

A Study of Pedagogical Knowledge and Practices of the Principal as an Instructional Leader in Basic Education High Schools, Khayan Township, Yangon Region

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Abstract

This study aims to investigate the pedagogical knowledge and practices of the principals as an instructional leader in Basic Education High Schools, Khayan Township, Yangon Region. Questionnaire survey was used and it also included 40 items of true or false questions for high school principals' pedagogical knowledge and 70 items of Likert scale for practices of the principals as an instructional leader. The overall value of Cronbach's alpha was 0.98. In this study, 12 principals and 235 teachers from 12 Basic Education High Schools in Khayan Township were selected as sample. The respondent rate was 100%. Item Percent Correct (IPC) was used to analyze the quantitative data in order to describe the level of pedagogical knowledge of high school principals as an instructional leader. Moreover, the mean values were used to investigate the extent of practices of the principal as an instructional leader. Independent samples *t* test was used to investigate the different practices between principals as an instructional leader grouped by personal factors. The level of pedagogical knowledge, the extent of practices and the variations of practices of high school principals as an instructional leader grouped by personal factors were explored. It was found that the level of pedagogical knowledge of the participant principals as an instructional leader was *above satisfactory level* and they *often* performed the functions of an instructional leader.

Key words: Pedagogical Knowledge, Instructional Leader

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