្សនៈគ្រូបង្រៀនលើលក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញ របស់នាយកវិទ្យាល័យរដ្ឋក្នុងខេត្តកំពង់ធំ។ ឧបករណ៍ដែលត្រូវប្រើនៅក្នុងការស្រាវជ្រាវនេះគឺឈ្មោះ Instructional Leadership Inventory (ILI) ដែលចងក្រងដោយអ្នកស្រាវជ្រាវឈ្មោះ Maehr and Ames នៅក្នុងឆ្នាំ១៩៨៨ ដើម្បីប្រមូលព័ត៌មានពីការបញ្ចេញមតិរបស់លោកគ្រូអ្នកគ្រូទៅលើកម្រិតនៃការអនុវត្តលក្ខណៈដឹកនាំបែបចង្អុលបង្ហាញ របស់នាយកវិទ្យាល័យរដ្ឋដែលបញ្ជាក់ពីភាពសុក្រិតដោយកម្រិត Cronbach's Alpha ០.៩៧៨ និងសុពលភាពដោយកម្រិត Cross Language Validity Correlation នៃកម្រងសំណួរអង់គ្លេសខ្មែរ ០.៩៣៤ និង ខ្មែរអង់គ្លេស ០.៨៦០។ អ្នកស្រាវជ្រាវប្រើប្រាស់បរិមាណវិស័យដើម្បីប្រមូលទិន្នន័យពី ៣វិទ្យាល័យដោយមានលោកគ្រូអ្នកគ្រូចំនួនសរុប ២១៩នាក់ ហើយលោកគ្រូអ្នកគ្រូបានបំពេញកម្រងសំណួរនិងបានឲ្យត្រឡប់មកវិញចំនួន ១៦៦នាក់ស្មើរូបវិសាល ៧៦%។ អ្នកស្រាវជ្រាវបានប្រើប្រាស់ការវិភាគជាលក្ខណៈរួមតាមបែបស្ថិតិដើម្បីកំណត់កម្រិតនៃការអនុវត្តរបស់នាយកសាលាវិទ្យាល័យ និង Independent Samples t-Test and One-way ANOVA ដើម្បីវាយតម្លៃថាតើមានភាពសុខគ្នាឬទេចំពោះទស្សនៈគ្រូបង្រៀនដោយផ្អែកទៅលើ ភេទ អាយុ កម្រិតវប្បធម៌ និងបទពិសោធបង្រៀនរបស់គ្រូវិទ្យាល័យ។ លើសពីនេះទៅទៀត អ្នកស្រាវជ្រាវប្រើប្រាស់ Pearson's product-moment correlation and Scatter Plot ដើម្បីវាយតម្លៃថាតើមានកម្រិតវិជ្ជមានឬ អវិជ្ជមាននៃភាពទំនាក់ទំនងទាំង ៥ចំណុចនៃចំណងជើងរងដែលស្តីអំពីកម្រិតនៃការអនុវត្តរបស់នាយកវិទ្យាល័យរដ្ឋទៅតាមលក្ខណៈដឹកនាំបែបចង្អុលបង្ហាញ។ ជាលិទ្ធផលបានបង្ហាញឲ្យឃើញទស្សនៈគ្រូបង្រៀនលើលក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញរបស់នាយកវិទ្យាល័យរដ្ឋក្នុងខេត្តកំពង់ធំគឺអនុវត្តបានកម្រិតខ្ពស់។ បន្ថែមមកទៀត លិទ្ធផលបានសរុបឲ្យឃើញថាពុំមានភាពសុខគ្នាទេរវាងទស្សនៈគ្រូបង្រៀនដែលទាក់ទងនឹង ភេទ អាយុ កម្រិតវប្បធម៌ និងបទពិសោធបង្រៀន។ ចំណែកឯ ភាពទំនាក់ទំនងទាំង ៥ចំណុចនៃចំណងជើងរងដែលស្តីអំពីកម្រិតនៃការអនុវត្តរបស់នាយកវិទ្យាល័យរដ្ឋទៅតាមលក្ខណៈដឹកនាំបែបចង្អុលបង្ហាញគឺមានភាពវិជ្ជមានដោយកម្រិតអប្ប

បរិមាស្នី (Pearson $r = .733$, $p < .01$) និងអតិបរិមា (Pearson $r = .917$, $p < .01$)។
បន្ថែមពីនេះទៅទៀត គូអថេរទាំងអស់នៃចំណង់ដើងរងគឺកម្រិតទំនាក់ទំនងវិជ្ជមាន
ចន្លោះពី ៧៣.៣% ដល់ ៩១.៧%។ ដូច្នេះគូអថេរទាំងអស់នៃចំណង់ដើងរងគឺកើន
ឡើងទាំងអស់។

Abstract

The purpose of this study was to determine instructional leadership of public secondary school principals as perceived by teachers at Kampong Thom province. The researcher adopted the *Instructional Leadership Inventory* (ILI), as developed from (Maehr and Ames, 1988), used to gather information regarding the instructional leadership of secondary school principals' practices reported by public secondary teachers' perceptions with the reliability (Cronbach's Alpha) of .978 and with the validity (Cross Language Validity Correlation) of English-Khmer of .934 and Khmer-English of .860. The researcher used the survey method of data collection in which 219 teachers were given the opportunity of participation and 166 teachers returned completed surveys (76 %). Descriptive statistics were used to investigate the level of instructional leadership of public secondary school principals perceived by teachers, and Independent samples *t*-Test and One-way ANOVA were used to define the school principal behaviors and to assess whether or not statistically significant differences in teachers' perceptions based on gender, age, educational level, teaching experiences of secondary school teachers. In addition, Pearson's product-moment correlation and Scatter Plot was used to assess whether positive or negative statistical correlation among five aspects of instructional leadership of secondary school principals' practices. The results indicated instructional leadership of public secondary school principals as perceived by teachers were "high" level. Furthermore, the findings showed that there was no difference between teachers' perceptions for gender, age, educational level, and teaching experience of secondary school teachers. Also, the study found a statistically significant positive correlation between five aspects of instructional leadership are ranged from direct and moderately strong (Pearson $r = .733$, $p < .01$) to direct and very strong (Pearson $r = .917$, $p < .01$). The results overall all pair of variables were strong, direct relationship with Sig. 2 tailed level of $p < .001$ and the relationship is a positive 73.3% to 91.7% which means that as one variable goes up, so will the other one.

Supervisor's research supervision statement

TO WHOM IT MAY CONCERN

Name of program: Master of Education

Name of candidate: KHOY Bunlot

Title of thesis: Instructional leadership of public secondary school principals as perceived by teachers in Kampong Thom province.

This is to certify that the research carried out for the above titled master's thesis was completed by the above named candidate under my direct supervision. This thesis material has not been used for any other degree. I played the following part in the preparation of this thesis

Supervisor (s) (Sign)

Date.....

Candidate's Statement

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I, Khoy Bunlot, hereby present entitled “Instructional leadership of public secondary school principals as perceived by teachers in Kampong Thom province,” for the degree of Master of Education at the Royal University of Phnom Penh is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in the whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Chief Supervisor

Date:.....

Acknowledgement

It has been a long journey to a treasure of a degree of Master of Education and the researcher thought it sounds not appropriate to explore more in educational field. Many interesting things happened at Royal University of Phnom Penh during the whole study with the combination of meeting numerous professional people from diverse study backgrounds and experiences. For that reason, the researcher observed the personal development and positive change in academy, workplace and social life during the academic years at RUPP.

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List of Abbreviations

ANOVA	Analysis of Variance
CLS	Curriculum Laboratory Schools
DEM	Defining Mission
Ed.D	Education of Doctor
IASA	Improving America's Schools Act
ILI	Instructional Leadership Inventory
MAC	Managing Curriculum
MLQ	Multifactor Leadership Questionnaire
MoEYS	Ministry of Education, Youth and Sport
MSP	Monitoring Student Progress
NAESSP	National Association of Secondary School Principals
NASBE	National Association of State Boards of Education
NGA	National Governors Association
PIC	Promoting Instructional Climate
PIMRS	Principal Instructional Management Rating Scale
PSOSA	Pennsylvania System of School Assessment
RGC	Royal Government of Cambodia
SPSS	Statistical Package for the social Sciences
SUT	Supervising Teaching
TVET	Technical and Vocational Education and Training

CHAPTER 1 INTRODUCTION

1.1 Background of the Study

Cambodia was an entirely occupied country, which extremely stressful events were repeatedly occurred. Crowley (2010) stated that there are three major time periods and regimes in Cambodia, occurred in chronological order mention: (1) the Khmer Rouge regime (1975-1979), characterized by a massive destruction of the educational system and systematic execution of the educated people; (2) the Vietnamese occupation (1979-1989), led to a slow growth in fundamental educational facilities and education was mainly used for ideological rather than practical purposes; and (3) the democratic Cambodian Kingdom (1993-Present), the new governments were primarily interested in establishing the rebuilding of the educational system became a major keynote due to paying much attention in a capitalistic mindset to help Cambodia prepare to enter the world market system.

Even though the government has undertaken an endeavor to work harder to rebuild the educational sector, it is still very complicated machinery to solve problems. Allen (2006) presented that three particular issues for Cambodian educational systematic reform in the democratic Cambodian Kingdom were complication with formulation and administration of public institutions including (1) the changes in the basic governance of public institutions and levels of accountability; (2) the presence of multinational organizations in post-conflict rebuilding complicates public institutions, such as education, because it is not always clear who is in charge; and (3) complications arise as multinationals demand decentralization and an increase in private access to previously public sectors.

On the contrary, Degu (2005) declared the decision-makers focus on more for political and economic reasons rather than for educational reason when educational reform is undertaken. So all of these concerns have been presented in the Cambodian status quo, and the educational reforms have been intimately tied to the political and economic goals of the major multinational financial agencies that have provided funding for educational reconstruction in the kingdom.

In the same way, the Ministry of Education, Youth & Sports (MoEYS) pays close attention in the tightening of the grade 12 national exam for the two successive academic years 2013-14 and 2014-15 and whose passed students 12 national exam with grade A, B, or C automatically become teacher trainees in primary school (MoEYS, 2015). What is more, the curriculum reform has been undertaken all levels from early childhood education to Technical and Vocational Education and Training (TVET) and high education to ensure that important and applied knowledge, demanded skills and professional and ethical attitude will be imparted to current and future Cambodian students. Not only the making tighter 12 national exam, but also the curriculum reform is also increasing qualification and capability of teachers to improve instruction at school levels having been given priorities (MoEYS, 2015).

According to MoEYS (2015) and World Bank (2014) recommended on how to improve quality and capable teaching a contemporary of nation, which can be categorized into five main themes: (1) recruiting potential teacher candidates and preparing them well in PRESET; (2) generating conducive environment for teaching and learning; (3) ensuring effective and efficient evaluation and monitoring; (4) upgrading teachers' qualifications, pedagogical content knowledge (PCK) and professional development INSET; (5) providing

competitive compensation in forms of salary, other incentives, good working condition and better social status as well as welfare.

Some researchers and MoEYS were focused on the tightening 12 national exam, rebuilding the curriculum from fundamental education and TVET to high education, and promoting qualification and capacity teachers. Inappropriately, school leaderships mainly play important role in leading the effective and efficient schools as like being a slight interested. Besides, researchers have found instructional leadership has generally been the most popular theme in educational leadership over the last two decades (Marzano, McNulty & Waters, 2005). Therefore, instructional leadership is surveyed on the public secondary school principal performance in Kampong Thom Province. Moreover, the researcher is interested in studying the teachers' perceptions on Cambodian secondary school principals' leadership behaviors by Maehr and Ames (1988)'s Instructional Leadership Inventory. Correspondingly, this instrument is measured the development of school principal in maintaining the school moving toward the goal of providing an excellent. Moreover, school principals need to know themselves by understanding the behavior of their leadership by their teachers to provide information about leadership behavior they observed. In reality, the study will help the school principal become aware of the extent to which they are exhibiting the kinds of behaviors that are described in the research instrument. Through this analysis, the school principal should also be able to develop the sufficient progress plans and leadership training programs that will assist the entire secondary school staff in Kampong Thom, the Kingdom of Cambodia, in the development of instructional leadership needed more guidance.

1.2 Purposes of the Study

The purposes of this study are threefold division

1. To explore secondary school principals' instructional leadership as perceived by teachers in Kampong Thom Province.
2. To identify whether there are significant differences of teachers' perceptions of instructional leadership adopted by secondary school principals in Kampong Thom based on gender, age, educational level and teaching experience.
3. To examine the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom Province.

1.3 Research Questions

The study addressed the following questions

1. To what extent is secondary school principals' instructional leadership as perceived by teachers in Kampong Thom Province?
2. Are there significant differences of teachers' perceptions of instructional leadership adopted by secondary school principals in Kampong Thom based on gender, age, educational level and teaching experience?
3. Is there the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom Province?

1.4 Definition of the Key Terms

The following definitions are included to clarify terminology used in this study.

1. **Leadership** refers to “a social process in which a member of a group or organization influences the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations, and shared orientations” (Hoy & Miskel, 2000: p.394).

2. **Teacher Perception** refers to the effects of teacher feedback on the school principals’ behaviors, and how teachers felt about the school principals’ role (Daw & Gage, 1967, pp. 181-188).

3. **Instructional Leadership** refers to begins to manage good structures and processes to support the empirical practice of teaching and learning in developing a supportive work environment (Murphy, 1990).

4. **Instructional Leadership Inventory (ILI)** refers to the instrument to measure the instructional leadership behaviors of school principals as perceived by teachers or to paves the way for the staff to work smoothly including managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate (Maehr & Ames, 1988).

5. **Managing Curriculum** refers to the instructional leader collaboratively develops a common vision and goals for the school with stakeholders and defining the school’s mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest (Weber, 1996).

6. **Supervising Teaching** refers to the instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities (Weber, 1996).

7. **Monitoring Student Progress** refers to the behaviors of the school principals, concentrating on framing school goal encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performance and including staff responsibilities for achieving the goals (Murphy, 1990).

8. **Defining Mission** refers to the instructional leader monitors classroom practice alignment with the school's mission, provides resources and support in the use of instructional best practices, and models and provides support in the use of data to drive instruction (Weber, 1996).

9. **Promoting Instructional Climate** refers to the instructional leader contributes to the planning, designing, administering, and analysis of assessments that evaluate the effectiveness of the curriculum (Weber, 1996).

10. **Secondary school principal** refers to the formal leader of public high school who is promoted by Ministry of Education, Youth and Sport in Kampong Thom.

11. **Secondary School Teacher** refers to the license teacher who is teaching in grade 7th to 12th in Kampong Thom.

1.5 Research Hypotheses

Given the purposes of the study research questions, definition of key terms, and the specific hypotheses may be stated as follows:

H1: There are no statistically significant differences of teachers' perceptions of instructional leadership adopted by secondary school principals in Kampong Thom based on gender, age, educational level and teaching experience.

H2: There are no statistically the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom.

1.6 Significance of the Study

The research regarding instructional leadership illustrates a plenty of characteristics, traits, and dispositions that instructional leadership embodies. Moreover, instructional leadership has been deemed effective from the research. Studies about instructional leadership are ample when studied. What the research has not explored with more detail is whether the leadership behavior of principals may be a predictor on teachers' perceptions on their principals' instructional leadership.

This study is designed to identify the instructional leadership of public secondary school principals who are attempting to meet the challenges of this movement. The researcher has found that there is a shortage of research in teachers' perceptions of their principals' instructional leadership in Kampong Thom province. Besides, the study could raise the awareness of school principals and teachers about changes that should be viewed as

a great opportunity that enables them to learn and to work more collaboratively together and suggested to the policy makers and relevant stakeholders. And finally, it may serve as an initial idea for any interested researchers in the area.

1.6.1 Scopes of the Study

1.6.1.1 Content of the Study

The researcher will adopt the instrument from Maehr and Ames (1988)'s Instructional Leadership Inventory, categorized into five leadership behaviors including managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate that were adopted for this study and that will be utilized as research instruments leading to data collections and analyzes.

1.6.1.2 Variable of the Study

There are four independent variables in the teachers' demographic, age, gender, educational level, and working experience. On the dependent variable sides, the research focused on Instructional Leadership.

1.6.1.3 Duration of the Study

This study is conducted in the academic years 2014-2016.

1.7 Overview of the Chapter

This study was divided into six chapters. Chapter One comprised of the background of the study, the purpose of the study, the research questions, definition of the key terms, the research hypotheses, the significance of the study, overview of the study. Chapter Two presented a general description of the definitions of leadership, kind of leaderships, leadership theory, teachers' perceptions, previous related studies, Cambodian context, and conceptual framework of the research. Chapter Three discussed in detail the entire research design of the thesis, the population and sample of the study, the results of samples, the research instruments and their effectiveness and efficiency, the data collection procedures are addressed, the description of data analysis , the ethical consideration, and the summary of the chapter. Chapter Four described the methodology used to accomplish the set research questions of this study. It contained results for teachers' perception towards school principals' instructional leadership, the results for differences and similarities teachers' perceptions on demographic information, the results for the correlation among of five aspects of instructional leadership, and the summary of the chapter. Chapter Five presented the research findings based on the data from the questionnaire survey, both descriptively and inferentially, and discussed the findings by also highlighting the instructional leadership of public secondary school principals as perceived by teachers. Chapter Six provided the suggestions and recommendations including the summary of the study, implications for Cambodian education, strengthening the capacity of instructional leadership of school principals, further indicators of boosting instructional leadership of school principals, recommendation for further studies, and concluding remarks.

CHAPTER 2 LITERATURE REVIEW

The literature is reviewed according to the study objectives that included definitions of leadership, kind of leaderships, leadership theory, teachers' perceptions, previous related studies, Cambodian context, and conceptual framework of the research.

2.1 Definitions of Leadership

The leadership is begun knowing and considered when numerous definitions of leadership occur in various ways by different authors.

Table 2. 1 Definitions of Leadership

Year	Definitions and Authors
1950	“Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement” (Stogdill, 1950, p. 3).
1957	“Leadership is the behaviour of an individual when he is directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957, p. 7)
1959	“Leadership is influencing people to follow in the achievement of a common goal” (Koontz & O'Donnell, 1959, p. 435).
1961	“Leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends” (Prentice, 1961, p. 143).
1974	“Leadership is the initiation and maintenance of structure in expectation and interaction” (Stogdill, 1974, p. 411).
1977	“Leadership – going out ahead to the show the way – is available to everyone in the institution who has the competence, values, and temperament for it, from the chairman to the least skilled individual” (Greenleaf, 1977, p. 96).
1978	“Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978, p. 528).
1981	“Leadership is an influence process that enables managers to get their people to do willingly what must be done, do well what ought to be done” (Cribbin, 1981, p. 13).
1984	“Leadership is the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984, p. 46).
1985	“Leadership is an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals” (Donelly, Ivancevich & Gibson, 1985, p. 362).

- 1986 “Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished” (Richard & Engle, 1986, p. 206).
- 1988 “Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation” (Hersey & Blanchard, 1988, p. 86)
- 1989 “Leadership is a development of a clear and complete system of expectations in order to identify evoke and use the strengths of all resources in the organization the most important of which is people” (Batten, 1989, p. 35)
- 1990 “Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. . . Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership. . .” (Bass, 1990, pp. 19-20)
- 1992 “Leaders are individuals who establish direction for a working group of individuals who gain commitment from this group of members to this direction and who then motivate these members to achieve the direction’s outcomes” (Conger, 1992, p. 18)
- 1994 “Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment” (Jaques & Clement, 1994, p. 4)
- 1995 “Leadership is the art of mobilizing others to want to struggle for the shared Aspirations” (Kouzes & Posner, 1995, p. 30)
- 1997 “Leadership resembles love. It is something most people believe they can recognize but often find difficult to define”(Greenberg & Baron, 1997, p. 433)
- 1998 “Leadership involves “learning together and constructing meaning and knowledge collectively and collaboratively to reflect on and make sense of work in the light of shared beliefs and create actions that grow out of these new understandings” (Lambert, 1998, p. 56).
- 1999 Leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. . .” (House et al, 1999, p. 184).
- 2000 “Leadership is authentic self-expression that creates value, it is not seen as hierarchical - it exists everywhere in organizations.” (Cashman, 2000, p. 20).
- 2001 “Leadership is about vision. But leadership is equally about creating a climate where the truth is heard and the brutal facts confronted” (Collins, 2001, p. 74).
- 2002b “Leadership is a relationship. Leadership is an identifiable set of skills and practices that are available to all . . ., not just a few charismatic men and women” (Kouzes & Posner, 2002b, p. 20).
- 2004 “Leadership, . . . is a prospective. It defines what the future should look like, aligns the organization with a common vision, and provides inspiration to achieve transformational goals” (Ahn, Adamson & Dornbusch, 2004, p. 114).
-

2.2 Kind of Leaderships

In rapidly changing modernization, school principals must facilitate teachers and students to attempt to solve effectively with the processes of changes. Both parents and the broader community normally know to and trusted leaders of the most fruitful school in challenging situations. They have continuously improved achievement and well-being for students by involving businesses, sport activities, faith-based groups and community organizations. School leaders are also increasingly collaborating with leaders of other schools and with the district to share the resources and skills needed to deliver a diverse range of learning opportunities and support services (Pont, Nusche & Moorman, 2008). Therefore, the further detail of kinds of leadership will be virtually declared such as instructional leadership transformational and transactional leaderships as follows:

2.2.1 Instructional leadership

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal. It appeared as a result of research associated with the effective school movement of the 1980's, which revealed that the principal plays an important role in distributing tasks to run successful schools (Hallinger, 2003). Schiff (2001) showed that the average workweek for a principal was 62 hours with less than one third spent on curriculum and instruction activities. In contrast with, Portin et al., (2003) found there would have problems ascending beyond a middle manager leadership role spending the majority of their time completing administrative tasks because public schools were a fixed curriculum limited authority over instructional leadership practices.

As shown in the study conducted by Murphy's (1990), the instructional leadership begins to manage good structures and processes to support the empirical practice of teaching and learning in developing a supportive work environment. To do so, the principals manage the machinery for keeping security and order learning environment to provide opportunities for significant student involvement, to develop staff collaboration and cohesion, to secure outside resources in support of school goals, and to make relationship between the home and school. Murphy's instructional leadership framework consists of aspects such as (1) developing mission; (2) managing the educational production function; (3) promoting an academic learning climate; and (4) developing a supportive work environment.

Murphy (1990) stated promoting student progress consisted of the behaviors of the school principals, concentrating on framing school goal encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performance and including staff responsibilities for achieving the goals. He claimed that communicating school goals are utilized repeatedly, formally and informally, to students, parents, and teachers stress the importance that school goals guide the activities of the school.

In the study by Weber (1996), he proposed that observations are opportunities for professional interactions. These interactions provide professional development opportunities for both the observer and one being observed. In other words, a reciprocal relationship develops where both people involved gain valuable information for professional growth covering (1) defining the school's mission: the instructional leader collaboratively develops a common vision and goals for the school with stakeholders and defining the school's mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. The mission of the school should bind the staff, student and parents to a common

vision. The instructional leader offers the stakeholders the opportunity to discuss values and expectations for the school. Together they work to create a shared mission for the school. Managing curriculum and instruction must be consistent with the mission of the school; (2) managing curriculum and instruction: the instructional leader monitors classroom practice alignment with the school's mission, provides resources and support in the use of instructional best practices, and models and provides support in the use of data to drive instruction, (3) promoting a positive learning climate: the instructional leader promotes a positive learning climate by communicating goals, establishing expectations, an establishing and orderly learning environment; (4) observing and improving instruction: the instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities; and (5) assessing the instructional program: the instructional leader contributes to the planning, designing, administering, and analysis of assessments that evaluate the effectiveness of the curriculum (Weber, 1996).

As displayed by the study conducted by Blasé and Blasé (2004) stated that there are five basic strategies pushing successful instructional leaders based on (1) giving feedback; (2) modeling; (3) using inquiry, (4) making suggestions; and (5) soliciting advice and opinions. Instructional leaders are enormous potential for teachers' capacities. These behaviors include modeling, classroom observation, dialogue, making suggestions and praising.

As cited by the study conducted by Halverson, Grigg, Prichett and Thomas (2007) mentioned the instructional leadership shows the roadmap to argue against the traditional instructional, transformational, managerial practices to create fresh concepts of learning systems in schools. In many schools, evidence is rising that leaders strongly endeavor to

strengthen student learning in a period of implementing new practices to develop school system.

This statement is supported by Kapaya (2014) that three main keynotes of instructional leadership framework are (1) defining a school's mission, comprised of the two functions of: framing and communicating the school's goals; (2) managing the instructional program, comprised of the three functions of: supervising and evaluating instruction, coordinating curriculum, and monitoring student progress; and (3) promoting a positive school learning climate, comprised of the five functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and developing high expectations and standards, and providing incentives for learning.

2.2.2 Transformational Leadership

Transformational leaders are aware that teachers need to be empowered to be able to function effectively and followers are exposed to responsibilities that release their potential. Transformational leaders share power with followers rather than exercise power over followers (Wilmore & Thomas, 2001). Thus, transformational leadership is meant to empower followers. The leaders are focused on how to use their power to help followers to accomplish what they think are important, to become successful and to experience a greater sense of efficiency.

As exposed in the study conducted by Bass and Avolio (2000), the Multi-factor Leadership Questionnaire (MLQ) classifies four different features of transformational leaders, named as “4Is”:

Idealized influence or charisma: Based on supporter reactions and leader behavior. Followers identify with and admire these leaders. Such leaders are profoundly respected, have referent power, set high standards and challenging goals for their followers. Bass (1998) perceives idealized influence or charisma as the ability of the leader to build trust and respect in followers such that followers admire, respect, trust and fall for the leader's vision for the organization. Bass (1998) addressed the leader is ready to take risks including responsible, reliable, exhibits high ethical and moral standards.

Inspirational motivation: relay on level followers wish to categorize with the leader. So, the leader initials to make practice of signs and pictures to raise awareness of shared and desired goals. Bass (1998) describes inspirational motivation as the leader's talent to converse high belief to followers. This is rooted in the leader's beliefs and values that are communicated via leader's behavior, which motivates and makes the followers see sense as well as the challenge in their work. Team spirit is awakened and followers are enthusiastic about accomplishing the share vision for the organization.

Intellectual stimulation: followers let think the past. They are prioritized to ask about their own beliefs, expectations and values as well as leadership and the organization itself. Intellectual stimulation as described by Bass (1998) is the leader's ability to create an atmosphere that encourages followers' creativity and intuition by stimulating followers to be creative and innovative by 'questioning and assumptions, reframing problems' and seeking new ways of approaching issues. When followers make mistakes or express ideas, which are different from the leaders', followers are not criticized. The leaders seek new ideas and approaches of solving problems from the followers.

Individualized consideration: dissimilar but the same conduct of the followers. The leader assigns assignments to followers to offer learning opportunities and trains them if they are essential for it (Bass & Avolio, 1997). Bass (1998) perceives individual consideration as the leader's ability to give personal attention to subordinates' needs for improvement and growth. This is necessary as it affords the leader the opportunity to help subordinates to realize their full potential. The leader assumes the position of a mentor and creates relevant learning opportunities in a supportive atmosphere, recognizing and accepting individual differences in needs and values, listening effectively, using two-way communication and relating with followers in a friendly manner.

2.2.3 Transactional Leadership

Transactional leadership plays a vital role in exchanging a leader and staff members in order to build up and reform school. Ubben et al. (2001) is of the opinion that this kind of exchange inhibits subordinates' commitment because it is a matter of performing duties as directed; the 'how' and 'what' of the job are given, meaning that teachers are laborers and they do the job because of what they will benefit from it, not because of their loyalty to the head teacher or the school. Lussier and Achua (2001) asserted that transactional leadership seeks to maintain stability and that is the main reason that. Leithwood and Jantzi (2000) perceive this concept as management rather than leadership. Thus a transactional leader sets goals for followers depending on the effort they expects from them; they do not expect the followers to perform beyond normal standard, and makes no effort to change the situation, attitudes and values of followers. Therefore, the transactional leader does not transform followers or organization.

Additionally, the Multifactor Leadership Questionnaire (MLQ) is based on the transactional leadership counting three categories developed by Bass and Avolio (2000).

Contingent Reward: these actions have to conduct with the changing economic and emotional between leaders and followers. Bass (1998) says that when leaders offer their reward depend official score awarded for construction performance. They declared expectations, exchange promises and resources for supporting of the leaders, and they organized equally suitable agreements, negotiated for resources, exchanged assistance for effort, and offer commendations for effective follower performance.”

Management-by-exception (active): when leader participants are manageable actions by exception, they have been monitoring the implementation of their followers in order to notice poor performance or deviations from standards, so they can take corrective action. The leader strongly hunts for mistakes or errors to prevent and correct them. Bass (1998) said the leader who actively participated in the management by exception "... law enforcement in order to avoid mistakes.

Management-by-exception (passive): Leaders participated in solving the problem which the serious mistakes having been established and having called their attention. Bass (1998) contains a classification of non-leadership. Laissez-faire non-leaders "...avoid accepting responsibilities, are not attention when needed, unsuccessful to follow-up on demands for assistance, and struggle communicating their views on significant issues.”

2.3 Leadership Theory

Leadership theory has been developed by a large number of other scholars for generations. As shown by Maurik (2001), theory is significant to identify that none of the generations is mutually exclusive or totally time-bound while each theory has its own properties and limitations. Maurik (2001) noted that although it is a fact that the evolution of thinking tends to follow one another, it is possible for the foundation of a generation that appears later in writing many of the people who do not think of themselves as people of this school. Consequently, it is just to say that each generation added something to talk about leadership and continue avocation (Maurik, 2001).

2.3.1 Trait Theory

Trait leadership is defined as combined forms of individual characteristics that reveal a range of individual differences and foster stable leader effectiveness across a variety of group and organizational situations (Zaccaro, Kemp, & Bader, 2004). Theory of leadership developed from original research, which has focused mainly on the leadership to find a group of distinguished leaders attribute heritable non leaders. The effective leadership is the leaders who have experience in effective leadership on followers' implement, satisfaction and effectiveness (Derue, Nahrgang, Wellman, & Humphrey, 2011). So explorers assumed that there are many ways related to leadership traits can be categorized; however, the two most current classifications have managed traits into (1) demographic versus task competence versus interpersonal and (2) distal (trait-like) versus proximal (state-like).

2.3.2 Leadership Behavior Theory

The conceptualization of leadership behaviors has centered around two main characteristics: interpersonal relations or consideration for others and task-oriented behaviors such as goal attainment, production and structure (Yukl, 1998; Hoy & Miskel, 2000).

Behavior theory - based leadership theory believe that great leaders are made , not born.

Leadership theory focuses on the activities of the leaders, not on the quality of the internal mental state or while it is rooted in the behavior. In accordance with this theory, people can learn to become leaders via teaching and observation.

Consistent with leadership behavior, which allows the principal to develop a positive learning environment, has been widely discussed. This is the National Association of Secondary School Principals (NAESSP) and the National Association of Elementary School Principals (NAESP) established the evaluation process leadership comprehensive to determine the strengths and improve areas where needed while others are using the stock style of leadership. Some of the behaviors that have been identified by the use of evaluation as well as the leadership style inventories including the following: defining mission, monitoring student progress, supervising teaching, managing curriculum, promoting instructional climate, teacher collaboration, collaborative leadership, professional development, collegial support and learning partnership, unity of purpose, and trust (Bulach, Boothe & Pickett, 2006).

2.3.3 Contingency Theories

Contingency theories of leadership particularly focusing on environmental variables related to a particular leadership style are best for the situation. According to this theory, no researchers clarify leadership style is the best in all circumstances. Success depends on a number of variables including the quality of leadership and followers view of the situation. Therefore, they embrace leadership traits, characteristics of a situation, and how these factors impact leader effectiveness (Yukl, 1998).

2.3.4 Charismatic Leadership

It embraces behaviors that build leader influence providing a vision for success, demonstrating personal identification to followers, role modeling behaviors for followers, to emulate, setting high expectations about followers' performance and simultaneously professing confidence in their ability to achieve (Hoy & Miskel, 2000).

2.4 Teachers' Perceptions

Some researchers have explored the different teachers' perceptions on school principals to determine effective leadership behaviors. Blasé and Anderson (1995) presented two different studies. In the first study, they saw a continuation of control-oriented leadership exercised through an open leadership style. In this study, although the teachers describe an open style of leadership, organizational goals are determined elsewhere, and school principals are expected to motivate teachers to achieve them. At this point, they began to see less emphasis on a "power-over" approach and more reliance on a "power-through" strategy, in which a more motivational, productive, and human school culture is nurtured, and goals

developed largely externally are achieved through the motivation and manipulation of groups and individuals.

2.4.1 Teacher Perceptions of Instructional Leadership

Several studies have examined perspectives on the principal daily direct leadership guidance and the impact of those characteristics on teacher. Blasé and Blasé (2000) defined the school principal characteristics to rely on good environment on classroom teaching. Two major concerns insert to make a conversation with teachers to promote reflection and promote professional growth. In essence, teachers mentioned that converse with teachers to promote reflection and promote professional growth are the main points of effective in instructional leadership.

In a different study, O'Donnell and White (2005) examined principals' instructional leadership behaviors and student achievement to determine if there was a significant relationship between principal instructional leadership behaviors and student performance in eight grade reading and mathematics as measured by the Pennsylvania System of School Assessment (PSOSA). In this quantitative study, they used Hallinger's (1987) PIRMS instrument to develop the teacher's perceptions of principals' instructional leadership. The findings indicate that teachers' perceptions of principal behaviors focused on improving the school learning climate. Moreover, the Pennsylvania System of School Assessment measured predictors of student achievement in eight grade reading and mathematics because of using items that fall under the dimension of Hallinger's promoting the school culture include protecting the instructional time, maintaining high visibility, providing incentives to teachers, promoting professional development, and providing incentives for learning.

2.4.2 Teachers' Perceptions of Principals' Level of Graduate Degree

As studied by Ervay (2006) indicated that to become an administrator in America's public schools, each school principal must complete baccalaureate requirements and a graduate program that meets criteria found in a state's certification or licensure standards. Many researchers stated school principals must have a master's degree in education and administration, and it is now common for persons who pursue careers in administration to acquire a Ph.D. or an Ed.D.

Ballou and Podgursky (1995) examined the performance of public school principals as rated by teachers they supervise. They found that principals with post master graduate degrees receive significantly lower performance ratings from teachers. The study concluded by emphasizing that they found little support for recent proposals to enhance "professionalism" by requiring post masters' graduate degrees and additional administrative training for principals. The results from Ballou and Podgursky (1995) found a negative relationship between principals' post masters' graduate degrees and student test scores.

Valentine and Prater (2011) found that although there may be other principal variables that influence effectiveness, such as personal motivation, prior experiences, intelligence, or dedication, the findings from their study reinforced the notion that the principal's education level is associated with teachers' perception of the principal's effectiveness. Principals with greater levels of formal preparation focusing on the principalship were perceived as more capable leaders (Valentine & Prater, 2011). As a principals' educational level increased, so did the teachers' perceptions of their principals' competence (Valentine & Prater, 2011). The overwhelming evidence indicates that principals in this study who had more education were

considered more effective leaders by their teachers. Valentine and Prater's (2011) study conducted different results than Eberts and Ballou and Podgursky's (1995) studies in relation to advanced degrees and their relationship to student achievement.

2.4.3 The Correlation between Principals' Level of Graduate Degree and Instructional Leadership.

Ballou and Podgursky's (1995) research supported the concept that advanced degrees and training in education administration are generally associated with lower performance ratings. As it applies to teachers, the researchers make sure that education enables similarity to teacher performance or student learning and those students would be more affluent without state efforts to legalize entry into teaching or to afford supports or teachers' learning. They highlighted a negative view about training and preparation programs for teachers and future leaders.

Borgemenk (2011) and Ervay (2006) addressed principal preparation programs, alternative programs, and district programs to better prepare principals' to become instructional leaders. Their research did not speak to teachers' perceptions of a principals' level of degree. Instead the research spoke about a variety of principal preparation programs to improve the principal as an instructional leader. They researched supports the idea that principal preparation programs are important to the development of our future leaders.

Ballou and Podgursky's (1995) and Borgemenk (2011) and Ervay (2006) had different views about the training of principals and teachers. Ballou and Podgursky's (1995) did not believe in training teachers or administrators and Borgemenk (2011) and Ervay (2006) believed that training is important to the development of principals as instructional leaders.

2.5 Previous Related Studies

The study of leadership is replete with opinions, ideas, and paradigms. The leadership field incorporates many frameworks, models, and concepts. Leadership matters organizationally because the term implies the existence of multiple leaders. Leadership, by implication, is integral to human consciousness and being. Relatively, the concepts of school improvement and school effectiveness are not new. The history of education documents numerous attempts to improve education. From the time public schools are first established, they have been challenged about their practices, content, and ideas. Leadership aimed at the school improvement process is highly complex from the teachers' perspectives. The school principals must now be more visionary. Additionally, the leader's role can focus on planning and facilitating professional development, inspiring and influencing teacher to implement innovations in the building, allocation of resources to support these efforts, cultivating a network of relationship among staff toward the achievement of curricular goals, enabling teacher success, formulating a shared vision, recognizing student and teacher achievement, facilitating direct and indirect services to students, observing the classrooms, and promoting the development of student self-responsibility (Mok, 2013). The Instructional Leadership Inventory (ILI) has been utilized to not only measure leadership practices in the school environment, but also in business, civic and other organization between self and others rating agreement and leadership effectiveness. Hence, central to the following section is a review of previous research studies that have shed light on a series of issues on the different teachers' perceptions on instructional leadership of secondary school principals.

Whitaker (1997) conducted these principals were surveyed to state their instructional leadership behaviors containing principals at 231 public elementary schools using Instructional Leadership Inventory (ILI) to explain relationships between principals' instructional leadership behaviors and teachers' perception of climate. The overall statistical findings indicated that teachers' perceptions towards instructional leadership behaviors of their principals have been found as "positive or high" level. This finding has been found that there is no significant difference in perceptions of principal leadership behaviors introduced between the principals of the climate more positive and less positive. Principal instructional leadership behaviors suggest that there was a significant amount of explanation of important climate variables of seven subscales. Also, there are significant differences found between the day to day operational changes implemented in more positive compared to the school is less positive .

Williams (2000) conducted the assistant principalship and instructional leadership in Clayton country public school. The finding showed that there was no significant relationship between defining the mission, managing curriculum, supervising teaching, monitoring student progress, and promoting the instructional climate. Moreover, the result indicated that no significant relationship between five aspects of instructional leadership including defining the mission, managing curriculum, supervising teaching, monitoring student progress and promoting the instructional climate based on age, educational level, race, gender and school type.

Garner (2005) used this survey instrument was delivered to 349 elementary teachers, 428 middle school teachers, and 305 high school teachers. Teachers were selected from 190 elementary schools, 190 middle schools, and 190 high schools from across the state of South

Carolina. This study utilized a causal-comparative research design and the instrument used in the study measured the leadership behaviors of school directors as perceived by teachers. Five instructional leadership behaviors were identified on a Likert scale. The behaviors identified were: 1) vision, 2) curiosity and daring, 3) empowering others, 4) leading from the front, and 5) integrity. The results of the study indicated strong differences among elementary, middle, and high school teachers' perceptions of effective instructional leadership behaviors of school principals. This finding indicated that elementary, middle, and high school teachers do not view their school principals as risk takers.

Rouse (2005) indicated this study was shown that leadership performs: perceptions of teachers and school principals in Sullivan County using the Leadership Practices Inventory (LPI) for data collection by Kouzes & Posner (2003a). The sample of the study was 576 teachers' surveys and 29 principals participated in the research. The findings stated that there was a significant difference between their teachers' perspectives on their principals' leadership behaviors and Kouzes-Posner norms. Moreover, no difference between male and female teacher's perceptions on principals' leadership practices was reported.

Staples (2005) used this survey instrument was delivered to a sample of 501 public and private elementary schools in the state of Florida. The difference is very little statistical analysis between the public and private elementary schools in the lower school head when looking in the leadership criteria introduced in *ILLI*. However, the findings showed that there is a considerable difference between the principal statistics in public and private elementary school's head lower than when the review the *ILLI* management leadership criteria. An enormous of public school principals stated that they spent large numbers on the behavior of Supervising Teaching, Managing Curriculum, and Monitoring Student Progress related to

the evaluation and accountability. Director of public schools reported that the use of the results of the tests in several ways reduce the achievement of progress towards the targeted schools, low level. Therefore, these findings contribute to the existing knowledge and provide new knowledge about the principal focus leadership role and behavior based on the data gathered during the age of the account movement.

Malcom (2007) conducted a research on the relationships between teachers' perceptions of school principals' instructional leadership behaviors and teachers' attitudes towards assessments evaluating AYP and their use of assessment results. Data were collected from 321 third- through twelfth-grade teachers in 59 Class 3 districts in Nebraska. The result stated there were significant relationships between the leadership behaviors and teachers' attitudes towards assessment. Further examination of the differences in these relationships revealed significant relationships between variables for some demographic groups studied. There were no significant differences in teachers' attitudes based on the demographic information.

Charf (2009) presented that this study was to define principally responsible for the educational accomplishment of all students. The sample of the study consists of 277 teachers who working at middle school by using a mixed methodology approach to explore the teacher efficacy. The instrument to measure the teacher efficacy was employed Gibson and Dembo's teacher Self-Efficacy Scale. The results of qualitative themes stated that the perceptions of explicit principal behaviors that develop their teaching contain: (a) Active Movement about School and in Classrooms, (b) Specific Valued Comment, and (c) Trust with Parents and Students and Meaningful Support. Also, the findings of quantitative method

were a significant difference in teacher efficacy based on gender, educational level, and teaching experience.

Kursunoglu and Tanriogen (2009) presented that this study was to define the relationship between primary school teachers' perspectives towards instructional leadership behaviors of their school principals and teachers' attitudes toward organizational change. The sample of the study consists of 326 teachers working for primary schools in Denizli. To examine relationship, "The inventory of attitudes toward change" developed by Dunham et al. and "Instructional Leadership Inventory" developed by Tanriogen and Polat was used as a tool of research data. The finding showed that "moderate" level relationship between primary school teachers' perspectives towards instructional leadership behaviors of their school principals and teachers' attitudes toward organizational change. There was a significant positive relationship between instructional leadership behaviors of their school principals and teachers' attitudes towards changing the behavior of the organization in accordance with teachers' perspectives.

Aliakbari and Allahmoradi (2012) conducted a study on Iranian school teachers' perceptions of the principles of critical pedagogy. This study was conducted with 200 teachers teaching at elementary, secondary, and high schools in Eivan in the province of Ilam, west of Iran. The results indicated teachers' views concerning the gender were no statistically significant difference. Also, in spite of teachers' agreement and approval of critical pedagogy and its principles, the results indicated that the absence of critical pedagogy in the Iranian educational system, which can be attributed to the centralized top-down educational management.

Morris (2011) stated this study was showed that well-understand principal and teacher beliefs about principal leadership practices in 18 districts across the state of Louisiana using a 360-degree evaluation instrument. The sample of the study was 34 principal surveys and 238 teacher surveys in the state of Louisiana. The finding showed that there was a statistically significant difference between teacher beliefs about principal leadership behavior occurred in the leadership zone of commitment and principal. Additionally, there was noteworthy to no statistically significant differences in the special effects of administrator years of experience, gender of administrator, or performance status of the school.

Sahin (2011) stated this study was showed that well-understand the instructional leadership style adopted in both Turkey and The USA. “Instructional Leadership Inventory” was the instrument for using data collection. The sample of the study was 157 primary school teachers in Turkey and 150 primary school teachers in the United States. The overall statistical findings indicated that teachers tend to perceive the instructional leadership style of their principals, moderate level. The finding showed that there was a significant positive on teachers’ perception towards instructional leadership styles in Turkey and the United States. An analysis of study results stated that both countries were the similarities and differences between the instructional leadership styles pointed out that American teacher scored higher than Turkish teachers scored in terms of aspects as well as the total score.

Sahin (2011) stated instructional leadership and school culture in CLS were observed and defined that instructional leadership explains the school culture. This study was a quantitative approach and used two instruments named “Instructional Leadership Inventory (ILI)” and “Inventory of School Culture (ISC)”. The sample of the study consists of 157 urban elementary schools where teachers worked in İzmir. The overall statistical findings

indicated that teachers tend to perceive the instructional leadership style of their principals, high level. The findings indicated that there was a positive on teachers' perceptions on the instructional leadership style of their school principals and the school culture. There was no significant difference among teachers' age and length of service. There was a significant positive relationship between the school principals instructional leadership style and school culture. The results indicated that there was a significant influence upon instructional leadership to all factors and school culture. As a factor of school culture, instructional leadership was the most significantly influenced to school leadership.

Mok (2013) conducted this study used Inventory (LPI) as instrument developed by Kouzes and Posner in its 3rd edition (2003), and Cambodia Leadership Practices Inventory (CLPI) were used to collect data with 191 public high school directors, and 386 teachers who are administering and teaching grades seven through twelve. The results revealed that male and female teachers have the same perceptions on their school directors' leadership behavior. Furthermore, when taking into account of age of translating a shared vision into actions, educational level of translating a shared vision into actions, and working experience of sustaining willing participation of school directors, it was found statistically significant difference ($p < .05$). When taking age into account, it was found that translating a shared vision into moral obligation, and educational level of all aspects of teachers, with statistically significant difference ($p < .05$).

2.6 Cambodian Context

The nation's public educational system has fallen down during the Khmer Rouge regime having spending time for three years, eight months, and twenty days. Unluckily, there have been 90% of 20,000 teachers killed and most of the schools were demolished under the Khmer Rouge regime (Ross, 1987). In addition, the thousands of teachers have been trained by international and national organizations and have also been helped to rebuild educational institutions after the war was the end (Tan, 2007). Therefore, the Cambodia government promotes educational system both public and private sectors to product adequate human resources.

Furthermore, the school principals are important to say on matters concerning school management such as preparing school development plans and managing school-operating budgets when they enable decentralized education management in Cambodia. Likewise, RGC (2010) declares that the processes of developing the plans should be participatory and involve other teachers not only in their implementation but also in their planning processes.

As the same time, government encourages school principals to cooperate with other teachers in making changes in school structures, in management styles and collective will. To prepare the school development plans which should be produced annually, Cambodian school principals have to list almost all the school activities planned within each school year, and then propose these planned activities to school support committees to obtain their consensus (MoEYS, 2010).

Some teachers have problems with the implementation stages and the preparation processes related to school leadership and management styles. MoEYS (2010) tries to

persuade leadership and management style to boost other teachers to work together in order to achieve their shared and common objectives. Additionally, MoEYS (2010) adds that the school principals in Cambodia have to commit themselves to help students' learning in classrooms, its assessment and evaluation as well as to school administration.

In evaluation and assessment, school principals are aware of some clear indicators to shape students' and schools' performance. Consequently, these indicators help school principals to measure their schools and goals (MoEYS, 2010). As some of the reasons for this new task set to school principals, MoEYS (2010) states school principals give feedback to both teachers and students, to modification of learning activities, to selection of students in accordance with their needs.

As stated by Ivelta and Willian (2014) stated that as the time passed the nature of role of principal varied and become stronger, after the unions of 1970s the role has shifted from classroom personnel to a representative of administration. The whole administrative system of school is controlled by school principal. So in order to evaluate principal leadership and principal performance, present researchers can find today's principals suffering from very challenging, confusing situation regarding their position, and sharing leadership that involves parents, teachers, and other community leaders.

Similarly, Cambodian school principals are manageable and maintainable the school building from one school principal to other one without training them and they have the obligation to repairs and organize the chronological school supplies and learning resources with the appropriate authorities. In fact, the school principals have the little right to create

new initial ideas to develop the school because they must listen to the central office guidance to implement the quality of education and the national curriculum (Tan, 2007).

In reality, school principals rapidly change and increase in workloads without training to become principals before promoting the principals in Cambodia; they are in many cases assistant principals and appoint as principals by the ministry (Morefield, 2007). Moreover, he stated that the ensuring of all quality schools were strong school principals both leadership standards for school principals and superior quality preparation and in-service training programs to follow those standard practices.

Morefield (2007) stated that leadership development in Cambodia is beginning to occur because it has been a very slow process. In order to make strong leadership, he suggested four emerging strategies that have great potential works such as (1) the MoEYS should adopt professional school director leadership standards which complement the fresh curriculum standards and teacher standards; (2) the funds should have been used to help conduct a school principal preparation program for whole a year that helped the school principals understood about knowledge and skill in leadership and management; (3) the funds from MoEYS and donor sources should have continuously been trained in-service program in leadership/management professional development for school principals through the national and provincial offices of professional development; and (4) the development of a Master Degree in Educational Leadership should be offered at the RUPP.

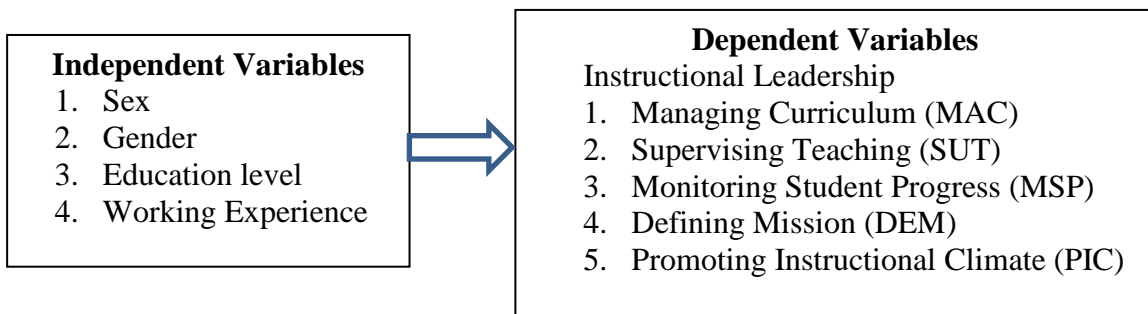
MoEYS (2015) revealed that the competency standards for directors of teacher training centers generate a framework for an institutional development plan based on clear goals and objectives. Additionally, it will help institutional school principals to build an institutional

working team where all staff understand and agree on a development plan that leads to achieving the outcomes required by MoEYS to ensure the continuous improvement of teaching throughout the educational system. There are listed in 6 domains: (1) leadership; (2) administration; (3) academic activities; (4) staff professional development; (5) facilities; and (6) professional ethics.

MoEYS (2014) claimed that to achieve the goals in the education sector, MOEYS puts forth three policies in ESP 2014-2018, as follows: (1) ensuring equitable access for all to education services; (2) enhancing the quality and relevance of learning; (3) ensuring effective leadership and management of education staff. One of the three policies in ESP 2014-2018 focuses on educational services provided effectively and flexibly. Efficient and professional management provide the best value with a focus on results; timely and relevant monitoring; and reporting of the results with effective feedback and mechanisms for adjusting the policy, strategy and programs.

2.7 Conceptual Framework of the Research

There are four independent variables in the teachers' demographic, age, gender, education level, and working experience. On the dependent variables side, the research focused on Instructional Leadership.



2.8 Summary of the Chapter

This chapter has presented a review of the theoretical and research literature relevant to the instructional leadership of public secondary school principals as perceived by teachers. It contains definition of leadership, kind of leadership, leadership theory, teachers' perceptions, previous related studies, Cambodian context, and conceptual framework of the research. It has highlighted a huge gap in research literature with considerable respect to Cambodian school principals. The definition of instructional leadership and theories examined will provide a useful basis that will inform data collection process, analysis of the data and findings of this study. The next chapter, chapter 3, presents the methodology used in this study.

CHAPTER 3 RESEARCH METHODOLOGY

This chapter explains the methodology applying in this study. The first section illustrates the entire research design of the proposal. The second section describes about the population and sample of the study. The third section explains about the results of samples, The fourth section displays the research instruments and their effectiveness and efficiency. In the fifth, the details about the data collection process are addressed. The sixth section explains description of data analysis. The seventh section provides the ethical consideration. Finally, the eighth section is the summary of the chapter.

3.1 Research Design

The researcher would adopt quantitative methods to encounter the research objectives and answer the research questions. In this quantitative method, the researcher employed the questionnaire in order to describe the present practice of instructional leadership adopted by secondary school principals and to assess the extent which secondary schools in Kampong Thom Province. This method was appropriate in making an effort to describe the behaviors, opinions, attitudes, or characteristics of a sample or the whole population (Creswell, 2009). Also, the method would help the researcher to make sure the reliability and validity to conduct the study in an ethical and feasible manner (Anderson & Arsenault, 1998).

3.2 Population and Sample of the Study

The population for this study was 1,682 teachers from 93 secondary schools in Kampong Thom Province (MoEYS, 2014). Since the population was large and widely dispersed, gathering a simple random sampling was problematic regarding to costing, time

consuming and travelling. Therefore, the sample of this study was 93 secondary schools selected 3 secondary schools using the systematic sampling technique. The first step was to determine the width of the interval ($93/3 = 31$) which researcher will list the school names and put the number 1-93. This means that from every thirty-one is selected one element. Using the sample random sampling technique, from the first interval (1-31 elements), selects one of the elements and the three elements would be selected. From the rest of the intervals will be selected every three elements. The second step was to determine 100% of sample from the population. This list demonstrated on the sample sizes in the following table.

Table 3. 1 The Sample Sampling and Classified by Secondary Schools

<i>N^o</i>	<i>Secondary schools</i>	<i>Population (P)</i>	<i>Sample (S)</i>
1	<i>Kampong Thom High School</i>	<i>104</i>	<i>104</i>
2	<i>Hun Sen Balang High School</i>	<i>75</i>	<i>75</i>
3	<i>Toul Kbel High School</i>	<i>40</i>	<i>40</i>
	Grand Total	219	219

3.3 Results of Samples' Demographic Information

Demographic data was related to the respondents' gender, age, educational level, and working experience (see in the appendix A). A total of 166 teachers were asked to fill in the questionnaire. Table 3.2 presents a summary of the demographic characteristics of the participants who provided the valid responses.

Table 3. 2 Frequency and Percentage Distribution for Demographic Variables

Demographic Information	Secondary School Teachers (N=166)	
	N	%
Gender		
Male	104	62.7
Female	62	37.3
Total	166	100%
Ages		
Less than 30 years old	32	19.3
From 30 to 45 years old	96	57.8
More than 45 years old	38	22.9
Total	166	100%
Educational Levels		
Lower than Bachelor Degree	52	31.3
Bachelor Degree	101	60.8
Higher than Bachelor Degree	13	7.8
Total	166	100%
Teaching Experiences		
Less than 5 years	27	16.3
From 5 to 10 years	50	30.1
More than 10 years	89	53.6
Total	166	100%

Table 3.2 presents the demographic variables of teachers. As for teachers' demographics, there was a proportion of male respondents (67.2%, n = 104) compared to female respondents (32.7%, n = 62) who participated in this research study. The surveyed teachers' ages ranged less than 30 to more than 45 years old. Most respondents aged from 30-45 represented the majority of 57.8% whilst only 22.9% whose ages were more than 45. The remaining group was less than 30 years old, which represented 19.3%. Teachers' degrees had a wide range from lower to higher than bachelor degree. Among the respondents, 31.3% held certificates of lower than bachelor degree and 60.8% held certificates of bachelor degrees, and 7.8% held certificates of higher than bachelor degree. Regarding teaching experiences, the surveyed respondents' teaching experiences ranged from less than five to

more than ten years. The biggest teaching experience group was from more than ten years, which represented 53.6% whereas only 16.3% was the smallest teaching experience group, less than five years. The rest of the teaching experience group was 30.1%, from five to ten years.

In the table 3.2 analyzed the demographic data which was a result showed clearly about teacher profiles, the percentage and the number of the male and female teachers and the range of age, the educational level and teaching experience who taught at secondary school level in Kampong Thom province, the Kingdom of Cambodia.

3.4 Research Instrument

Instructional leadership Inventory (ILI) was used for data collection in this study which was a set of questionnaire that the researcher employed the questionnaire to gather information from a majority of respondents effectively and efficiently (Cohen, et al., 2007). Moreover, the researcher administered the tool and analyzed with many computer software packages (Wilson & Mclean, 1994). In addition, the questionnaire would be completed by participants without unobtrusive way and uniform question in questionnaire could also diminish bias as there would be no verbal or visual sign to influence the participants to reaction questions in a positive manner. Nonetheless, the researcher was noteworthy to majority of time to certainly develop, pilot, and refine questionnaire and data collected may be shortage of flexibility of answering (Wilson & Mclean, 1994). The return rate would also become one of foremost concerns when the researcher utilized this data collecting instrument (Anderson & Arsenault, 1998).

3.4.1 Instructional Leadership Inventory (ILI)

There was only one instrument in the questionnaire: Instructional Leadership Inventory (ILI) was used to answer the research objectives. The *ILI* was adopted from the work of Maehr and Ames (1988). It consisted of 47 items which each item used a 5-point Likert scale by Vgot (1999) ranging from 1(Strongly disagree) to 5 (Strongly agree). Participants would be asked to read each statement and put a circle in number box that applies to their principals' practices, indicating the instructional leadership behavior that their principals use. Thus, the higher number meant the greater extent which their principal adopted certain instructional leadership level. Three secondary school teachers in Kampong Thom province were asked to think carefully and deeply about all the items referring to what their school principals' leadership behaviors did and rated the extend that their school principals used empirical instructional leadership through the five-point Likert scale by Vgot (1999) which were order arrangement from 1 to 5 as follow:

1= Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5= Strongly Agree

Above and beyond, the 47 items of the instrument were adopted from Maehr and Ames (1988) and categorized into five dimensions of instructional leadership level including: (1) Managing Curriculum (MAC); (2) Supervising Teaching (SUT); (3) Monitoring Student Progress (MSP); (4) Defining Mission (DEM); and (5) Promoting Instructional Climate (PIC). For the purposes of this study, the focuses would be based on the teacher's perceptions of the ILI form. Table 3.3 below listed the specific survey items that will measure the leadership practices.

Table 3. 3 ILI Item Numbers by Instructional Leadership

Instructional Leadership	Behaviors Statement Number
Managing Curriculum (MAC)	1, 6, 11, 16, 21, 26, 31, and 36
Supervising Teaching (SUT)	2, 7, 12, 17, 22, 27, 32, 37, 41, and 44
Monitoring Student Progress (MSP)	3, 8, 13, 18, 23, 28, 33, 38, 42, and 45
Defining Mission (DEM)	4, 9, 14, 19, 24, 29, 34, and 39
Promoting Instructional Climate (PIC)	5, 10, 15, 20, 25, 30, 35, 40, 43, 46, and 47

The five aspects of ILI and the items that measured each practice were displayed for measuring the instructional leadership of secondary school principal on different teacher's perceptions shown as follows:

Table 3. 4 ILI Questionnaire Statements for Instructional Leadership of Secondary School Principals

ILI Statement (Instructional Leadership Inventory Questionnaire)

Managing Curriculum (MAC)

1. She/he provides information teachers need to plan their work effectively.
6. She/he coordinates curriculum across grade levels.
11. She/he insists policies and procedures be followed.
16. She/he provides specific support for curriculum development.
21. She/he finds resources to help staff do a good job.
26. She/he makes sure that lesson plans fit with the stated instructional objectives.
31. She/he makes detailed staff improvement plans.
36. She/he reviews the fit between curriculum objectives and achievement testing.

Supervising Teaching (SUT)

2. She/he encourages staff to try their best.
7. She/he tries to motivate a staff member.
12. She/he communicates high expectations to staff and students.
17. She/he checks to see that staffs are working up to capacity.
22. She/he models effective teaching techniques for staff.
27. She/he demands more effort from a staff member.
32. She/he spends time working on teaching skills with a teacher.
37. She/he demonstrates an innovative teaching method to staff.
41. She/he observes a class.
44. She/he helps a teacher develop a specific strategy to increase student achievement.

Monitoring Student Progress (MSP)

3. She/he uses student assessment information to gauge progress toward the school's goals.
8. She/he works with teachers to discover new approaches for dealing with learning problems.
13. She/he discusses assessment results with faculty to determine areas of strengths and weaknesses.
18. She/he models creative thinking for staff and students.
23. She/he informs teachers, students, and community of assessment results through newsletters, memos, assemblies, and other media.
28. She/he sets specific expectations for student performance.
33. She/he reviews a student's performance with a teacher.
38. She/he uses the work and projects of students as part of the instructional evaluation.
42. She/he stresses the importance of achieving top test scores to teachers.
45. She/he makes regular contact with teachers to evaluate student progress.

Defining Mission (DEM)

4. She/he tries to be visible in the school building.
9. She/he discusses school goals with students.
14. She/he recognizes good teaching at formal school ceremonies.
19. She/he communicates excitement about future possibilities to staff and students.
24. She/he discusses school goals, purposes, and mission with staff.
29. She/he instructs a committee to be creative and innovative in its work.
34. She/he takes advantage of an opportunity to stress and communicate school goals.
39. She/he focuses on school goals in curriculum development.

Promoting Instructional Climate (PIC)

5. She/he writes a letter of commendation for a job well done.
 10. She/he nominates teachers for awards.
 15. She/he joins an informal discussion among staff members.
 20. She/he asks parents to praise teachers for good work.
 25. She/he encourages and supports a staff member seeking additional training.
 30. She/he seeks advice from staff members in making a decision.
 35. She/he encourages a teacher to try out a new idea.
 40. She/he encourages a teacher to compete for an award.
 43. She/he praises staff members for their good work.
 46. She/he writes a memo to staff praising their efforts.
 47. She/he fosters regard for teachers among students and parents.
-

3.4.2 Effectiveness of the Research Instrument

To increase practicality of each question as well as to enable participants to express their views comfortably and freely, the ILI questionnaire was translated into Khmer in members' native language (Khmer language) by one of the professional translation company

(Unique Translation) and then would be reexamined by three experts and the supervisor. Subsequently, the questionnaire was piloted by 10 participants of public secondary school teachers. To check the reliability and validity of research instrument in the questionnaire, the construction and development of questionnaire would be used with one main statistical procedure. Firstly, Coefficient of Cronbach's alpha would be employed to check the internal consistency of the answers of the responses for the items utilizing the five-point Likert scale. Secondly, cross language validity correlation would be also adopted to check the correlation between Khmer instrument translation and original (English) instrument. So Cronbach's alpha coefficient and Cross Language validity correlation was clearly mentioned as follows.

In accordance with Bonett (2002), Cronbach's Alpha measurement method was broke down into 5 classifications as follows:

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Cronbach's alpha coefficient was demonstrated on 10 pilot respondents of secondary teachers. There were among 5 subscales of instructional leadership consisting of Cronbach's alpha coefficient range from .899 to .919 for the individual aspect. Cronbach's alpha correlation was overall an internal consistency coefficient of .978, excellent ($\alpha \geq 0.9$). The finding showed that the questionnaire was almost an excellent reliability coefficient of the total of subscales of instructional leadership. Thus, researcher had total confidence in the effective and efficient reliability questionnaire to apply in this study.

Table 3. 5 Alpha Reliability Coefficient of Total and Subscales of Instructional Leadership (N=10)

Subscales of Instructional Leadership	N of Items	Cronbach's Alpha
Managing Curriculum (MAC)	8	.912
Supervising Teaching (SUT)	10	.919
Monitoring Student Progress (MSP)	10	.908
Defining Mission (DEM)	8	.913
Promoting Instructional Climate (PIC)	11	.899
Grand Total	47	.978

Furthermore, Cross Language Validity Correlation was to assess the quality and empirical equivalence of Khmer and English instruments. A sample of two independent groups (N = 10, 10) was selected that they were teachers selected from secondary schools. Their qualification was bachelors and they all had good understanding of both English and Khmer languages. The first group was given Khmer instrument on the first day and English version on the second day. The second group was given English version of questionnaires on the first day and Khmer instrument on the second day. Afterward the acquired scores were positively correlated such as in Table 3.6.

Table 3. 6 Correlations of Khmer Instrument and English Instrument (10, 10)

Groups Instrument	Versions	Correlations
Group I	English-Khmer	.934
Group II	Khmer –English	.860

3.5 Data Collection Procedures

The researcher would send approval letters from all stakeholders to ask permissions from the principals and then sent consent papers attached with questionnaire to invite and inform each participant (secondary school teachers) about purposes and natures of the research and how data was utilized namelessly and privately. The consent papers also described details of participations in questionnaires.

Later, the 219 self-administered questionnaires attached with consent papers distributed to the participants by researcher. Participants would spend approximately from 20 to 30 minutes to complete questionnaires which consisted of two parts. In addition, participants would be allowed to complete the questionnaire in another place (at homes or workplaces). The researcher reassured the questionnaire that it was usually convenient and available for the researcher to address any queries or problems that the participant might have (Cohen, et al., 2007). When participants have finished filling out the questionnaire, they would have been asked to put it in boxes which have been placed in the teacher's rooms or library. 219 questionnaires were sent and distributed to participants, 166 questionnaires were returned, comprised of 76 %. Since the researcher went to collect data nearly vocational break of public school and just spent only one week.

3.6 Data Analysis and Statistical Procedure

The data for this study was analyzed using the computer software program. Research questions were restated in the null form to test the null hypotheses and examine the deference of gender, age, educational level, and teaching experience of secondary school teachers. Descriptive statistics, Independent samples *t*-Test and One-way ANOVA, Pearson's product-moment correlations and Scatter Plot statistical tools were utilized to analyze the data for this study.

Descriptive statistics provide information on frequency distribution and means on student demographic, gender, age, educational level, teaching experience, and instructional leadership inventory. Inferential statistics allow us to estimate the probability that our findings can be generalized back to the population of interest. The Independent sample *t*-Test

and the One-way ANOVA were used to determine differences in means between teachers based on gender, age, educational level, and teaching experience. Pearson's product-moment correlation and Scatter Plot analyses helped to identify relationships and correlations between among five aspects of instructional leadership inventory.

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

The Key to Understand Average of Usage Group		
Highest	Strongly Agree	4.51-5.00
High	Agree	3.51-4.50
Moderate	Neutral	2.51-3.50
Low Only	Disagree	1.51-2.50
Lowest	Strongly Disagree	1.00-1.50

Table 3. 7 Outlines of Data Source and Data Analysis for Each Research Question

Research Question	Data Source	Data Analysis
1. To what extent is secondary school principals' instructional leadership as perceived by teachers in Kampong Thom province?	Instructional Leadership Inventory (ILI)	Mean (M), Frequency and standard deviation (SD)
2. Are there significant difference of teachers' perceptions of instructional leadership adopted by secondary school principals in Kampong Thom province based on teachers' gender, age, educational level and working experience?	Instructional Leadership Inventory (ILI)	The independent samples <i>t</i> -test and one way ANOVA
3. Is there the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom province?	Instructional Leadership Inventory (ILI)	Pearson (r) = Pearson Product Moment Correlation and Scatter Plot

3.7 Ethical Considerations

Bryman and Bell (2007) declared ethical considerations have been gathered as a result of examining the ethical procedures of professional social sciences research associations. First, all the participants were invited to take part freely and voluntarily without being forced or tricked and they had a right to stop answering this questionnaire at any time in this research. The researcher, furthermore, received an informed consent approval and official permission from the rector of the RUPP to conducting this study (See Appendix A). One week was given to all respondents to fill the survey questionnaire, and the researcher powerfully supported them in any inquiries regardless of the items. Therefore, they had enough time to think and give real answers to the researcher. Likewise, Patton (2002) mentioned that the researcher would have informed the participants of the purpose of the study to influence them to cooperate and kept all the participants' names anonymous and confidential. Mostly, the questionnaire was not required the respondents to complete names of them and their school (Cohen, et al., 2007). Finally, the researcher clarified texts belonging to other authors have been used in any part of this study have been fully citations and references with Manual of the American Psychological Association (APA) style.

3.8 Summary of the chapter

This thesis focused on the Instructional leadership of public secondary school principals as perceived by teachers in Kampong Thom province. The quantitative design was allowed the researcher to grasp whether certain instructional leadership was more strongly to manage effective and efficiency school climate and to identify principal behaviors that they perceived as conducive to their instructional leadership level. Moreover, the population and

sample of the study was 166 returned rates which covering three public secondary school in Kampong Thom province. The research instruments and their effectiveness were adopted from English Version, so instrument was translated in Khmer Version by measuring reliability with Cronbach's alpha coefficient and validity with Cross Language Validity Correlation. The data collection procedure was gotten informed consent approval to provincial ministry of education, youth and sport and then to go directly the target secondary school. Addition, the ethical consideration was clarified about honest and behavior researcher. Finally, descriptive statistics, Independent samples *t*-Test and One-way ANOVA, Pearson's product-moment correlations and Scatter Plot statistical tools were utilized to analyze the data for this study. The results of the data analysis are provided in the fourth chapter, and this thesis concludes with three research questions and two hypotheses.

This chapter presented the methodology of the study. All of the statistical techniques used for quantitative analyses of the data are described, and the results are presented in chapter four.

CHATER 4 RESULTS

This chapter presents the results and data analysis from this study in three sections. The first section analyzed descriptive data on instructional leadership practice of secondary school principals for the first research question. The second section Independent samples *t*-Test and One-way ANOVA analyzed results from the second research question and a hypothesis on group mean differences between secondary teachers who were taught at secondary school in Kampong Thom Province based on gender, age, educational level, and teaching experience. Pearson's Product-Moment Correlations and Scatter Plot analyzed results from the third research question and a hypothesis on relationships between among five dimensions of instructional leadership such as managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate.

The research study attempted to find out three main questions. (1) To what extent is secondary school principals' instructional leadership as perceived by teachers in Kampong Thom province? (2) Are there significant difference of teachers' perceptions of instructional leadership adopted by secondary school principals in Kampong Thom province based on gender, age, educational level and experience? (3) Is there the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom Province?

To investigate into the problems of instructional leadership of secondary school principals in Kampong Thom province, Kingdom of Cambodia, the researcher utilized the questionnaire to survey the teachers. Descriptive statistics, Frequency, Mean, Standard

deviation, the independent samples *t* Test, one-way ANOVA, the Pearson (*r*) correlation and Scatter Plot analyses were used to analyze the data. This data were collected from 3 secondary schools consisting of 166 secondary school teachers in Kampong Thom province. The results of the research questions were presented in this section.

4.1 Results for Teachers' Perception towards Instructional Leadership

The first question aims to investigate the instructional leadership of secondary school principals. The higher is the level of the instructional leadership; the better is the performance of the principals. All the teachers were asked to complete the 47-item questionnaire with five-point Likert scale statements, ranging from strongly disagree (1) to strongly agree (5). Srisa-ard (2003) stated that the criteria can be divided into five groups: highest usage group (M = 4.51-5.00); high usage group (M = 3.51-4.50); moderate usage group (M = 2.51-3.50); low usage group (M = 1.51-2.50); and lowest usage group (M = 1.00-1.50).

Table 4. 1 Mean, Standard Deviation, Level, and Rank (N = 166)

	Level of Instructional Leadership	M	SD	Level	Rank
47	She/he fosters regard for teachers among students and parents.	3.84	0.89	High	1
4	She/he tries to be visible in the school building.	3.80	0.96	High	2
16	She/he provides specific support for curriculum development.	3.80	0.99	High	3
3	She/he uses student assessment information to gauge progress toward the school's goals.	3.76	0.99	High	4
45	She/he makes regular contact with teachers to evaluate student progress.	3.75	0.98	High	5
19	She/he communicates excitement about future possibilities to staff and students.	3.74	0.96	High	6
2	She/he encourages staff to try their best.	3.74	1.01	High	7

	Level of Instructional Leadership	M	SD	Level	Rank
43	She/he praises staff members for their good work.	3.73	0.95	High	8
26	She/he makes sure that lesson plans fit with the stated instructional objectives.	3.72	1.06	High	9
34	She/he takes advantage of an opportunity to stress and communicate school goals.	3.69	0.93	High	10
11	She/he insists policies and procedures be followed.	3.69	1.01	High	11
12	She/he communicates high expectations to staff and students.	3.69	1.03	High	12
7	She/he tries to motivate a staff member.	3.67	0.94	High	13
8	She/he works with teachers to discover new approaches for dealing with learning problems.	3.67	1.03	High	14
25	She/he encourages and supports a staff member seeking additional training.	3.67	1.11	High	15
39	She/he focuses on school goals in curriculum development.	3.66	1.01	High	16
27	She/he demands more effort from a staff member.	3.65	0.95	High	17
23	She/he informs teachers, students, and community of assessment results through newsletters, memos, assemblies, and other media.	3.65	0.99	High	18
33	She/he reviews a student's performance with a teacher.	3.61	1.02	High	19
30	She/he seeks advice from staff members in making a decision.	3.58	1.07	High	20
24	She/he discusses school goals, purposes, and mission with staff.	3.57	0.96	High	21
17	She/he checks to see that staffs are working up to capacity.	3.57	1.03	High	22
41	She/he observes a class.	3.57	1.04	High	23
13	She/he discusses assessment results with faculty to determine areas of strengths and weaknesses.	3.55	1.06	High	24
6	She/he coordinates curriculum across grade levels.	3.54	1.05	High	25
44	She/he helps a teacher develop a specific strategy to increase student achievement.	3.52	0.95	High	26
42	She/he stresses the importance of achieving top test scores to teachers.	3.50	0.98	Moderate	27
36	She/he reviews the fit between curriculum objectives and achievement testing.	3.50	1.03	Moderate	28
18	She/he models creative thinking for staff and students.	3.50	1.10	Moderate	29

	Level of Instructional Leadership	M	SD	Level	Rank
32	She/he spends time working on teaching skills with a teacher.	3.49	1.01	Moderate	30
20	She/he asks parents to praise teachers for good work.	3.49	1.15	Moderate	31
8	She/he sets specific expectations for student performance.	3.48	1.03	Moderate	32
21	She/he finds resources to help staff do a good job.	3.47	1.11	Moderate	33
35	She/he encourages a teacher to try out a new idea.	3.46	1.04	Moderate	34
1	She/he provides information teachers need to plan their work effectively.	3.44	1.11	Moderate	35
38	She/he uses the work and projects of students as part of the instructional evaluation.	3.42	1.06	Moderate	36
37	She/he demonstrates an innovative teaching method to staff.	3.42	1.07	Moderate	37
31	She/he makes detailed staff improvement plans.	3.40	1.11	Moderate	38
9	She/he discusses school goals with students.	3.39	1.07	Moderate	39
15	She/he joins an informal discussion among staff members.	3.32	1.09	Moderate	40
40	She/he encourages a teacher to compete for an award.	3.31	1.04	Moderate	41
29	She/he instructs a committee to be creative and innovative in its work.	3.31	1.13	Moderate	42
14	She/he recognizes good teaching at formal school ceremonies.	3.22	1.15	Moderate	43
22	She/he models effective teaching techniques for staff.	3.20	1.06	Moderate	44
46	She/he writes a memo to staff praising their efforts.	3.16	1.14	Moderate	45
5	She/he writes a letter of commendation for a job well done.	3.08	1.21	Moderate	46
10	She/he nominates teachers for awards.	2.99	1.30	Moderate	47
Grand Total		3.53	0.73	High	

As shown in Table 4.1, the 166 surveyed secondary school teachers using 47 items on secondary school principals' instructional leadership behavior are verified by the degree of frequency. The mean score of each item ranged from the highest of 3.84 to the lowest of 2.99 (with overall mean of 3.53 and standard deviation 0.73). The finding showed that the instructional leadership was high performance of school principal practice. The top three

highest and lowest ranks were mentioned in the following aspects. The item with the first highest mean was followed by item number 47 *the school principal fosters regard for teachers among students and parents* ($M=3.84$, $SD = 0.89$). The item with the second highest mean was item number 4 *the school principal tries to be visible in the school building* ($M=3.80$, $SD = 0.96$) and the item with the third highest mean was item number 16 *the school principal provides specific support for curriculum development* ($M=3.80$, $SD = 0.99$). On the contrary, the first lowest mean was number 10 *the school principal nominates teachers for awards* ($M=2.99$, $SD = 1.30$), followed by number 5 *the school principal writes a letter of commendation for a job well done* ($M=3.08$, $SD = 1.21$), and number 46 *the school principal writes a memo to staff praising their efforts* ($M=3.16$, $SD = 1.14$).

Moreover, in order to identify and define the instructional leadership of public secondary school principals in Kampong Thom province consisting 47 items based on the samples of secondary school teachers, this survey measured five subcategories of ILI for practice: (1) Managing Curriculum (MAC); (2) Supervising Teaching (SUT); (3) Monitoring Student Progress (MSP); (4) Defining Mission (DEM); and (5) Promoting Instructional Climate (PIC). Table 4.2 below demonstrates the mean, standard deviation, meaning, and rank for different teachers' perceptions on instructional leadership of public secondary school principals for practice items.

Table 4. 2 The Different Teachers' Perceptions between Five Aspects (N=166)

Instructional Leadership Practice		Mean	DS	Level	Rank
Managing Curriculum (MAC)					
1	Providing information teachers need to plan their work effectively.	3.44	1.11	Moderate	
6	Coordinating curriculum across grade levels.	3.54	1.05	High	
11	Insisting policies and procedures be followed.	3.69	1.01	High	
16	Providing specific support for curriculum development.	3.80	0.99	High	
21	Finding resources to help staff do a good job.	3.47	1.11	Moderate	
26	Making sure that lesson plans fit with the stated instructional objectives.	3.72	1.06	High	
31	Making detailed staff improvement plans.	3.40	1.11	Moderate	
36	Reviewing the fit between curriculum objectives and achievement testing.	3.50	1.03	Moderate	
Total		3.57	0.79	High	2
Supervising Teaching (SUT)					
2	Encouraging staff to try their best.	3.74	1.01	High	
7	Trying to motivate a staff member.	3.67	0.94	High	
12	Communicating high expectations to staff and students.	3.69	1.03	High	
17	Checking to see that staffs are working up to capacity.	3.57	1.03	High	
22	Modeling effective teaching techniques for staff.	3.20	1.06	Moderate	
27	Demanding more effort from a staff member.	3.65	0.95	High	
32	Spending time working on teaching skills with a teacher.	3.49	1.01	Moderate	
37	Demonstrating an innovative teaching method to staff.	3.42	1.07	Moderate	
41	Observing a class.	3.57	1.04	High	
44	Helping a teacher develop a specific strategy to increase student achievement.	3.52	0.95	High	
Total		3.55	0.76	High	3
Monitoring Student Progress (MSP)					
3	Using student assessment information to gauge progress toward the school's goals.	3.76	0.99	High	
8	Working with teachers to discover new approaches for dealing with learning problems.	3.67	1.03	High	
13	Discussing assessment results with faculty to determine areas of strengths and weaknesses.	3.55	1.06	High	

18	Modeling creative thinking for staff and students.	3.50	1.10	Moderate	
23	Informing teachers, students, and community of assessment results through newsletters, memos, assemblies, and other media.	3.65	0.99	High	
28	Setting specific expectations for student performance.	3.48	1.03	Moderate	
33	Reviewing a student's performance with a teacher.	3.61	1.02	High	
38	Using the work and projects of students as part of the instructional evaluation.	3.42	1.06	Moderate	
42	Stressing the importance of achieving top test scores to teachers.	3.50	0.98	Moderate	
45	Making regular contact with teachers to evaluate student progress.	3.75	0.96	High	
Total		3.58	0.76	High	1
Defining Mission (DEM)					
4	Trying to be visible in the school building.	3.74	1.01	High	
9	Discussing school goals with students.	3.67	0.94	High	
14	Recognizing good teaching at formal school ceremonies.	3.69	1.03	High	
19	Communicating excitement about future possibilities to staff and students.	3.57	1.03	High	
24	Discussing school goals, purposes, and mission with staff.	3.20	1.06	Moderate	
29	Instructing a committee to be creative and innovative in its work.	3.65	0.95	High	
34	Taking advantage of an opportunity to stress and communicate school goals.	3.49	1.01	Moderate	
39	Focusing on school goals in curriculum development.	3.42	1.07	Moderate	
Total		3.54	0.75	High	4
Promoting Instructional Climate (PIC)					
5	Writing a letter of commendation for a job well done.	3.08	1.21	Moderate	
10	Nominating teachers for awards.	2.99	1.30	Moderate	
15	Joining an informal discussion among staff members.	3.32	1.09	Moderate	
20	Asking parents to praise teachers for good work.	3.49	1.15	Moderate	

25	Encouraging and supports a staff member seeking additional training.	3.67	1.11	High	
30	Seeking advice from staff members in making a decision.	3.58	1.07	High	
35	Encouraging a teacher to try out a new idea.	3.46	1.04	Moderate	
40	Encouraging a teacher to compete for an award.	3.31	1.04	Moderate	
43	Praising staff members for their good work.	3.73	0.95	High	
46	Writing a memo to staff praising their efforts.	3.16	1.14	Moderate	
47	Fostering regard for teachers among students and parents.	3.84	0.89	High	
Total		3.41	0.77	Moderate	5

Table 4.2, exposed that the level of instructional leadership of public secondary school principals in Kampong Thom province was reported the first aspect was the managing curriculum ($M=3.57$, $SD = 0.79$); the second aspect was the supervising teaching ($M = 3.55$, $SD = 0.76$); the third aspect was the monitoring student progress ($M=3.58$, $SD = 0.76$); the fourth aspect was the defining mission ($M=3.54$, $SD = 0.75$), and the last aspect was promoting instructional climate ($M = 3.41$, $SD = 0.77$).

In summary, the highest to the lowest ranks of instructional leadership are monitoring student progress, managing curriculum, supervising teaching, defining mission, and promoting instructional climate.

Table 4. 3 The summary of all aspects

No	Level by Each Aspect	Mean	SD	Level	Rank
3	Monitoring Student Progress (MSP)	3.58	0.76	High	1
1	Managing Curriculum (MAC)	3.57	0.79	High	2
2	Supervising Teaching (SUT)	3.55	0.76	High	3
4	Defining Mission (DEM)	3.54	0.75	High	4
5	Promoting Instructional Climate (PIC)	3.41	0.77	Moderate	5
Grand Total		3.53	0.73	High	

Table 4.3, shown that the level of instructional leadership of public secondary school principals in Kampong Thom province, was reported the five aspects of instructional leadership was grand total of ($M = 3.53$, $SD = 0.73$). The monitoring student progress was the highest aspect ($M=3.58$, $SD = 0.76$). The second highest aspect was managing curriculum ($M=3.57$, $SD = 0.79$), the third rank was the supervising teaching ($M = 3.55$, $SD = 0.76$), and then the fourth rank was the defining mission ($M=3.54$, $SD = 0.75$), and the lowest aspect was promoting instructional climate ($M = 3.41$, $SD = 0.77$).

4.2 Results for Different Teachers' Perceptions on Demographic Information

The second research question examined in this study was: “Are there significant difference of teachers’ perceptions of instructional leadership adopted by public secondary school principals in Kampong Thom province based on gender, age, educational level and teaching experience?” This question was to investigate the mean differences in the levels of teachers’ perceptions of instructional leadership of public secondary school principals based on gender, age, educational level, and teaching experience. Finding out whether the demographic data affects the level of instructional leadership is crucial for the policy makers to determine the right ways to raise the levels of instructional leadership. Independent Samples *t*-Test was used to analyze the gender whereas One-way ANOVA was used to analyze age, teachers’ educational level, and teaching experience. The researcher examined a hypothesis, which is discussed as following.

Null Hypothesis #1 – Gender, Age, Educational level, and Teaching experience

The first null hypothesis examined in this study was: “There are no statistically significant differences of teachers’ perceptions of instructional leadership adopted by

secondary school principals in Kampong Thom based on gender, age, educational level and teaching experience.” Descriptive and summary tables are provided to show mean difference in gender of teachers’ perceptions on instructional leadership of public secondary school principals is the purpose of the study. Here is the result based on Independent Samples *t* Test.

Table 4. 4 Differences Item Survey of Secondary School Teachers’ Perception on Public Secondary School Principals’ Instructional Leadership Behavior Based on Gender

Teachers’ Perception towards School Principals’ Instructional Leadership

Gender	Male		Female		<i>F</i>	<i>t</i>	<i>p-value</i>
	(N = 100)		(N = 66)				
	M	S.D	M	S.D			
Managing Curriculum (MAC)	3.54	0.75	3.61	0.87	2.028	-0.494	0.156
Supervising Teaching (SUT)	3.52	0.71	3.59	0.82	1.314	-0.602	0.253
Monitoring Student Progress (MSP)	3.57	0.75	3.62	0.78	0.587	-0.415	0.445
Defining Mission (DEM)	3.50	0.70	3.61	0.82	2.029	-0.940	0.156
Promoting Instructional Climate (PIC)	3.41	0.76	3.41	0.79	0.180	0.023	0.672
Grand Total	3.51	0.69	3.56	0.78	1.485	-0.462	0.225

The table 4.4 displays the mean of grand total of secondary school teachers’ perception on public secondary school principals’ instructional leadership behavior based on gender. The mean of male teachers (M=3.51, SD = 0.69) was significantly lower than the mean of female teachers (M = 3.56, SD = 0.78) at the .05 level ($t = -0.462$, $df = 159$). According to the result, there was no significant difference in instructional leadership level based on gender ($F = 1.485$, $p = 0.225$). Since there was no statistically significant mean difference found in gender on teacher’s perception on public secondary school principals’ instructional

leadership, null hypothesis was maintained. The finding showed that the male and female teachers were the same perceived by teachers on instructional leadership of public school principals.

Another factor to be analyzed is whether there was a significant difference in level of instructional leadership based on teachers' ages. The result was shown as the following table.

Table 4. 5 Difference and Similarity between Instructional Leadership Based on Ages of Secondary Teachers

Ages of Secondary Teachers					
	Df	SS	MS	F	Sig.
Managing Curriculum					
Between Groups	2	2.157	1.079		
Within Groups	163	101.829	0.625	1.726	0.181
Total	165	103.986			
Supervising Teaching					
Between Groups	2	3.233	1.617		
Within Groups	162	90.717	0.560	2.887	0.059
Total	164	93.951			
Monitoring Student Progress					
Between Groups	2	1.966	0.983		
Within Groups	162	92.847	0.573	1.715	0.183
Total	164	94.812			
Defining Mission					
Between Groups	2	4.455	2.228		
Within Groups	162	88.351	0.545	4.084	0.019*
Total	164	92.806			
Promoting Instructional Climate					
Between Groups	2	1.456	0.728		
Within Groups	158	93.238	0.590	1.234	0.294
Total	160	94.695			
Grand Total					
Between Groups	2	2.279	1.139		
Within Groups	158	81.914	0.518	2.198	0.114
Total	160	84.193			

Note P < 0.05*

The results of the measures analysis of variance (ANOVA) for instructional leadership level based on ages of secondary school teachers were no statistically significant difference at the 0.5 level ($F [2, 158] = 2.198, p = 0.114$), suggesting that the null hypothesis was maintained. The finding reported that the old teachers and young teachers were the same teachers' perception on school principal practices. 19.5 % of the ages of secondary school teachers was less than 30 years old ($M = 3.79, SD = 0.769$), while 22.9% of the ages of secondary school teachers was more than 45 years old ($M = 3.50, SD = 0.683$), and also, 57.8% of the ages of secondary school teachers was from 30 to 45 years old ($M = 3.47, SD = 0.720$), respectively, as proved in Table 4.5.

However, the five dimensions of instructional leadership are only one aspect which there was a statistically significant difference in defining mission based on the ages of secondary school teachers. Teachers with different ages perceived defining mission in public schools differently ($F [2, 162] = 4.084, p = 0.019$), as clarified in Table 4.5.

There was another factor to be analyzed to find out whether there was a significant difference in levels of instructional leadership based on teachers' educational level. The result was shown as the following table.

Table 4. 6 Difference and Similarities between Levels of Instructional Leadership Based on Educational Level of Secondary Teachers

Educational Level of Secondary Teachers					
	Df	SS	MS	F	Sig.
Managing Curriculum					
Between Groups	2	1.355	0.677		
Within Groups	163	102.632	0.630	1.076	0.343
Total	165	103.986			
Supervising Teaching (SUT)					
Between Groups	2	1.209	0.604		
Within Groups	162	92.742	0.572	1.056	0.350
Total	164	93.951			
Monitoring Student Progress					
Between Groups	2	0.616	0.308		
Within Groups	162	94.196	0.581	0.530	0.590
Total	164	94.812			
Defining Mission					
Between Groups	2	1.764	0.882		
Within Groups	162	91.043	0.562	1.569	0.211
Total	164	92.806			
Promoting Instructional Climate					
Between Groups	2	1.315	0.658		
Within Groups	158	93.379	0.591	1.113	0.331
Total	160	94.695			
Grand Total					
Between Groups	2	1.063	0.532		
Within Groups	158	83.130	0.526	1.010	0.366
Total	160	84.193			

Based on the result in Table 4.6, there was a no significant difference in instructional leadership based on educational level at the .05 level ($F [2, 158] = 1.010, p = 0.366$), suggesting that the null hypothesis was maintained. The finding presented that different educational level of teachers were the same teachers' perception on school principal behaviors. 60.8 % of the educational level of secondary school teachers was bachelor degree ($M = 3.51, SD = 0.725$), while 31.3% of the educational level of secondary school teachers

was lower than bachelor degree ($M = 3.63$, $SD = 0.715$), and also, 7.9% of the educational level of secondary school teachers was higher than bachelor degree ($M = 3.32$, $SD = 0.769$), respectively.

The last factor to be investigated is teaching experience. The question is whether there was a significant difference in levels of instructional leadership based on teaching experience. The result was shown as the following table.

Table 4. 7 Difference and Similarities between Levels of Instructional Leadership Based on Teaching Experience

Teaching Experience of Secondary Teachers					
	Df	SS	MS	F	Sig.
Managing Curriculum					
Between Groups	2	1.820	0.910		
Within Groups	163	102.166	0.627	1.452	0.237
Total	165	103.986			
Supervising Teaching					
Between Groups	2	3.381	1.691		
Within Groups	162	90.570	0.559	3.024	0.051
Total	164	93.951			
Monitoring Student Progress					
Between Groups	2	2.783	1.392		
Within Groups	162	92.029	0.568	2.450	0.090
Total	164	94.812			
Defining Mission					
Between Groups	2	4.910	2.455		
Within Groups	162	87.897	0.543	4.525	0.012*
Total	164	92.806			
Promoting Instructional Climate					
Between Groups	2	2.334	1.167		
Within Groups	158	92.361	0.585	1.996	0.139
Total	160	94.695			
Grand Total					
Between Groups	2	2.863	1.432		
Within Groups	158	81.330	0.515	2.781	0.065
Total	160	84.193			

P < 0.05*

Instructional leadership differed no statistically significant among the three groups of teaching experience, ($F [2, 158] = .515, p = 0.065$), suggesting that the null hypothesis was maintained. The finding indicated that different teaching experience of teachers were the same teachers' perception on school principal level. Teaching experience of secondary school teachers were most in more than 10 years ($M = 3.43, SD = 0.733$) and less in less than 5 years ($M = 3.80, SD = 0.680$). Moreover, the mean teaching experience from 5 to 10 years was ($M = 3.55, SD = 0.709$), as displayed in Table 4.7. On the other hand, only one of the five dimensions of instructional leadership, statistically significant ($F [2,162] = 4.525, P = 0.012$), was defining mission.

4.3 Results for the Correlation among of Five Aspects of Instructional Leadership

The third research question examined in this study was: “Is there the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom province?”

This question was to investigate there is the correlation among of five aspects (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom province. Finding out whether all aspects of the level of instructional leadership are negatively or positively significant coefficient to determine the right ways to raise the levels of instructional leadership. The Pearson Product Moment Correlation (Pearson r) and Scatter Plot were used to analyze the all aspects of instructional leadership practice. The researcher examined a hypothesis, which is discussed as following.

Null Hypothesis #2 – among 5 aspects of instructional leadership

The second null hypothesis identified in this study was: “there are no statistically the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom.”

The Pearson Product Moment Correlation (Pearson r) with a two-tailed non-directional test was used to determine the strength of relation between five aspects of instructional leadership practice of public secondary school principal in Kampong Thom province. Based on six levels of interpretation about describing the strength of relationship indicated by Correlation Coefficients by Holcomb (2011), the criteria can be divided into six groups: a value of 0.00 indicates no relationship, values between 0.001 and 0.249 may be called weak, values between 0.250 and 0.499 may be called moderate, values between 0.500 and 0.749 may be called moderately strong, values between 0.750 and 0.999 may be called very strong, and a values of 1.00 is called Perfect.

Table 4. 8 Correlation among of Five Aspects of Instructional Leadership of School Principals in Kampong Thom Province

		MAC	SUT	MSP	DEM	PIC
MAC	Pearson Correlation	1.00				
	Sig. (2-tailed)	.000				
	N	166				
SUT	Pearson Correlation	.912**	1.00			
	Sig. (2-tailed)	.000				
	N	165	165			
MSP	Pearson Correlation	.879**	.917**	1.00		
	Sig. (2-tailed)	.000	.000			
	N	165	165	165		
DEM	Pearson Correlation	.864**	.889**	.897**	1.00	
	Sig. (2-tailed)	.000	.000	.000		
	N	165	165	165	165	
PIC	Pearson Correlation	.733**	.789**	.818**	.833**	1.00
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	161	161	161	161	161

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

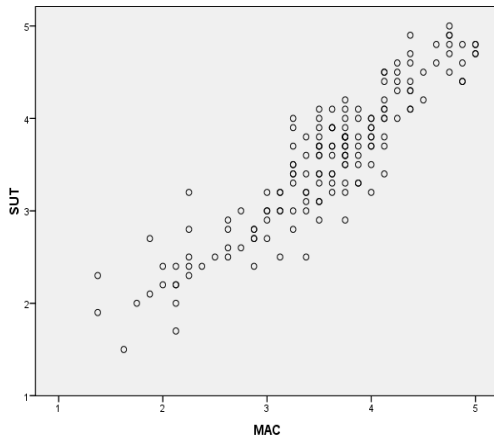
As shown in table 4.8, there is a statistically significant positive correlation between five aspects of instructional leadership which the relations between them are ranged from direct and moderately strong (Pearson $r = 0.733$, $p < 0.01$) to direct and very strong (Pearson $r = 0.917$, $p < 0.01$). There was a significant positive relationship (Pearson $r = 0.912$, $p < 0.01$) between managing curriculum and supervising teaching, direct and very strong. A significant positive relationship was found (Pearson $r = 0.879$, $p < 0.01$) between managing curriculum and monitoring student progress, direct and very strong. There was also a significant positive relationship between managing curriculum and defining mission, direct and very strong (Pearson $r = 0.864$, $p < 0.01$). Moreover, there was a significant positive relationship (Pearson

$r = 0.8733$, $p < 0.01$) between managing curriculum and promoting instructional climate, direct and moderately strong. In addition, A significant positive relationship was noticed (Pearson $r = 0.917$, $p < 0.01$) between supervising teaching and monitoring student progress, direct and very strong. Furthermore, there was a significant positive relationship (Pearson $r = 0.917$, $p < 0.01$) between supervising teaching and defining mission, direct and very strong. Likewise, a significant positive relationship was remarked (Pearson $r = 0.789$, $p < 0.01$) between supervising teaching and promoting instructional climate, direct and very strong. Similarly, a significant positive relationship was realized (Pearson $r = 0.897$, $p < 0.01$) between monitoring student progress and defining mission, direct and very strong. By the same token, there was a significant positive relationship (Pearson $r = 0.818$, $p < 0.01$) between monitoring student progress and promoting instructional climate, direct and very strong. To end with, a significant positive relationship between defining mission and promoting instructional climate was direct and very strong (Pearson $r = .833$, $p < 0.01$). Therefore, the null hypothesis was rejected.

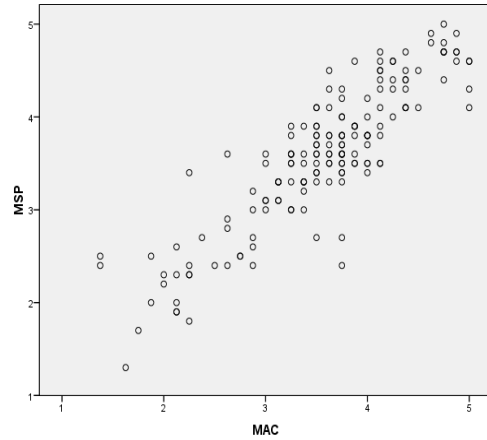
In this study, the dependent variable was the managing curriculum, the supervising teaching, the monitoring student progress, the defining mission, and the promoting instructional climate and the independent variable was teachers' perceptions towards instructional leadership inventory of their principals. In order to determine five dimensions of instructional leadership, the scatter gram analysis was used to calculate a correlation coefficient.

Figure 4.1 Demonstrating Scatter gram between the Managing Curriculum Versus the Supervising Teaching; the Managing Curriculum Versus the Monitoring Student Progress; the Managing Curriculum Versus the Defining Mission; and the Managing Curriculum Versus Promoting

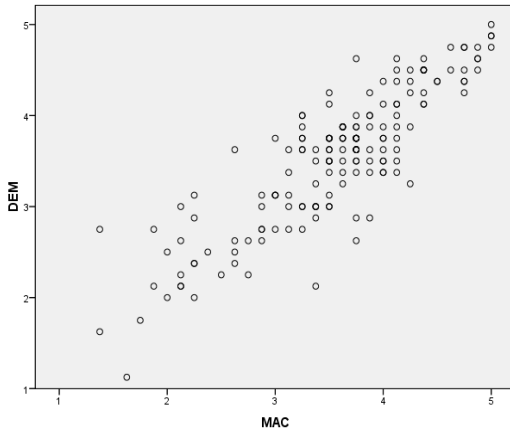
Managing curriculum
VS
supervising teaching



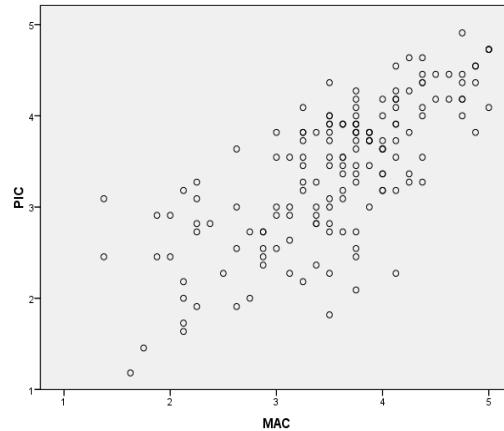
Managing curriculum
VS
monitoring student progress



Managing curriculum
VS
defining mission



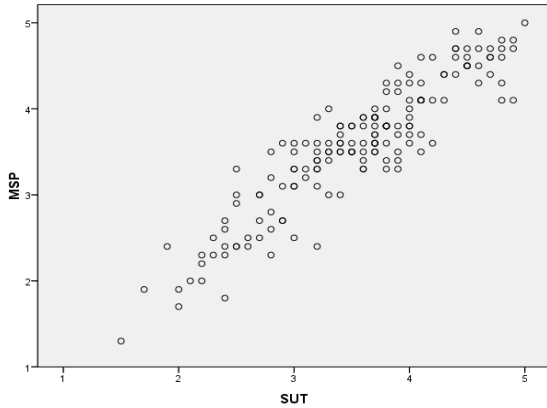
Managing curriculum
VS
promoting instructional climate



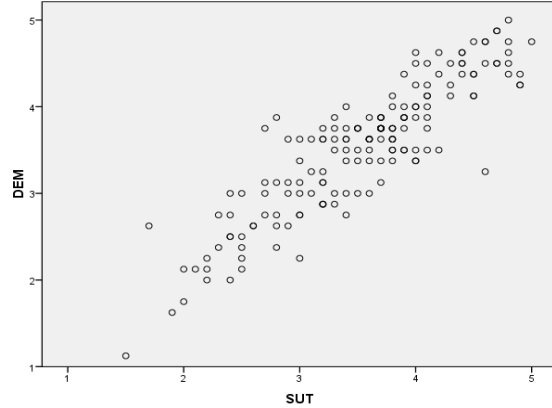
According to Figure 4.1, a pair of dimensions of instructional leadership were positive significant correlation between the managing curriculum and the supervising teaching (Pearson $r = 0.912$); the managing curriculum and the monitoring student progress (Pearson $r = 0.879$); the managing curriculum and the defining mission (Pearson $r = 0.864$); and the managing curriculum and the promoting instructional climate (Pearson $r = 0.733$) and the significant level is 1%. A scatterplot summarizes the results overall all pair of variables were strong, direct relationship. Increase in managing curriculum was correlated with increase in supervising teaching, in monitoring student progress, in defining mission, and in promoting instructional climate.

Figure 4. 2 Describing about Scatter gram between the Supervising Teaching Versus the Monitoring Student Progress; the Supervising Teaching Versus the Defining Mission; and the Supervising Teaching and Promoting Instructional Climate.

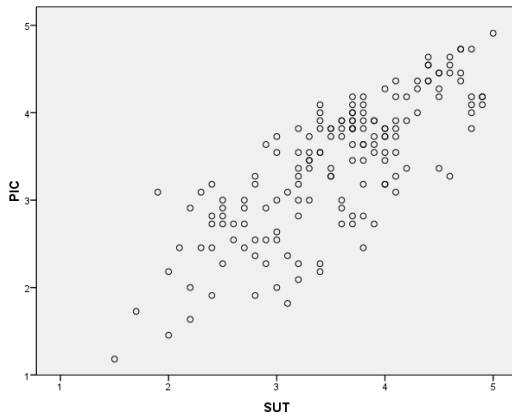
Supervising teaching
VS
Monitoring student progress



Supervising teaching
VS
Defining mission



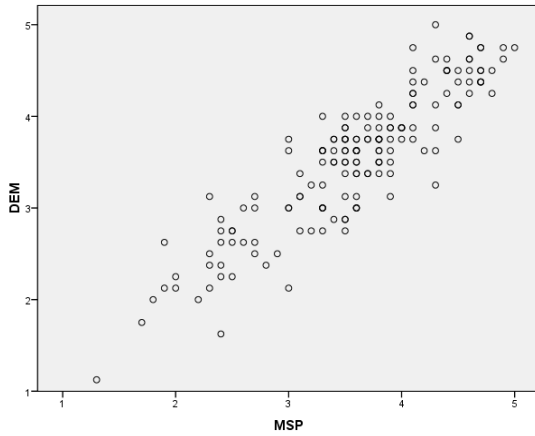
Supervising teaching
VS
Promoting instructional climate



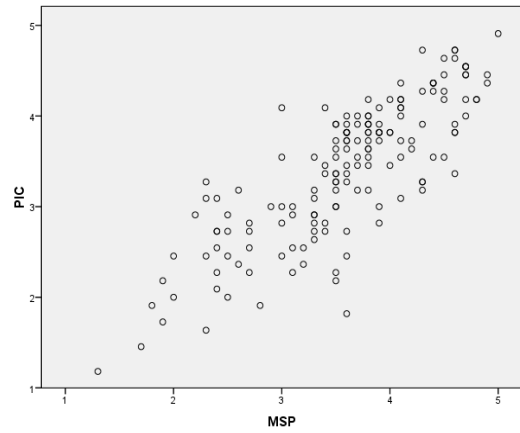
As identified in Figure 4. 2, the significant level 1% of the correlation between the supervising teaching and the monitoring student progress (Pearson $r = 0.917$); the supervising teaching and defining mission (Pearson $r = 0.889$); and the supervising teaching and promoting instructional climate (Pearson $r = 0.789$). Therefore, a scatter plot was a strong, direct relationship between the supervising teaching and the monitoring student progress, the defining mission, and the promoting instructional climate. Increase in the supervising teaching was correlated with increase in three variables.

Figure 4. 3 Mentioning about Scatter plot between the Monitoring Student Progress Versus the Defining Mission and the Monitoring Student Progress Versus the Promoting Instructional Climate, and the Defining Mission versus the Promoting Instructional Climate

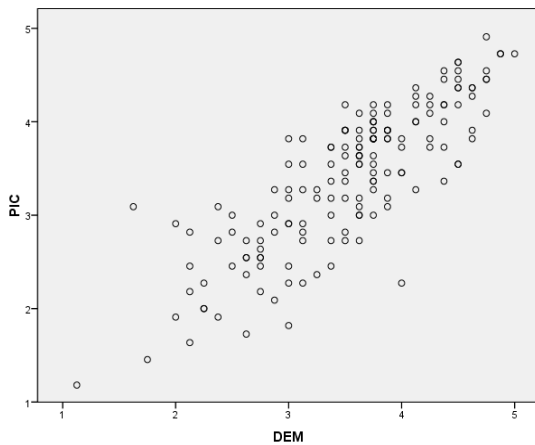
Monitoring student progress
VS
Defining mission



Monitoring student progress
VS
Promoting instructional climate



Defining mission
VS
Promoting instructional climate



As demonstrated in Figure 4. 3, the correlation between the monitoring student progress and the defining mission (Pearson $r = 0.897, p < 0.01$), followed by the promoting instructional climate (Pearson $r = 0.818, p < 0.01$). This shown that a scatter plot was a strong, direct relationship. Increase in monitoring student progress was correlated with increase in defining mission and promoting instructional climate. Moreover, there is a significant relationship between respondent's level of defining mission and promoting instructional climate because the Sig. 2 tailed level is .000 and the relationship is a positive 83.3% which means that as one variable goes up, so will the other one.

4.4 Summary of the Chapter

Results of Samples' Demographic Information presented the demographic variables of teachers employed descriptive statistics. As for teachers' demographics, there was a proportion of male respondents (67.2%, $n = 104$) compared to female respondents (32.7%, $n = 62$) who participated in this research study. Moreover, the level of instructional leadership of public secondary school principals in Kampong Thom province was reported the five aspects of instructional leadership were the grand total of "high" level. The monitoring student progress was the highest aspect, the second highest aspect was the managing curriculum, the third rank was the supervising teaching, and then the fourth rank was the defining mission, but one of five aspects of instructional leadership was moderately practice level, the promoting instructional climate.

Independent Samples *t*-Test was used to analyze the gender whereas one way ANOVA was used to analyze ages, teachers' educational level, and teaching experience. The exploration of the differences of the teachers' perceptions of instructional leadership of

secondary school principals was based on the demographic factors. Initially, there was no significant difference in instructional leadership level based on genders, null hypothesis was maintained. Furthermore, the results of instructional leadership level based on ages of secondary school teachers was no statistically significant difference at the 0.5 level, suggesting that the null hypothesis was maintained. Additionally, the finding indicated that there was no significant difference in instructional leadership based on educational level at the .05 level, suggesting that the null hypothesis was maintained. Lastly, Instructional leadership differed no statistically significant among the three groups of teaching experience, suggesting that the null hypothesis was maintained.

The Pearson Product Moment Correlation (Pearson r) and Scatter Plot were used to analyze the all aspects of instructional leadership practice. The first Pearson r stated there was a statistically significant positive correlation between five aspects of instructional leadership which the relations between them are ranged from direct and moderately strong to direct and very strong. Further, a scatterplot summarizes the results overall all pair of variables were strong, direct relationship. Since Sig. 2 tailed level is .000 and the relationship is positive means that as one variable goes up, so will the other one.

This chapter presented the results of the study. All of the statistical techniques used for quantitative analyses of the data are accurately interpreted. The following chapter provides discussion of the study.

CHAPTER 5 DISCUSSION

This part is responsible for the details of discussion on the findings from the research. The most important themes are on secondary school principals' instructional leadership as perceived by secondary school teachers in Kampong Thom Province, the instructional leadership levels based on gender, age, teachers' qualification, teaching experience, and the correlation among five aspects. The discussion is the analysis between the concrete findings from the questionnaire and the theories from literature review.

5.1 Discussion on Teachers' Perception towards Instructional Leadership of School Principals

This research study tried to examine the secondary school principals in Kampong Thom province, Cambodia. It tried to answer three main questions.

The finding showed that the level of instructional leadership of public secondary school principals in Kampong Thom Province was reported the five subtitles of instructional leadership was grand total means, high performance of secondary school principals' instructional leadership. This means that public secondary school principals in Kampong Thom province, in general, have good resolution to work and enormous potential for leading fruitful schools. School principals checked to see that staff capacity due to demanding more effort from and helping teachers develop specific strategy to increase student achievement and got feedback from staff. Additionally, they encouraged, motivated, supported, and praised staff members seeking additional training, trying best and conducting well performance; they took advantage of an opportunity to stress and communicated school goals, purposes, mission, and student assessment information including coordinating

curriculum across grade levels, curriculum development, and lesson plans with clear objectives. Also, they closely cooperated with teachers to find new methods for solving with student learning problems, in detail discussed in faculty to determine areas of strengths and weaknesses, insisted policies and procedure followed, made regular contact with teachers to evaluated student progress, and fostered regard for teachers among student and parents. As a final point, they tried to be visible in the school building and informed teachers, students, and community of assessment results through newsletters and memos. These results were fit with the results of Whitaker (1997) and Sahin (2011) conducted these principals were surveyed to state their instructional leadership behaviors using Instructional Leadership Inventory (ILI) to explain that teachers' perceptions towards instructional leadership behaviors of their principals have been found as "positive or high" level. By contrast, the results from this study are inconsistent with the statements by Kursunoglu and Tanriogen (2009) and Sahin (2011) indicated that "moderate" level relationship between primary school teachers' perspectives towards instructional leadership behaviors of the school principals and teachers' attitudes towards organizational changes using by Instructional leadership Inventory (ILI). It is definitely worthwhile undertaking that instructional leadership in the public and private elementary schools in the state of Florida was "low" level (Staples, 2005). He still said the results of the tests in several ways reduce the achievement of progress towards the targeted schools, low level. He mentioned school principals must contribute to the existing knowledge and provide new knowledge about the principal focus leadership role and behavior. So, five aspects of instructional leadership were to discuss in the following mentions.

First aspect of instructional leadership was to survey the managing curriculum. The result of the managing curriculum was high mean percentile scores. Teachers agreed that the secondary school principals moderately provided information teachers need to plan their work effectively and made detailed staff improvement plans to find resources to help staff do a good job and review the fit between curriculum objectives and achievement testing. The more detailed description of secondary school principals extremely coordinated curriculum across grade levels and provided specific support for curriculum development that were symmetry with insisting policies and procedures be followed and making sure that lesson plans fit with the stated instructional objectives. These results were fit with the results of Hallinger (2003) revealed that the principals play an important role in distributing tasks to run successful school when the managing curriculum appeared as a result of research associated with the effective school movement. Schiff (2001), further, showed that the school principals were 62 hours an average workweek with less than one third spent on curriculum and instruction activities to foster stable schools to be effective and efficiency. In Contrast with, Portin et al., (2003) found there would have problems ascending beyond a middle manager leadership role spending the majority of their time completing administrative tasks because public schools were a fixed curriculum limited authority over instructional leadership practices.

Second aspect of instructional leadership was to investigate the supervising teaching. The finding mentioned that there were high mean percentile scores for supervising teaching. Every teacher who participated to respond the survey questionnaire declared that secondary school principals reasonably modeled effective teaching techniques for staff, spent time working on teaching skills with a teacher, and demonstrates an innovative teaching method to

staff. Teachers still continued they encouraged staff to try their best and helped teachers develop a specific strategy to increase student achievement including demanding more effort from staff members and checking to see that staffs are working up to capacity such as class observation, and they communicated high expectations to staff and students. As shown in the study conducted by Murphy's (1990), the instructional leadership begins to manage good structures and processes to support the empirical practice of teaching and learning in developing a supportive work environment. To do so, the principals manage the machinery for keeping security and order learning environment to provide opportunities for significant student involvement, to develop staff collaboration and cohesion, to secure outside resources in support of school goals, and to make relationship between the home and school.

The third dimension was to grasp that there were essential that school principals have performed well in the monitoring student progress that the respondents appreciated the instructional leadership of their secondary school principals. Thus, teachers claimed that the school principals moderately took parts in making contact with teachers to evaluate student progress and stressing the importance of achieving to test score to teachers. Additionally, teachers clarified that the school principals ascetically reviewed a student's performance with teachers and informed teachers, students, and community of assessment results through newsletters, memos, assemblies, and other media. What is more, they decidedly used student assessment information to gauge progress toward the school's goals and worked with teachers to discover new approaches for dealing with learning problems covering discussing assessment results with faculty to determine areas of strengths and weaknesses. Likewise, teachers completely explained that principals set specific expectations for student performances, used the work and projects of students as part of the instructional evaluation,

and modeled creative thinking for staff and students. Also, the result was in line with Murphy (1990), stating promoting student progress consisted of the behaviors of the school principals, concentrating on framing school goals encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performance and including staff responsibilities for achieving the goals. He claimed that communicating school goals are utilized repeatedly, formally and informally, to students, parents, and teachers stresses the importance that school goals guide the activities of the school.

The fourth dimension was to raise the value of defining mission. Results indicated that the mean percentile scores for defining mission still were high practice. Participants still recognized that school principals played a vital role in discussing school goals, purposes, and mission with staffs focusing on school goals in curriculum development and took advantage of an opportunity to stress and communicate school goals. The over expected teachers that secondary school principals took note of discussing school goals with students and communicated excitement about future possibilities to staff and students. They also recognized good teaching at formal school ceremonies and instructed a committee to be creative and innovative in its work, and they pay much attention on being visible in the school building. As supported by Weber (1996) described defining the school's mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. The mission of the school should bind the staff, student and parents to a common vision. The instructional leader offers the stakeholders the opportunity to discuss values and expectations for the school. Together they work to create a shared mission for the school. Managing curriculum and instruction must be consistent with the mission of the school.

The final dimension of instructional leadership was to realize the promoting instructional climate. The findings stated that there was moderate result of mean percentile scores for the promoting instructional climate. Teachers silently believed that school principals nominated teachers for awards, joined an informal discussion among staff members, and encouraged teachers to try out new ideas and complete for awards. They not only asked parents to praise teachers for good work, but also wrote a memo to staff praising their effort and a letter of commendation for a job well done. They, specifically, encouraged and supported a staff member seeking additional training and sought advice from staff members in making a decision; they fostered regard for teachers among students and parents and praised staff members for their good work. The findings of the study were consistent with the findings of Kapaya (2014), mentioning that promoting instructional climate was main key of instructional leadership framework focused on protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and developing high expectations and standards, and providing incentives for learning.

5.2 Discussion on Differences and Similarities of Principal leadership

The exploration of the differences of the teachers' perceptions of instructional leadership of secondary school principals based on the demographic factors of gender, age, educational background, and teaching experience. In order to verify the demographic information, the researcher was to utilize research question two to discuss in this declaration as chronological investigated below.

5.2.1 Gender

As talking in the findings, there was no significant difference in instructional leadership level based on genders, null hypothesis was maintained. The male and female teachers have the same ideas on instructional leadership of their secondary school principals because they don't pay attention on the way of school principals' leadership to build effective schools. The specific information of teacher's genders was the intentions of Cambodian society those who get the inferiors positions don't have the right to share with those who get the superiors positions in term of Cambodian traditional values. The results from this study are consistent with the statements by Williams (2000) indicated that there were no significant between female and male teachers based on managing curriculum, supervising teaching, monitoring student progress, and promoting instructional climate. The noteworthy influence on teachers' perceptions based on teacher gender in responses to items in instructional leadership which was measured secondary school principals' work performance level. Similarly, Mok (2013) declared that no significant different between males and females teachers was in school principal leadership behavior. Conversely, these results also were inconsistent with the

reports by Staples (2005) and Aliakbari and Allahmoradi (2012) who found the significance difference between teachers' beliefs on the principals' leadership and teachers' gender.

5.2.2 Ages

Regarding with the ages, the results of the measure analysis of variance (ANOVA) for instructional leadership level based on ages of secondary school teachers was no statistically significant difference at the 0.5 level, suggesting that the null hypothesis was maintained. This finding is probably to clarify that school principals led directly the schools to the traditional leadership style without effecting on the age of teachers' perceptions. Findings from this study were consistent with the results of a study by Tan (2007) Cambodian principals manage and maintain the school building one generation to other generations and they must be responsible for repairs and placing orders for school supplies and learning resources with the suitable authorities. This study was consistent with the results of a study by Whitaker (1997), Malcom (2007), and Sahin (2011) stated that the school principals' instructional leadership behavior was not effect on the age of teachers' perception.

5.2.3 Educational level

The finding indicated that there was no significant difference in instructional leadership based on educational level at the .05 level, suggesting that the null hypothesis was maintained. This is probably secondary school teachers who got different education thought that it is a routine for the school principals when they were appointed, they were accused that teachers didn't respect the regulation and know the way of working in current situation. The further information was the teachers realized that the current leadership style just had to follow the suggestion from the top to the bottom. What were necessarily noticed were

secondary teachers who got comparable salaries with school principals and the school principals had the equal degree or under degree of teachers. Findings of this study were consistent with the statements Sahin (2011) listed there were no differences between the thoughts of the American teachers in any of the following dimensions relating to their education levels on school principals' leadership. Ervay (2006) and Morefield (2007) stated school principals must have a master's degree in education and administration, and it is now common for persons who pursue careers in administration to acquire a Ph.D. or an Ed.D. Valentine and Prater (2011) showed the findings from their study reinforced the notion that the principal's education level is associated with teachers' perception of the principal's effectiveness. Nonetheless, the result of this study was inconsistent with the results of a study Charf (2009) and Mok (2013) that revealed that the teachers' level of education was statically significant impact of their perceptions on their school principals' leadership behaviors.

5.2.4 Teaching Experiences

Referring to teaching experience, Instructional leadership differed no statistically significant among the three groups of teaching experience, suggesting that the null hypothesis was maintained. Since the curriculum and syllabus of Cambodian educational systems were infrequently restructured, so the teachers' perceptions toward the secondary school principals' leadership behaviors did not effect on the years of teaching experience of secondary teachers. Findings from this study were consistent with the results of a study by Garner (2008) and Morris (2011) indicated that teachers' teaching experience was not statistically significant in the influent of teachers' perceptions on their school principals' instructional leadership behavior.

5.3 The correlation of instructional leadership aspects

The exploration of the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership was adopted by secondary school principals in Kampong Thom. The results showed that a statistically significant positive correlation between five aspects of instructional leadership were ranged from direct and moderately strong (Pearson $r = .733$, $p < 0.01$) to direct and very strong (Pearson $r = .917$, $p < 0.01$), the null hypothesis was rejected. Findings from this study were consistent with the results of a study by Malcom (2007), Kursunoglu and Tanriogen (2009), and Sahin (2011) there was a significant positive relationship between instructional leadership behaviors of their school principals and teachers' attitudes towards changing the behavior of the organization in accordance with teachers' perspectives.

5.4 Summary of the Chapter

This current chapter has discussed the finding with relevant literature regarding to instructional leadership of public secondary school principals as perceived by teachers in Kampong Thom Province. The last chapter further takes the discussion to suggestions and recommendations.

CHAPTER 6

SUGGESTIONS AND RECOMMENDATIONS

The researcher found some noticeable areas and gaps drawn from the existing practice of instructional leadership of public secondary school principals of different teachers' perceptions in Kampong Thom province. However, the purpose of this study is to deliver prescriptive recommendation for any relevant stakeholders and educational policy makers in Cambodia. The following core parts are provided for those purposes.

6.1 Summary of the Study

The purpose of this study was to determine if the level of instructional leadership of public secondary school principals as perceived by teachers. The study was conducted in three secondary schools in Kampong Thom Province. The research question for this study was “ (1) to what extent is secondary school principals' instructional leadership as perceived by teachers in Kampong Thom?; (2) are there significant difference of teachers' perceptions of instructional leadership adopted by secondary school principals in Kampong Thom based on gender, age, educational level and experience?, and (3) Is there the correlation among of five aspects, (managing curriculum, supervising teaching, monitoring student progress, defining mission, and promoting instructional climate), of instructional leadership adopted by secondary school principals in Kampong Thom?

In order to respond these research questions, the quantitative design was used the research instrument as Instructional Leadership Inventory (ILI), dividing five aspects and consisting 47 items. The research instruments and their effectiveness were adopted from English Version, so instrument was translated in Khmer Version by measuring reliability with Cronbach's alpha coefficient and validity with Cross Language Validity Correlation,

and the instrument required a strongly disagree, disagree, neutral, agree, or strongly agree. Moreover, the population and sample of the study was 219, and so 166 returned rates was. The data collection process was gotten informed consent approval to provincial ministry of education, youth and sport and then to go directly the target secondary school. Addition, the ethical consideration was clarified about honest and behavior researcher. Finally, descriptive and inferential statistics were utilized to analyze the data for this study with two research hypotheses.

Results of Samples' Demographic Information presented the demographic variables of teachers employed descriptive statistics. As for teachers' demographics, 67.2% male respondents compared to 32.8% female respondents participated in this research study. Plus, the grand total of instructional leadership of secondary school principals was "high" level. The four chronological aspects of instructional leadership of school principals was "high" level, containing the monitoring student progress, the managing curriculum, the supervising teaching, and the defining mission, but promoting instructional climate of instructional leadership of school principals was "moderate" level.

The exploration of the differences of the teachers' perceptions of instructional leadership of secondary school principals was based on the demographic information. The findings reported there was no significant difference in instructional leadership practice based on genders, null hypothesis was maintained. Furthermore, the results of instructional leadership level based on ages, educational level, teaching experiences of secondary school teachers were no statistically significant difference at the 0.5 level, suggesting that the null hypothesis was maintained.

The Pearson Product Moment Correlation (Pearson r) and Scatter Plot were used to analyze the all aspects of instructional leadership practice. The first Pearson r stated there was a statistically significant positive correlation between five aspects of instructional leadership are ranged from direct and moderately strong to direct and very strong. Further, the results showed all pair of variables of scatterplot were strong, direct relationship. Since Sig. 2 tailed level is .000 and the relationship is positive means that as one variable goes up, so will the other one.

6.2 Implications for Cambodian Education

6.2.1 Strengthening the Capacity of Instructional Leadership of School Principals

The study identified the shortage of a clear understanding of instructional leadership of school principals. In the guideline, the school principals should focus on managing curriculum even if it is overall high of instructional leadership behaviors; it still consists of moderate some parts including providing information teachers need to plan their work effectively, finding resources to help staff do a good job, making detailed staff improvement plans, and reviewing the fit between curriculum objectives and achievement testing. Second guideline, the school principals should demonstrate on supervising teaching covering modeling effective teaching techniques for staff, spending time working on teaching skills with a teacher, and demonstrating an innovative teaching method to staff. The third guideline, they should determine on monitoring student progress regardless of modeling creative thinking for staff and students, setting specific expectations for student performance, using the work and projects of students as part of the instructional evaluation as well as stressing the importance of achieving top test scores to teachers. The fourth instruction, they

should pay considerably attention in defining mission based on discussing school goals, purposes, and mission with staff, taking advantage of an opportunity to stress and communicate school goals in addition to focusing on school goals in curriculum development. To end with, the school principals should deeply think through promoting instructional climate constructed writing a letter of commendation for a job well done, nominating teachers for awards, joining an informal discussion among staff members, asking parents to praise teachers for good work, encouraging a teacher to try out a new idea, encouraging a teacher to compete for an award, and writing a memo to staff praising their efforts. In conclusion, the school principals should strictly manage to enable instructional leadership more effective and efficient school principals.

6.2.2 Further Indicators of Boosting Instructional Leadership of School

Principals

After conducting the research about instructional leadership of secondary school principals, the researcher found some fundamental facts to suggest building up more capability of instructional leadership of school principals. To begin with, the school principals should draw attention on the findings from this study to reflect their own instructional leadership practices to measure characteristic weaknesses of current leadership of theirs. They should also participate in the intensive courses or pursue master's degree in education and administration and share concepts and exchange experiences with successful local school principals. Plus, the school principals should powerfully cooperate with participants from relevant stakeholders by means of parents, school support committees, and commune councils in the management of school resources and personnel because they are noteworthy to learners' achievement effectiveness and efficaciousness. As a final point, the

effective school principals must win the absolute trust in their instructional leadership behaviors and lead all staff like schools of dolphins; not sharks.

6.3 Recommendation for Further Studies

This study was the paramount to observe the secondary school principals' instructional leadership practices as perceived by high school teachers' perception in Kampong Thom province. The following are some recommendations expending for further researcher:

1. Future investigation should be conducted in other provinces with a large number of participants than in Kampong Thom province to authorize the result and verify weak argument of the study. The study should be enclosed all school principals from primary to secondary school education both public and private school in each province in Cambodia in order to compare the result of finding with present study.

2. For the next research about school principals' instructional leadership behavior should be used mixed methodology approach with using semi interview to clarify the data collection conducted a survey questionnaire. The interview method plays much vital role to verify the questions interviewed with respondents to explain the items during conducting interview.

3. Forthcoming study should use multi-leadership-style survey questionnaire to verify and cross check the leadership practices as perceived by the teachers to obtain a more reliable and valid of picture of school principals' leadership styles.

4. Future study should be conducted on the instructional leadership behavior of secondary school principals as perceived relevant stakeholders such as parents, school support committees, and commune councils.

6.4 Concluding Remarks

The finding showed that the level of instructional leadership of public secondary school principals in Kampong Thom Province was reported the five subtitles of instructional leadership was grand total means, high performance of secondary school principals' instructional leadership. These results were fit with the results of Whitaker (1997) and Sahin (2011) conducted these principals were surveyed to state their instructional leadership behaviors using Instructional Leadership Inventory (ILI) to explain that teachers' perceptions towards instructional leadership behaviors of their principals have been found as "positive or high" level.

Instructional leadership of public secondary school principals was discussed five aspects. Firstly, the result of the managing curriculum was high mean percentile scores. Hallinger (2003) revealed that the principals play an important role in distributing tasks to run successful school when the managing curriculum appeared as a result of research associated with the effective school movement. Secondly, the finding mentioned that there were high mean percentile scores for supervising teaching. Murphy's (1990), the instructional leadership begins to manage good structures and processes to support the empirical practice of teaching and learning in developing a supportive work environment. Thirdly, there were essential that school principals have performed well in the monitoring student progress. Murphy (1990) stated promoting student progress consisted of the

behaviors of the school principals, concentrating on framing school goals encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performances and including staff responsibilities for achieving the goals. Fourthly, the results indicated that the mean percentile scores for defining mission still were high. Weber (1996) described defining the school's mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest. Finally, the findings stated that there was moderate result of mean percentile scores for the promoting instructional climate. Kapaya (2014) mentioned that promoting instructional climate was main key of instructional leadership framework focused on protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and developing high expectations and standards, and providing incentives for learning.

The exploration of the differences of the teachers' perceptions of instructional leadership of secondary school principals was based on the demographic factors. Initially, there was no significant difference in instructional leadership level based on genders, null hypothesis was maintained. Williams (2000) reported that male and female teachers' perceptions on instructional leadership of school principals were not significant different. Furthermore, the results of instructional leadership level based on ages of secondary school teachers were no statistically significant difference at the 0.5 level, suggesting that the null hypothesis was maintained. Tan (2007) Cambodian principals manage and maintain the school building one generation to other generations and they must be responsible for repairs and placing orders for school supplies and learning resources with the suitable authorities. Additionally, the finding indicated that there was a no significant difference in instructional

leadership based on educational level at the .05 level, suggesting that the null hypothesis was maintained. Ervay (2006) stated school principals must have a master's degree in education and administration, and it is now common for persons who pursue careers in administration to acquire a Ph.D. or an Ed.D. Lastly, Instructional leadership differed no statistically significant among the three groups of teaching experience, suggesting that the null hypothesis was maintained. Garner (2005) and Morris (2011) indicated that teachers' teaching experience was not statistically significant in the influence of teachers' perceptions on their school principals' instructional leadership behavior.

The correlation of instructional leadership levels was demonstrated that a statistically significant positive correlation between five aspects of instructional leadership were ranged from direct and moderately strong to direct and very strong, the null hypothesis was rejected. Findings from this study were consistent with the results of a study by Malcom (2007), Kursunoglu and Tanriogen (2009), and Sahin (2011) there was a significant positive relationship between instructional leadership behaviors of their school principals and teachers' attitudes towards changing the behavior of the organization in accordance with teachers' perspectives.

The study has also examined the strengths and weaknesses of instructional leadership of public secondary school principals as perceived by teachers. The findings revealed that there were positive signs of increasing involvement since all trigger mechanisms and organizations were occurred three secondary school in Kampong Thom province despite moderate level of participations from teachers in particular and the weakening involvement of the school personnel were refused to cooperate and pay less attention. The study suggested that school principals played the leading roles in securing support of whole local teachers.

Moreover, school ought to be the exact centerfold of information sharing and involvements. The study also recommended that Ministry of Education, Youth & Sports (MoEYS) further considerable emphasis on promoting teacher involvements.

This study was realized a small scale of limitations of conducting thesis; on the contrary, the results could have appropriately used for effective implementation to other settings in some significant aspects. Also, current practices in instructional leadership of secondary school principals have been assessed and evaluated, lending some school principals proved potentially fruitful in helping their schools. Besides, educators and policy-makers who wished to improve partnerships could have utilized the results in this present study to inform their practices.

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Appendix A



សាកលវិទ្យាល័យភ្នំពេញ
Royal University of Phnom Penh

លេខ: ៧.២២/២០១៥... សកត

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សូមគោរពជូន
លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡា ខេត្តកំពង់ធំ

កម្មវត្ថុ: សំណើសុំជួយសម្រួលដល់ការស្រាវជ្រាវរបស់និស្សិតឈ្មោះ ខួយ ប៊ុនឡុត នៅវិទ្យាល័យនានាក្នុងខេត្តកំពង់ធំ។

តាមកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកប្រធានមេត្តាជ្រាបថា លោក ខួយ ប៊ុនឡុត ជានិស្សិត ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ ជំនាន់ទី៨ នៅសាកលវិទ្យាល័យភ្នំពេញ។ លោកមានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ "ទស្សនៈគ្រូបង្រៀនលើលក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញរបស់នាយកវិទ្យាល័យក្នុងខេត្តកំពង់ធំ" ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ។ គោលបំណងនៃការស្រាវជ្រាវនេះគឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទងនឹងប្រធានបទខាងលើ។ ការស្រាវជ្រាវនេះនឹងមានរយៈពេល០១សប្តាហ៍ ដោយគិតពីថ្ងៃទី២៤ ខែកក្កដា ឆ្នាំ២០១៥ រហូតដល់ថ្ងៃទី ៣១ ខែកក្កដា ឆ្នាំ២០១៥។

អាស្រ័យហេតុនេះ សូមលោកប្រធានមេត្តាជ្រាបព័ត៌មាន និងជួយសម្រួលជូនលោក ខួយ ប៊ុនឡុត បានធ្វើការសិក្សាស្រាវជ្រាវនៅវិទ្យាល័យនានាក្នុងខេត្តកំពង់ធំដោយក្តីអនុគ្រោះ។

សូមលោកប្រធានមេត្តាទទួលនូវការរាប់អានដ៏ស្មោះស្ម័គ្រពីខ្ញុំ។

រាជធានីភ្នំពេញ ថ្ងៃទី ២៤ ខែកក្កដា ឆ្នាំ២០១៥



បាវ៉ា សែន

បានឃើញ និង អនុញ្ញាត
អោយនិស្សិត ខួយ ប៊ុនឡុត ចុះស្រាវជ្រាវ
នៅលោកនាយក គ្រឹះស្ថាន បណ្ណបណ្ណ
សាលា សាល្យនីស្សិតរូបនៃ
សាលា ថ្ងៃទី ២៣ ខែកក្កដា ឆ្នាំ២០១៥



ជូនតិ

ទូរស័ព្ទទំនាក់ទំនង: ០១២ ៧២២ ២៩៧

Appendix B

Code	
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The Questionnaire for Teachers

Topic: Instructional Leadership of Secondary School Principals as
Perceived by Teachers in Kampong Thom Province

Dear Teachers,

My name is Khoy Bunlot, a cohort 8 student of Master of Education for Administration and Leadership at Royal University of Phnom Penh. I am currently writing my thesis on the topic of Instructional Leadership of Secondary School Principals as Perceived Teachers in Kampong Thom Province to fulfill requirement of the Master Degree with the supervision of Dr. Mok Sarom. I would like to invite teachers to voluntarily participate in providing valid answers for the following questionnaire. The following questionnaire is designed to identify the Kampong Thom secondary schools principals' different perceptions on instructional leadership.

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: Instructional leadership of secondary school Principals of your secondary school

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 high schools and harm you in any way.

KHOY Bunlot

Student of Master of Education for Administrative and Leadership

Part I: Demographical background of teachers.

Instruction: Please provide basic information about yourself. As for the question for which choices are given, circle the one that applies.

N ⁰	Statements	Answer	Code
Q1	Gender <i>Circle one answer code.</i>	Male	1
		Female	2
Q2	Ages <i>Circle one answer code.</i>	Less than 30 years old	1
		From 30 to 45 years old	2
		More than 45 years old	3
Q3	Educational Levels <i>Circle one answer code.</i>	Lower than Bachelor Degree	1
		Bachelor Degree	2
		Higher than Bachelor Degree	3
Q4	Teaching Experiences <i>Circle one answer code.</i>	Less than 5 years	1
		From 5 to 10 years	2
		More than 10 years	3

Part II: Instructional leadership of secondary school principals of your secondary school

Instruction: In part II there are 47 statements. Do you agree with each of the below-designated practices of instructional leadership of public secondary school principals?

Circle the choice that is closest to your judgment on a scale of 1 to 5

1. I strongly disagree with the statement
2. I disagree with the statement
3. I am neutral with the statement
4. I agree with the statement
5. I strongly agree with the statement

N ^o	Statements	Judgment levels				
1.	She/he provides information teachers need to plan their work effectively.	1	2	3	4	5
2.	She/he encourages staff to try their best.	1	2	3	4	5
3.	She/he uses student assessment information to gauge progress toward the school's goals.	1	2	3	4	5
4.	She/he tries to be visible in the school building.	1	2	3	4	5
5.	She/he writes a letter of commendation for a job well done.	1	2	3	4	5
6.	She/he coordinates curriculum across grade levels.	1	2	3	4	5
7.	She/he tries to motivate a staff member.	1	2	3	4	5
8.	She/he works with teachers to discover new approaches for dealing with learning problems.	1	2	3	4	5
9.	She/he discusses school goals with students.	1	2	3	4	5
10.	She/he nominates teachers for awards.	1	2	3	4	5
11.	She/he insists policies and procedures be followed.	1	2	3	4	5
12.	She/he communicates high expectations to staff and students.	1	2	3	4	5
13.	She/he discusses assessment results with faculty to determine areas of strengths and weaknesses.	1	2	3	4	5
14.	She/he recognizes good teaching at formal school ceremonies.	1	2	3	4	5

15.	She/he joins an informal discussion among staff members.	1	2	3	4	5
16.	She/he provides specific support for curriculum development.	1	2	3	4	5
17.	She/he checks to see that staffs are working up to capacity.	1	2	3	4	5
18.	She/he models creative thinking for staff and students.	1	2	3	4	5
19.	She/he communicates excitement about future possibilities to staff and students.	1	2	3	4	5
20.	She/he asks parents to praise teachers for good work.	1	2	3	4	5
21.	She/he finds resources to help staff do a good job.	1	2	3	4	5
22.	She/he models effective teaching techniques for staff.	1	2	3	4	5
23.	She/he informs teachers, students, and community of assessment results through newsletters, memos, assemblies, and other media.	1	2	3	4	5
24.	She/he discusses school goals, purposes, and mission with staff.	1	2	3	4	5
25.	She/he encourages and supports a staff member seeking additional training.	1	2	3	4	5
26.	She/he makes sure that lesson plans fit with the stated instructional objectives.	1	2	3	4	5
27.	She/he demands more effort from a staff member.	1	2	3	4	5
28.	She/he sets specific expectations for student performance.	1	2	3	4	5
29.	She/he instructs a committee to be creative and innovative in its work.	1	2	3	4	5
30.	She/he seeks advice from staff members in making a decision.	1	2	3	4	5
31.	She/he makes detailed staff improvement plans.	1	2	3	4	5
32.	She/he spends time working on teaching skills with a teacher.	1	2	3	4	5
33.	She/he reviews a student's performance with a teacher.	1	2	3	4	5

34.	She/he takes advantage of an opportunity to stress and communicate school goals.	1	2	3	4	5
35.	She/he encourages a teacher to try out a new idea.	1	2	3	4	5
36.	She/he reviews the fit between curriculum objectives and achievement testing.	1	2	3	4	5
37.	She/he demonstrates an innovative teaching method to staff	1	2	3	4	5
38.	She/he uses the work and projects of students as part of the instructional evaluation.	1	2	3	4	5
39.	She/he focuses on school goals in curriculum development.	1	2	3	4	5
40.	She/he encourages a teacher to compete for an award.	1	2	3	4	5
41.	She/he observes a class.	1	2	3	4	5
42.	She/he stresses the importance of achieving top test scores to teachers.	1	2	3	4	5
43.	She/he praises staff members for their good work.	1	2	3	4	5
44.	She/he helps a teacher develop a specific strategy to increase student achievement.	1	2	3	4	5
45.	She/he makes regular contact with teachers to evaluate student progress.	1	2	3	4	5
46.	She/he writes a memo to staff praising their efforts.	1	2	3	4	5
47.	She/he fosters regard for teachers among students and parents.	1	2	3	4	5

Thanks so much for answering all the above questions and wish you succeed in every step to your happiness.

Appendix C

លេខសំដៅ

កម្រងសំណួរសម្រាប់លោកគ្រូ និងអ្នកគ្រូ

**កម្រងសំណួរការស្រាវជ្រាវប្រធានបទ
ទស្សនៈគ្រូបង្រៀនលើលក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញរបស់នាយកវិទ្យាល័យរដ្ឋ
ក្នុងខេត្តកំពង់ធំ**

សូមគោរពជូន

លោកគ្រូ និងអ្នកគ្រូ

ខ្ញុំបាទឈ្មោះ ខួយ ប៊ុនឡុត ជានិស្សិតស្រាវជ្រាវថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកស្រាវជ្រាវ
អប់រំនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ ដែលកំពុងសរសេរនិក្ខេបបទបញ្ចប់ឆ្នាំសិក្សាថ្នាក់បរិញ្ញាបត្រ
ជាន់ខ្ពស់ក្រោមប្រធានបទ “ទស្សនៈលោកគ្រូ និងអ្នកគ្រូ ទៅលើលក្ខណៈភាពជាអ្នកដឹកនាំ
បង្រៀនរបស់លោកនាយក និងលោកស្រីនាយិការបស់វិទ្យាល័យក្នុងខេត្តកំពង់ធំ” ដោយមានទី
ប្រឹក្សាដឹកនាំនិក្ខេបបទគឺលោកសាស្ត្រាចារ្យបណ្ឌិត មុំកសារ៉ុម ។ ខ្ញុំបាទសូមគោរពអញ្ជើញលោកគ្រូ
និងអ្នកគ្រូចូលរួម ដោយស្ម័គ្រចិត្ត ដើម្បីផ្តល់ចម្លើយយ៉ាងសុក្រិតលើកម្រងសំណួរស្រាវជ្រាវអប់រំ។
កម្រងសំណួរខាងក្រោម ទាំងអស់នេះបង្កើតឡើងក្នុងគោលបំណងដើម្បីវាស់ស្ទង់លក្ខណៈភាព
ជាអ្នកដឹកនាំរបស់លោកនាយកនិងលោកស្រីនាយិការបស់សាលាវិទ្យាល័យក្នុងខេត្តកំពង់ធំ។

ខ្ញុំបាទសូមថ្លែងអំណរគុណយ៉ាងខ្ពង់ខ្ពស់ចំពោះកិច្ចសហការ និងការចូលរួមចំណែករបស់
លោកគ្រូ និងអ្នកគ្រូ ទោះបីជាលោក និង លោកស្រីមានភាពមមាញឹកខ្លាំងយ៉ាងណាក៏ដោយ។

សេចក្តីណែនាំ

- ១. កម្រងសំណួរស្រាវជ្រាវអប់រំចែកចេញជា ២ ផ្នែកដូចខាងក្រោម៖
 - ផ្នែកទី១: ព័ត៌មានស្ថានភាពទូទៅរបស់លោកគ្រូ និងអ្នកគ្រូ
 - ផ្នែកទី២: លក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញរបស់លោកនាយក និងលោកស្រីនាយិការវិទ្យាល័យរបស់អ្នក។
- ២. សូមអានសេចក្តីណែនាំនៃការឆ្លើយកម្រងសំណួរនីមួយៗដោយការយកចិត្តទុកដាក់។ សូម
មេត្តាជួយឆ្លើយឲ្យបានគ្រប់សំណួរតាមការពិតជាក់ស្តែងនិងត្រួតពិនិត្យអោយមានរបៀបរៀបរយ

មុនពេលប្រគល់ឲ្យអ្នកស្រាវជ្រាវវិញដោយមិនចាំបាច់បញ្ជាក់ឈ្មោះរឺនាមត្រកូលរបស់អ្នក និងឈ្មោះវិទ្យាល័យរបស់អ្នកឡើយ។ អ្នកស្រាវជ្រាវសូមអះអាងថាចម្លើយរបស់លោកគ្រូអ្នកគ្រូនឹងត្រូវបានរក្សាទុកជាសម្ងាត់ ដោយពុំមាន ផលប៉ះពាល់អ្វីទាំងអស់ដល់វិទ្យាល័យ លោកនាយកលោកស្រីនាយិកានិងលោកគ្រូ អ្នកគ្រូឡើយ។

ខ្ញុយ ប៊ុនឡុត

និស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកស្រាវជ្រាវអប់រំ

ផ្នែកទី ១: ព័ត៌មានអំពីស្ថានភាពទូទៅរបស់លោកគ្រូ-អ្នកគ្រូ

សេចក្តីណែនាំ: សូមផ្តល់ព័ត៌មានអំពីខ្លួនអ្នកផ្ទាល់។ ចូរគូសរង្វង់លើចម្លើយត្រឹមត្រូវតែមួយគត់សម្រាប់សំណួរពហុជ្រើសរើសដែលត្រូវជាមួយស្ថានភាពទូទៅរបស់លោកគ្រូនិងអ្នកគ្រូ។

ល.រ	ផ្នែកសេចក្តី	ចម្លើយ	កូដ
Q១	ភេទ	ប្រុស	១
		ស្រី	២
Q២	អាយុ	តិចជាង ៣០ឆ្នាំ	១
		ពី ៣០-៤៥ឆ្នាំ	២
		លើសពី ៤៥ឆ្នាំ	៣
Q៣	កម្រិតការសិក្សា	ទាបជាងបរិញ្ញាបត្រ	១
		បរិញ្ញាបត្រ	២
		ខ្ពស់ជាងបរិញ្ញាបត្រ	៣
Q៤	បទពិសោធបង្រៀន	តិចជាង ៥ឆ្នាំ	១
		ពី ៥-១០ឆ្នាំ	២
		លើសពី ១០ឆ្នាំ	៣

ផ្នែកទី ២: លក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញរបស់លោកនាយក-លោកស្រីនាយិកាវិទ្យាល័យរបស់អ្នក

សេចក្តីណែនាំ

ក្នុងផ្នែកទី ២ នេះមានប្រយោគចំនួន៤៧។ តើអ្នកយល់ព្រមជាមួយការអនុវត្តរបស់នាយកលោកស្រីនាយិកាវិទ្យាល័យរបស់អ្នកតាមលក្ខណៈភាពជាអ្នកដឹកនាំបែបចង្អុលបង្ហាញទៅតាមផ្នែកសេចក្តីនីមួយៗខាងក្រោយនេះដែរឬទេ? ចូរគូសរង្វង់លើចម្លើយទៅតាមការវិនិច្ឆ័យដ៏ត្រឹមត្រូវរបស់អ្នកតែមួយគត់

១. ខ្ញុំមិនយល់ស្របយ៉ាងខ្លាំងជាមួយនឹងសេចក្តីផ្តែងការណ៍នេះ
២. ខ្ញុំមិនយល់ស្របជាមួយនឹងសេចក្តីផ្តែងការណ៍នេះ
៣. ខ្ញុំគឺអព្យាក្រឹត្យជាមួយនឹងសេចក្តីផ្តែងការណ៍នេះ
៤. ខ្ញុំយល់ស្របជាមួយនឹងសេចក្តីផ្តែងការណ៍នេះ
៥. ខ្ញុំយល់ស្របយ៉ាងខ្លាំងជាមួយនឹងសេចក្តីផ្តែងការណ៍នេះ

លរ	សេចក្តីផ្តែងការណ៍	កម្រិតវិនិច្ឆ័យ				
១	គាត់ផ្តល់ព័ត៌មានពីតម្រូវការរបស់គ្រូបង្រៀនដើម្បីរៀបចំផែនការការងារប្រកបដោយប្រសិទ្ធភាព។	១	២	៣	៤	៥
២	គាត់លើកទឹកចិត្តដល់ បុគ្គលិកឲ្យព្យាយាមប្រឹងប្រែងអស់ពីសមត្ថភាពរបស់ពួកគាត់។	១	២	៣	៤	៥
៣	គាត់ប្រើព័ត៌មានវាយតម្លៃសិស្ស ដើម្បីវាស់ស្ទង់ ការរីកចម្រើនឆ្ពោះទៅរកគោលដៅរបស់សាលារៀន។	១	២	៣	៤	៥
៤	គាត់ព្យាយាមត្រួតពិនិត្យទៅតាមអគារសាលារៀន។	១	២	៣	៤	៥
៥	គាត់ប្រគល់លិខិតសរសើរជូនចំពោះលោកគ្រូ អ្នកគ្រូដែលបំពេញការងារបានល្អ។	១	២	៣	៤	៥
៦	គាត់សម្របសម្រួលកម្មវិធីសិក្សាគ្រប់កម្រិតថ្នាក់។	១	២	៣	៤	៥
៧	គាត់ព្យាយាមលើកទឹកចិត្តសមាជិកគ្រូនីមួយៗ។	១	២	៣	៤	៥
៨	គាត់ធ្វើការជាមួយលោកគ្រូ អ្នកគ្រូ ដើម្បីរកឱ្យឃើញនូវវិធីសាស្ត្រថ្មីៗសម្រាប់ធ្វើការដោះស្រាយជាមួយបញ្ហាការរៀនសូត្ររបស់សិស្សានុសិស្ស។	១	២	៣	៤	៥
៩	គាត់ពិភាក្សាពីគោលដៅរបស់សាលារៀនជាមួយសិស្សានុសិស្ស	១	២	៣	៤	៥

១០	គាត់ជ្រើសរើស លោកគ្រូ អ្នកគ្រូ សម្រាប់ផ្តល់ពានរង្វាន់។	១	២	៣	៤	៥
១១	គាត់ទទួលបានលោកគ្រូ អ្នកគ្រូអនុវត្តតាម គោលនយោបាយនិង នីតិវិធីផ្សេងៗ។	១	២	៣	៤	៥
១២	គាត់បង្ហាញនូវការជឿជាក់ខ្ពស់ចំពោះបុគ្គលិក និង សិស្សានុសិស្ស។	១	២	៣	៤	៥
១៣	គាត់ពិភាក្សាលទ្ធផលនៃការវាយតម្លៃជាមួយក្រុមការងារដើម្បី កំណត់ចំណុចខ្លាំងនិងខ្សោយ ។	១	២	៣	៤	៥
១៤	គាត់ធ្វើជាគំរូគិតច្នៃប្រឌិតសម្រាប់បុគ្គលិក និង សិស្សានុសិស្ស។	១	២	៣	៤	៥
១៥	គាត់ចូលរួមពិភាក្សាក្រៅផ្លូវការមួយជាមួយសមាជិកគ្រូ។	១	២	៣	៤	៥
១៦	គាត់ផ្តល់នូវការគាំទ្រជាក់លាក់សម្រាប់ការអភិវឌ្ឍកម្មវិធីសិក្សា។	១	២	៣	៤	៥
១៧	គាត់ត្រួតពិនិត្យមើលការអភិវឌ្ឍសមត្ថភាពរបស់បុគ្គលិក ។	១	២	៣	៤	៥
១៨	គាត់រៀបចំពិធីអបអរសាទរជូនដល់លោកគ្រូ អ្នកគ្រូដែលមាន ស្នាដៃនៃការបង្រៀន។	១	២	៣	៤	៥
១៩	គាត់បង្ហាញភាពជឿជាក់ចំពោះបុគ្គលិក និងសិស្សានុសិស្ស ។	១	២	៣	៤	៥
២០	គាត់អំពាវនាវឱ្យឪពុកម្តាយសិស្សានុសិស្ស ជួយសរសើរលោក គ្រូ អ្នកគ្រូដែលបានបង្រៀនល្អ។	១	២	៣	៤	៥
២១	គាត់ស្វែងរកធនធាន ដើម្បីជួយឱ្យបុគ្គលិកធ្វើការងារបានល្អ។	១	២	៣	៤	៥
២២	គាត់ធ្វើជាគំរូបច្ចេកទេសបង្រៀនឱ្យមានប្រសិទ្ធភាពសម្រាប់ បុគ្គលិក ។	១	២	៣	៤	៥
២៣	គាត់ជូនព័ត៌មានទៅកាន់លោកគ្រូ អ្នកគ្រូ សិស្សានុសិស្ស និង សហគមន៍ នៃលទ្ធផលវាយតម្លៃ តាមរយៈលិខិតផ្តល់ព័ត៌មានស ន្និបាតនិង ប្រព័ន្ធផ្សព្វផ្សាយដទៃទៀត ។	១	២	៣	៤	៥
២៤	គាត់ពិភាក្សាលើគោលដៅគោលបំណងនិងបេសកកម្មរបស់ សាលារៀនជាមួយបុគ្គលិក ។	១	២	៣	៤	៥
២៥	គាត់លើកទឹកចិត្ត និងគាំទ្រសមាជិកគ្រូណាម្នាក់ដែលស្វែងរក ការបណ្តុះបណ្តាលបន្ថែមទៀត។	១	២	៣	៤	៥
២៦	គាត់ធ្វើឱ្យប្រាកដថា កិច្ចតែងការសមស្របជាមួយនឹងវត្តបំណង នៃការបង្រៀនច្បាស់លាស់ ។	១	២	៣	៤	៥

២៧	គាត់ទាមទារកិច្ចខិតខំប្រឹងប្រែបន្ថែមទៀតពីបុគ្គលិកម្នាក់ៗ ។	១	២	៣	៤	៥
២៨	គាត់កំណត់ការរំពឹងទុកជាក់លាក់សម្រាប់ការអនុវត្តរបស់សិស្ស។	១	២	៣	៤	៥
២៩	គាត់ណែនាំឱ្យមានគណៈកម្មាធិការច្នៃប្រឌិតនិងបង្កើតថ្មី នៅក្នុងការងាររបស់សាលារៀន។	១	២	៣	៤	៥
៣០	គាត់សុំយោបល់ពីសមាជិកគ្រូផ្សេងៗទៀតក្នុងការសម្រេចចិត្តធ្វើមួយ។	១	២	៣	៤	៥
៣១	គាត់បង្កើតគម្រោងលើកកម្ពស់បុគ្គលិកយ៉ាងម៉ត់ចត់។	១	២	៣	៤	៥
៣២	គាត់ចំណាយពេលផ្ដោតទៅលើការបង្រៀនជាមួយ លោកគ្រូអ្នកគ្រូបង្រៀនផ្សេងៗ។	១	២	៣	៤	៥
៣៣	គាត់ពិនិត្យការអនុវត្តរបស់សិស្ស ជាមួយនិងគ្រូបង្រៀន។	១	២	៣	៤	៥
៣៤	គាត់បង្កើតឱកាសដ៏មានតម្លៃនិងបង្ហាញអំពីគោលដៅសាលារៀន។	១	២	៣	៤	៥
៣៥	គាត់បានលើកទឹកចិត្តដល់លោកគ្រូ អ្នកគ្រូគ្រប់រូបអោយសាកល្បងនូវគំនិតថ្មីៗ។	១	២	៣	៤	៥
៣៦	គាត់ត្រួតពិនិត្យពីភាពសមស្របរវាងវត្ថុបំណងកម្មវិធីសិក្សា និងលទ្ធផលនៃការធ្វើតេស្ត។	១	២	៣	៤	៥
៣៧	គាត់បង្ហាញវិធីសាស្ត្របង្រៀនដែលមានលក្ខណៈច្នៃប្រឌិតថ្មីដល់បុគ្គលិក ។	១	២	៣	៤	៥
៣៨	គាត់ប្រើការងារនិងគម្រោងរបស់សិស្សានុសិស្សជាផ្នែកមួយនៃការវាយតម្លៃនៃការបង្រៀនរបស់លោកគ្រូ អ្នកគ្រូ។	១	២	៣	៤	៥
៣៩	គាត់ផ្ដោតទៅលើគោលដៅក្នុងការអភិវឌ្ឍកម្មវិធីសិក្សារបស់សាលារៀន។	១	២	៣	៤	៥
៤០	គាត់លើកទឹកចិត្តលោកគ្រូ អ្នកគ្រូឲ្យចូលរួមប្រកួតប្រជែងដណ្ដើមពានរង្វាន់។	១	២	៣	៤	៥
៤១	គាត់តាមដានការបង្រៀនរបស់លោកគ្រូ អ្នកគ្រូ ក្នុងថ្នាក់នីមួយៗ។	១	២	៣	៤	៥
៤២	គាត់សង្កត់ធ្ងន់ពីសារៈសំខាន់នៃការធ្វើតេស្តចំពោះលោកគ្រូ អ្នកគ្រូ។	១	២	៣	៤	៥

៤៣	គាត់កោតសរសើរសមាជិកគ្រូចំពោះការងារល្អរបស់ពួកគាត់។	១	២	៣	៤	៥
៤៤	គាត់ជួយលោកគ្រូ អ្នកគ្រូ អភិវឌ្ឍយុទ្ធសាស្ត្រជាក់លាក់មួយ ដើម្បីបង្កើនលទ្ធផលការសិក្សារបស់សិស្សានុសិស្ស។	១	២	៣	៤	៥
៤៥	គាត់ទំនាក់ទំនងជាប្រចាំជាមួយលោកគ្រូ អ្នកគ្រូ ដើម្បីវាយតម្លៃ ការរីកចម្រើនរបស់សិស្សានុសិស្ស។	១	២	៣	៤	៥
៤៦	គាត់សរសេរលិខិតកោតសរសើរទៅកាន់គ្រូចំពោះការខិតខំប្រឹង ប្រែងរបស់ពួកគេ។	១	២	៣	៤	៥
៤៧	គាត់ជំរុញការយកចិត្តទុករបស់លោកគ្រូ អ្នកគ្រូចំពោះ សិស្សានុសិស្សនិងអាណាព្យាបាល។	១	២	៣	៤	៥

សូមថ្លែងអំណរគុណដល់លោកគ្រូ និងអ្នកគ្រូដែលបានជួយឆ្លើយសំណួរខាងលើទាំងអស់នេះ និង សូមជូនពរអោយលោកគ្រូ និងអ្នកគ្រូទទួលបាន ជោគជ័យរាល់គ្រប់ជំហាន ឈានទៅរកសុភ មង្គល របស់លោកអ្នក