

A Study of Principals' Supervisory Behaviours

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Abstract

This study examined the principals' supervisory behaviours at selected Basic Education High Schools in Kyaukphyu Township, Rakhine State. All senior, junior, and primary school teachers (N=349) from the selected Basic Education High Schools in Kyaukphyu were selected by using a purposive sampling. As the research instrument, a questionnaire was constructed based on Bulach, Boothe, and Michael (1999b). To obtain the questionnaire reliability, the pilot study was administered. The internal consistency (Cronbach's alpha) was 0.93. The descriptive statistics, independent samples t test, and one way analysis of variance (ANOVA) were used in analyzing the data by using the SPSS version 25. The results of this study indicated that teachers perceived their principals practiced supervisory behaviours to a moderate extent (mean= 3.71). In more detail, they perceived that their principals practiced all dimensions of supervisory behaviours, including human relations, trust-decision making, instructional leadership, conflict, and control to a moderated extent. Principals' factors such as gender, age, professional qualifications, and administrative service showed significant differences in supervisory behaviours. Based on the research findings, this study will contribute to provide a guidance and direction for principals who wish to exercise their supervisory behaviours in a more appropriate and relevant way, particularly in promoting students' learning and the professional growth of teachers.

Keywords: principals' supervisory behaviours

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