

Principals' Instructional Supervision Practices in Basic Education High Schools

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Abstract

The general objective of this study is to study the principals' instructional supervision practices in Basic Education High Schools in Patheingyi and Thapaung Townships. In this study, the sample size of respondents such as 36 principals and 216 teachers from Basic Education High Schools was selected by using purposive sampling for schools, and equal-size groups in stratified sampling for teachers. The questionnaires and open-ended questions were developed and modified by reviewing on Wanjiru's (2015) items and previous related literature to collect the required data. Four-point Likert-scales were employed to identify the level and extent of principals' instructional supervision practices (Coklar et al., 2016). The internal consistencies (Cronbach's alpha) were 0.87 for principals and 0.96 for teachers. Descriptive statistics, One-way ANOVA and Independent Samples *t*-Test were used to analyze the quantitative data. Principals' instructional supervision practices was high (Mean=3.36, SD=.37). There were no significant differences in practices of principal instructional supervision between the groups of gender and administrative experience. There were significant differences in principals' instructional supervision practices between the groups by age, position and school size. It was found that open-ended responses of principals and teachers were consistent with the findings of quantitative study.

Key words: Principal, instructional supervision, practices

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