## Relationship Between Principals' Instructional Leadership Practices and Mathematics Achievement of Grade Nine Students in Selected Schools of Mudon Township, Mon State

Cho Cho Sett<sup>1</sup>, May Thingyan Moe Aung<sup>2</sup>

## Abstract

The main purpose of this study was to study the relationship between principals' instructional leadership practices and mathematics achievement of grade nine students in selected schools of Mudon Township, Mon State.

Quantitative and qualitative methods were used in this study. The total of 78 mathematics teachers and 310 grade nine students (male=123, female=187) were selected as subjects from five schools in Mudon Township, Mon State, using simple random sampling method. For quantitative methods, questionnaire for mathematics teachers and mathematics achievement test for grade nine students were used. Teachers' questionnaire included demographic data and principals' instructional leadership practices for promoting students' mathematics achievement. The Cronbach's alpha ( $\alpha$ ) of the whole scales of principals' instructional leadership practices achievement test involved twenty-two items to assess grade nine students' cognitive skills (lower level). Descriptive statistics, one way ANOVA, independent sample *t*-test were used to analyze the data in this study.

The total mean value of principals' instructional leadership practices in this study was moderately high (mean=4.36, SD=.21) in Mudon Township. There were significant differences in grade nine students' mathematics achievement scores among selected schools. There were no significant differences in grade nine students' mathematics achievement scores between male and female. When principals' instructional leadership practices were high, grade nine students' mathematics achievement scores were also high. According to qualitative data obtained by informal observation and open-ended questions, principals' instructional leadership practices had moderately influenced on students' mathematics achievement in this study.

<sup>1.</sup> Tutor, Dr., Department of EducationalTheory, Yangon Institute of Education

<sup>2.</sup> M.Ed Student