

A Study of Teachers' Perceptions of Principals' Administrative Skills in Basic Education Schools

Ei Phyu Chaw¹ and Khin Mar Ni²

Abstract

This study aims to investigate teachers' perceptions on principals' administrative skills in Basic Education Schools. The success or failure of school depends upon principal's competence of administration (Mustamin, 2012). However, very few studies have focused on administrative skills of principals these days. This current study was conducted in eight Basic Education Schools in Myanaung Township, Ayeyarwady Region. Descriptive research design was adopted to answer the main research question of "What are the teachers' perceptions on their principals' administrative skills?" Purposive sampling method was used to select the principals at least two years of administrative experience in current schools. 183 teachers from eight Basic Education Schools participated to describe their perceptions on principal's administrative skills. Descriptive statistics, independent samples *t*-test and one-way ANOVA and post hoc test are used to analyze the quantitative data. The findings showed that the financial management skill was found as the most expert skill of all principals. The result of independent sample *t*-test indicates that rural school principals outperformed personnel management skills than urban principals. Post hoc test also revealed the mean score of instructional leadership skills of principals over 50 years old are significantly higher than that of younger principals. Qualitative data also confirms principals' administrative skills. These findings can contribute to the development of the policies and practices of school administration program for efficient functioning of the schools in different areas.

Key words: instructional leadership, personnel management, financial management, administrative skill, principal

-
1. Assistant Lecturer, Department of Educational Theory and Management, Yangon University of Education
 2. Professor and Head, Dr., Department of Educational Theory and Management, Yangon University of Education