

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF COMMERCE
Ph.D. PROGRAMME**

**ADMINISTRATIVE BEHAVIOR,
ORGANIZATIONAL COMMITMENT AND PERFORMANCE
IN
HIGHER EDUCATION INSTITUTIONS**

**ZAW HTAY
JANUARY, 2017**

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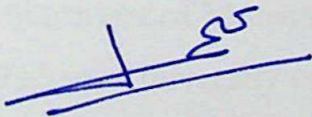
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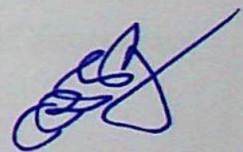
**Submitted in Partial fulfillment of the requirements for the
Degree of Doctor of Philosophy (Ph.D.) at the Department of Commerce,
Yangon University of Economics, Myanmar**

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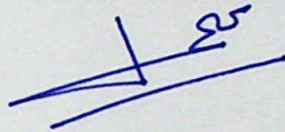
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JANUARY, 2017

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF COMMERCE
Ph.D. PROGRAMME

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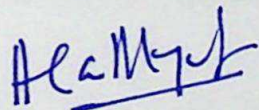


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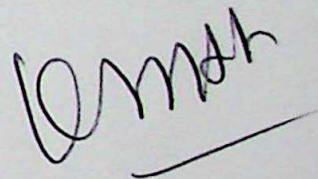
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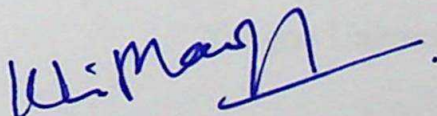


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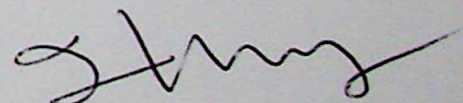


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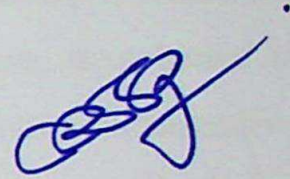
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CERTIFICATION

I hereby certify that the contents of this dissertation are wholly my own work unless otherwise referenced or acknowledged. Information from sources is referenced with original comments and ideas from the writer him/herself.



Zaw Htay

4 Par Thu Za - 1

ABSTRACT

The main objective of this study is to examine the impact of administrative behavior on the commitment and performance of teachers in tertiary education sector under the Ministry of Education in Myanmar. The specific objectives are to explore the administrative behavior of administrators, to analyze the factors influencing administrative behavior of administrators, to examine the influence of administrative behavior of administrators on teachers' commitment, and to analyze the relationship between teachers' commitment and their performance.

To achieve the above-mentioned objective, the HEIs (Universities), which are situated in Yangon and under the supervision of Ministry of Education, are selected as an area of this study. The findings from this study are; participative administrative Style, Situational administrative Model, and teachers centered approach based administrators are dominated on Administrative Behavior in HEIs in Myanmar.

Four factors, such as Strategic Planning, Innovative Strategy, Organizational Structure and University Climate are significantly influenced on Administrative Behavior.

There is no relationship between Teachers' Affective Commitment and all factors. Continuance Commitment is significantly influenced by Organizational Structure, but not significantly influenced by the remaining three factors. Normative Commitment is significantly influenced by University Climate but not significantly influenced by the rest three factors.

Regarding the examined result of the effect of Administrative Behavior on teachers' Commitment, there is no relationship between Teachers' Affective Commitment and Administrative Behavior, but Administrative Behavior significantly influences on Continuance Commitment, Normative Commitment and General Commitment.

Regarding the analyses, result of the relationship between Commitment and Performance, teachers' General Commitment is significantly relationship with teachers' professional development, less-formal professional development and own professional development, and Administrative Behavior is also significantly related to teachers' professional development and less-formal professional development.

Teachers' commitment is grounded on the value that teachers derive from their organizations. Moreover, they stay primarily to avoid losing something of value. Therefore, the universities should create positive working environment and provide enough teaching facilities for effective learning style, focus on job design and continuous improvement for skill development, set up high performance standard to attain high achievement, create some feeling of obligation for teachers to remain with their current universities, apply open communication system, positive supervisory behaviors, working activities designed effectively, encouraging participation, managing based on evidences, treating as professionals, recognizing self-esteem, performing career development programs, and focusing on the expansion on technical skills.

The impact of governance system changes on the education system and behavior of government employees at autonomous HEIs after transition period of the universities' administrative system, and the impact of administrative behavior on the commitment and performance of students at autonomous higher education institutions, are the related and interested topics to be needed for further study.

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CHAPTER (1)

INTRODUCTION

Today is the age of science and technology. The importance of education has increased many folds, more than ever before. There was a time when education was the domain of the rich but now education has attained importance even for the general public. Education has been derived from the Latin word "Educate" which means to "bring up" or to develop. So the basic meaning of education is to develop. It indicates a kind of development process. In the beginning, education meant gaining of knowledge. Education is a natural process. It is an adaptation to environment a continuous process that goes on from the cradle to the grave. In order to hold key position efficiently, administrators of education institutions, especially universities are required to possess outstanding personality and extraordinary traits. They should be able to set personal examples of good conduct; high scholarship, high ideas, social services, integrity as leaders are responsible for students' academic achievement.

An administrator must have the capability to develop good university policies and procedures. Leaders must have skill to provide clarified duties and responsibilities, mature behavior, self-confidence, sensitivity, flexibility, personal fulfillment and insight. These are some of the fulfillment of good personal or administrative behavior effects. The university administrator is required to discharge variety of responsibilities and perform several duties, such as teaching, planning, supervision, organization and administration, guidance of motivation and maintenance of relations. Administrator effectiveness is a strong determinant of difference in student learning for outweighing the effects of difference in class size and class heterogeneity.

All administrators, regardless of the type or the sector of the organization such as economic, social, transport, energy environmental, etc., are responsible to manage their respective organization to achieve their organizational goals. Managing an organization involves setting the organizational goal(s) and endeavoring to meet the

goal(s) by the most efficient approach to attain high performance, and also gain strong commitment of the organization's members.

Since the administrative behavior is one of the key factors of organization achievements, administrators need to understand their administrative behavior from the point of view of their followers. In Myanmar higher education institutions, these links are urgently needed to be explored. Whether in businesses or in education organizations, the quality of an administrator determines the organization's success. The administrators have the responsibility for deciding the direction for an institution. They need to take and hold the authority to move the institution towards its goals. Thus they are the single and most important ingredient in determining the organization's success or failure.

Higher education institutions such as colleges and universities require individuals who are committed to their profession and the quality development of the students. The quality and the attainment of goals of all educational organizations (schools, colleges and universities) largely rely on the willingness of teachers to contribute to the development of the university. Moreover, the commitment of administrators is also critical for not only the development of university but also the retention of committed teachers. Their commitment could be upgraded by effective administrative behavior of their leaders (administrators) from their respective universities. Likewise, their commitment could be destroyed by wrong administrative behavior of their administrators.

The main responsibilities of the of Education are to promote the quality of human resources, to produce highly qualified human resources, and to nurture good citizens for the nation. The development of a country significantly relies on the development of its education and as we believe that education is the foundation of the development of a nation and its people, education reforms have been made to promote the standard and quality of education, and to uplift the standard and quality of the working environment of society, and maintain the sustainable development of the nation. Hence, all the organizations, which are operating at the national level mechanism, are becoming crucial factors for the sustainable development of the nation, and also to nurture the highly qualified human resources. In Myanmar, higher education institutions, the committed teachers have strong psychological ties to their institutions not because of financial benefits but because of their commitment.

In Myanmar, since the new Government, elected by the first parliament, took office on March 31, 2011, reforms were introduced in all sectors soon after it took office. The government has been building good governance and clean government with a focus on transparency and accountability, and also striving for the speedy socio-economic development of the country, trying to develop the economy by making greater utilization of its rich natural resources, inviting more foreign investments, obtaining assistance from development partners and promoting the quality of human resources.

In the rapidly changing environment, organization members - staff of the higher education organizations- have become very sophisticated and more demanding. To meet their preferences and needs, which are also changing, the administrator must endeavor to identify their current preferences and needs; and also need to incentivize the organization members to perform highly and commit strongly to the organization. Therefore the administrators should consistently strive to make their behavior, promote positive effect on their organizations. The purposes of this study are to overview of the administrative behavior of administrators at Myanmar higher education institutions from the followers' point of view, and to present the relationship between their views, their commitment to institutions and their performance.

1.1 Rationale of the Study

The administrative behavior is correct if it selects appropriate means to reach designated ends. The rational administrator is concerned with the selection of these effective means (Simon, 1976).

It is clear that the actual physical task of carrying out an organization's objectives falls to the persons at the lowest level of the administrative hierarchy. It is equally clear that the persons above this lowest or operative level in the administrative hierarchy is not a mere surplus baggage and that they too must have an essential role to play in the accomplishment of the organization's objectives. Thus, the question is to identify how the administrative and supervisory staff of an organization would affect that organization's work. The non-operative staff of an administrative organization participates in the accomplishment of the objectives of that organization

to the extent that they influence the decisions of the operatives - the persons at the lowest level of the organization.

The performance and commitment of the members of the organization will be significantly influenced by the administrative behavior. Organizational influences are manifested through five mechanisms: division of work, establishing of standard practices (standard operational procedures), the transmission downwards of decisions, providing channels of communication, and training and indoctrinating (internalization) (Simon, 1976). One main function of these organizational influences is to coordinate the activities of the members in the organization. The proper means for maintaining rationality at a high level is planning (Simon, 1976). This involves the development of a plan for all members of the organization involved, the communication of relevant portions of this plan to each member, and ensuring that each member is willing to be guided by the plan (Simon, 1976).

Cuttitta, (1975) presented that the administrators or leaders' administrative behaviors can be identified with their decision-making behavior, especially in academic sector or educational organizations. According to this author, there are four types of administrative behavior from the point of view of their decision-making styles. These four types of administrative behavior are Educational Leadership (EL) Type of Administrative Behavior, Staff Development (SD) Type of Administrative Behavior, Conflict Resolution (CR) Type of Administrative Behavior and Managing-the-School (MS) Type of Administrative Behavior. The author also mentioned that the organization's goals would be varied with leaders' administrative behavior in universities.

Although Cuttitta, (1975) observed only the relationship between administrative behavior of universities' administrators and universities' goals with students' achievement scores, during recent time, the universities' goals must be assessed with performance and commitment of teachers and administrative staff.

The most urgent need currently required at Myanmar Public universities, can be considered to be the performance and commitment of teachers. It is now to upgrade the quality of universities in Myanmar. As a first step, the academic quality of universities needs to be evaluated with teachers' qualification and commitment. The next step will be evaluation on students' quality.

According to the rules and regulations of staff recruitment and punishment at Myanmar public universities, neither the teaching staff nor the administrative staff can be punished if they do not break the rules. Even though they show the poor performance and lack of commitment at work, they would not be punished. This lack of commitment and performance will significantly effect on universities' goal achievement and students' quality.

If teachers have high commitment and show high performance, the universities' goal will be highly achieved. The achievement of universities' goal will also support the social objectives of the country. Thus the most important drivers for education development of Myanmar are commitment and performance of teachers, and the administrative behavior of administrators of universities. The performance and commitment of teachers are largely influenced by the administrators' decision-making styles. Therefore the entire organizational forces have the responsibility to achieve the organizational goal(s). Moreover the entire organizational forces need to understand the importance of roles and behaviors of administrators, factors influencing on administrative behavior, and the impact of administrative behavior on the achievement of their organizational goal(s).

Since the year 2011, Myanmar government has embarked in an ambition to reform economic, political and governance programs. It has begun a series of reforms to remove economic distortions. To be in line with the administration reform processes and changes from authoritarian governance system to democratic governance system, the behavior of the organizational cultural also changes. Openness, fairness, and people-centered approaches are the key principle of the administrative reform. Administrative reform has been evaluating, amending, relaxing, and replacing some of the existing laws, rules, regulations, and departmental procedures. Reforming, restructuring, and reorganizing the organizational setup are in process. Especially, the administrative model of the education sector has been changed and the new National Education Law has been promulgated. The related sectorial laws namely, the Basic Education Law, Higher Education Law, Teacher Education Law, Technical Vocational Education and Training Law, Private Education Law are currently drafted.

According to the new National Education Law (2015), the administrative model of the higher education institutions will be totally changed. All the state owned higher education institutions – universities, degree colleges and colleges –will be transformed from government centralized controlled system to autonomous system. According to the changes of the universities administrative system, the nature, culture and behavior of the higher education institutions will definitely be changed. In this situation, goals setting style or the respective process of organization, the chances of participation of the staff at the organizational goal setting process, information flow, communication style, discussion approach, and responsiveness on the feedback between administrators and staff members are definitely needed to be changed.

For the successful implementation of the new National Education Law and to achieve the goals of the higher education institutions- university, degree college and college- it is needed to study the commitment and performance of teachers and administrative staff of Myanmar higher education institutions and behavior of their administrators. Therefore, it is necessary to explore the administrative behaviors, examine the elements of administrative behaviors, and scrutinize the relation among elements and degree of effect on job performance and commitment to their organizations.

1.2 Problem Statement of the Study

This study mainly focuses on two issues, namely the administrative behavior of administrators at higher education institutions of Myanmar, and the performance and commitment of the teaching staff of these institutions. At present, in Myanmar, according to the National Education Law, government assumed that the administrative model of the higher education institutions would be totally changed. All the state owned higher education institutions – universities, degree college and college –will be transformed from government centralized controlled system to autonomous system.

It is not sure that the change in education system will generate positive results only. To gain many positive results from transformation in education sector, especially in public universities and colleges, the existing administrative behavior of administrators and the commitment of staff must be investigated first. By doing so,

the weaknesses and barriers to gain positive results could be discovered. After that the gaps to reach the upper level as expected for education sector can be filled.

Recently in Myanmar higher education institutions, the urgent need is to explore the factors influencing the commitment and performance of teaching staff. In higher education institutions, some staff may be high performers and highly committed contributors. However in every institution, there may be found some low performers and having lack of commitment. The low performers may be undermining the institutions. In such cases, the education sector reforms will not be effective. However, the low performers' results may be not due to their attitude and ability but to the administrative behavior of their administrators.

On the other hand the higher education institutions in Myanmar may also possess extremely committed high performers who have been contributing not only to their institutions but also to the country's education development. The attitude of these may be resulted from the administrative behavior of their administrators rather than from their abilities.

At present in Myanmar, according to the provision of National Education Law, almost all of the public higher education institutions- universities, degree colleges, and colleges- are preparing to stand as autonomous universities, to change the administrative structure, and if necessary, to integrate some existing universities, degree colleges, and colleges. As a consequence, administrators from the higher education sector under the Ministry of Education face the problem of a better understanding about the impact of administrative behavior on the achievement of their organizational goal(s) in tertiary education sector.

Therefore, this study will address the following questions;

- (1) How do the administrators/leaders behave at the higher education institutions (universities)?
- (2) Which specific factors are influencing administrative behavior of administrators in the higher education institutions?
- (3) How would the administrative behavior influence the commitment of teachers in the higher education institutions?
- (4) How would the teachers' commitment relate to their performance at the higher education institutions?

1.3 Objectives of the Study

The main objective of this study is to provide better understanding of the impact of administrative behavior on the commitment and performance of academic staff (teachers) in the tertiary education sector under the Ministry of Education. The specific objectives of this study are:

- (1) To explore the administrative behavior of administrators at the higher education institutions under the Ministry of Education.
- (2) To determine the factors associating administrative behavior of administrators at higher education institutions under the Ministry of Education.
- (3) To examine the influence of administrative behavior of administrators on teachers' commitment at higher education institutions under the Ministry of Education.
- (4) To analyse the relationship between teachers' commitment and their performance in higher education institutions under the Ministry of Education.

1.4 Scope and Method of the study

This study generally focuses on providing better understanding about the impact of administrative behavior on the commitment and performance of academic staff at higher education institutions under the Ministry of Education for the period 2000 to 2016. The Myanmar education sector development plans have been implemented since the year 2000. Nowadays, at present in 2016, Myanmar is undergoing a transition period towards building a democratic nation. The education system has also endeavored to change. The Ministry of Education and all related stakeholders are trying to formulate the democratic education systems.

The nature of this study is in part exploratory, based on qualitative methods. This is due to the fact that there are no previous papers on this area, especially in relation to the higher education sector of Myanmar. The propositions are best considered in the context of interviews or distributed questionnaires.

Simple linear regression and multiple linear regression models are used to meet the objectives. The initial section of the study is based on in-depth interviews with administrators from the universities, such as rectors, pro-rectors, professors and heads of the academic departments, officers of the finance departments and student affair departments. Interview method is used as the primary means of collecting data for this study since this method provides the best opportunity for obtaining information pertaining to the life experiences and opinions of the interviewees' aspects of the experiences of universities administration.

In this study, public universities are considered as the higher education institutions. In Myanmar, there are 47 public universities under the Ministry of Education. The 9 universities out of these 47 are located in Yangon. This study focuses only on universities located in Yangon.

In this study, the administrators are at the positions at and above Professor-level, Thus, administrators in universities means; the rectors / principals, pro-rectors, professors (head), and professors from these 9 universities are included.

The scope of this study is limited to include staff working at academic sector only. Thus, the teachers who are working at the positions of associate professors, lecturers, and assistant lecturers are considered as subordinates from the respective universities, because those academic staff, have devoted themselves to tertiary level teaching life, are serving as lifelong educators at respective universities, and matured enough, and able to evaluate correctly and logically, and objectively express their perceptions.

According to the statement by department of higher education (Yangon branch), at those 9 universities, there are altogether 201 administrators. These are 9 rectors/ principals, 14 pro-rectors, 100 professors (heads), and 78 professors. As subordinates, there is total 2304 staff at executive level. They are 293 associate professors, 1482 lecturers, and 529 assistant lecturers. Among them, 10 percent (230 teachers) of the total number of teaching staff are determined as sample area of this study.

Stratified Sampling Method was applied for separation of 230 respondents for each university among these 9 universities. The selection will make the followings:

Sr. No	University	Population size (Associate Professor, Lecturer and Assistance Lecturer)	Sample size (10% of Associate Professor, Lecturer and Assistance Lecturer)
1	University of Yangon	474	48
2	Yangon University of Economics	138	14
3	Yangon University of Education	110	11
4	Yangon University of Foreign Languages	130	13
5	East Yangon University	350	35
6	West Yangon University	258	26
7	Dagon University	715	71
8	Yangon University of Distance Education	107	10
9	National Management Degree College	18	2
	Total	2304	230

The variables such as administrative behavior (AB), strategic planning (SP), organizational structure (OS), innovative strategy (IS), and university climate (UC) are analysed by considering the perceptions of teaching staff working as subordinates under administrators. The staff commitment variable is also assessed by their attitude.

The questionnaire is organized with two major parts: demographic part and data for analysis part. The demographic part intends to collect the data on gender, service at teaching field, service at current institution, and highest education level of respondents.

The second part (data on variables of this study) includes seven sections: administrative behavior (AB), strategic planning (SP), innovative strategy (IS), organizational structure (OS), university climate (UC), organizational commitment (C), and performance (P).

The administrative behavior (AB) of administrators at higher education institutions is measured with 8 items, the strategic planning (SP) of administrators is measured with 10 items, the innovative strategy (IS) is measured with 9 items, the organizational structure (OS) is measured with 14 items, and the university climate (UC) is measured with 14 items. All these items are adopted from the measures identified by Yusufu (1991). This researcher had conducted the research with the title of "Principal's administrative behavior, strategic planning, organizational structure, innovative strategy, school climate and their relation to student achievement and attendance in selected schools". This study examined the extent to which principal's administrative behavior, strategic planning, organizational structure, innovative strategy and school climate are related to student achievement and attendance. It also examined whether teachers selected demographic variables had any impact on student achievement and attendance. The research design for the study was a survey method. Five public schools in Dekalb, Atlanta, Georgia were selected for the study. Two hundred and twenty-five (225) teachers were administered the survey questionnaire; 190 responded to the questionnaire. The nature and context of educational schools in which this research had been done is not significantly different from context of Myanmar and the nature of higher education institutions of Myanmar. However, some items to measure some variables (strategic planning and organizational structure) are modified to be in line with Myanmar's higher education system.

In this study, the organizational commitment, the major reference is the article "An empirical test of Meyer and Allen's three-component model of organizational commitment in a Croatian context" written by Darja Maslic Sersic (1999). In 1993, Meyer and Allen explored the three types of organizational commitment and also identified the 18 items to measure these types of commitment. Darja Maslic Sersic also tests these 18 items in 1999. These items are common to all types of organization to test the organizational commitment. These 18 items (6 items for each of three types of commitment: affective commitment, continuance commitment, and normative

commitment) are applied to examine the organizational commitment of teachers from higher education institutions of Myanmar.

In this study, the performance of teachers at higher education institutions is measured from four views such as formal professional development mode, less formal professional development mode, professional development need due to personal sufficiency, professional development need due to other factors, and feedback from others to teachers. The 7 statements for formal professional development participation and impact on performance, the 2 statements for less formal professional development participation and impact on performance, the 11 statements for professional development needs due to personal sufficiency, and the 3 statements for professional development needs due to other factors (personal and institutional factors) are applied. These items are adopted from OECD Teaching and Learning International Survey (TALIS). This survey is a large-scale survey conducted at international stage.

1.5 Organization of the Study

This thesis consists of five chapters; Chapter one presents introduction, rationale, problem statements, objectives, scope and method of the study. Theoretical background is reviewed in Chapter two. Overviews on Higher Education Institutions are analyzed in Chapter three. Analysis on Administrative Behavior in Higher Education Institution in Yangon is presented in Chapter 4. Chapter five concludes with findings, discussions, recommendations, and need for future research.

CHAPTER (2)

THEORETICAL BACKGROUND OF ADMINISTRATIVE BEHAVIOR, COMMITMENT AND PERFORMANCE

This chapter firstly presents the definitions of the terms used in analysis for reaching the objectives of this study. Then, the conceptualizing the administrative behavior, and staff commitment and performance in organizations, especially in education organizations, is extracted from various theories and previous research findings. Finally the effect of administrative behavior of administrators on teachers' commitment and performance is explained.

2.1 Administrative Behavior

Simon (1945) defines administration as the art of 'getting things done'. It focused on "the process of choice which leads to action" (Simon, 1945). Emphasis is placed on the process and methods for "ensuring incisive action". Jemison (1981) describes administrative behavior as the actions of the member of an organization. According to Arthur L. Gaffrey (2007), administrative behavior is defined as the conduct of a manager in the act of "getting things done."

Kaufman (1950) also uses Simon's Administrative Behavior to emphasize this point, "It is clear that the actual physical task of carrying out an organization's objectives falls to the lowest level of the hierarchy". Hoy and Miskel (1982) defined leadership behavior as the process of influencing the activities of an organized group toward goal setting and goal achievement. Style was referred to as the methods or behaviors that the leader exhibits on a day-to-day basis in carrying out responsibilities toward the goal achievement.

The authors identified five behaviors of leadership, which are: (1) responder, (2) initiator, (3) director, (4) considerator, and (5) manager. The responder is a leader who accepts district goals as school goals. He allows others to generate the initiative

for any school improvement that is needed and relies on others for introduction of new ideas. Future goals and directions are determined in response to district level goals.

The initiator respects district goals but insists on goals for the schools that give priority to the needs of the group or organization. He identifies areas in need of improvement and initiates action for change, and takes the lead in identifying future goals and priorities for the school and for accomplishing them.

Two additional behaviors or leadership are director and considerator. The director accepts the district goals, but direct staff and activities to achieve the school goals. The considerator recognizes the individual needs and personality of the followers in the organization, thereby creating a positive environment for higher goal achievement. The manager accepts district goals but makes adjustments at the school level to accommodate particular needs of the school. He engages others in review of school situations to avoid reduction in school effectiveness, and anticipates the instructional and management needs of the school and plans for them.

Lippitt (1982) examined the various leadership styles and suggests that effective leaders are those who are flexible rather than rigid, aware of their own forces and understand their own motivations, and trust in relationships with those they lead. Leadership training is required in many areas of skill development, such as communication, conflict resolution, financial management, problem solving, and systems concept for effective leadership. He further cited that leadership is a performing art, and not a science.

Professional standards, skills, and value are required. To lead complex systems, leaders need to broaden their ways of examining leadership beyond academic research and educational programs. Leadership must be flexible in style to meet the needs of a particular situation, which involves an individual, a group, and an organization, or a nation. Lippitt further suggested that leaders do not run away from involvement, they confront people and situations. They take the initiative, do not just pussyfoot, do not play games, and do not just react to a situation. They act, facing up to issues and problems. Effective leaders understand themselves, and the person who has such understanding is best able to confront situations and lead others to achieve desirable goals. In going into leadership, a person needs to avoid trying to copy someone else. Effective leaders must confront the needs of people in each situation,

with solid understanding of their followers' needs, their own goals, and the goals of the organization.

Leadership style was identified using the four-quadrant approach of leadership as reflected by Hersey and Blanchard (1977). The findings of the study revealed that there is a relationship between perceived leadership style and achievement. Lovell and Wiles (1982) examined the effect of democratic, autocratic, and laissez-faire patterns of leadership on group climate and achievement. A large number of studies followed these early studies of autocratic and democratic patterns of leadership. The results concluded that the democratic leadership style is positively related to group member achievement.

One of the earliest approaches to the study of leadership, according to the authors, was an attempt to find relationships between traits and leadership. However, conclusions were generally negative. No strong positive correlation was found between intelligence and leadership, scholarship and leadership, unless the trait gives the individual an advantage in the situation. Stogdill (1963), after an extensive review of the research, concluded that leaders are characterized by a variety of attributes such as drive for responsibility, ventures, and oneness, self-confidence, and initiative in social situations. It was further found that clusters of characteristics differentiated leaders from followers but also that individual characteristics held significant predictive value.

Howell (1986) examined the effects of three leadership styles (charismatic, structuring, and considerate) and two levels of group productivity (high and low) on individuals' adjustment to and performance on an ambiguous decision making task. One hundred and forty four commerce undergraduates participated in a simulated organization, which was ostensibly designed to assess their practical business skills. They completed an in-basket exercise directed by a manager who portrayed a charismatic, structuring, or considerate leadership style. The analysis of variance in the study indicated that individuals with charismatic leaders had significantly higher task performance, task adjustment, and adjustment to the leader when compared to individuals with considerate or structuring leaders.

The interaction between leadership behavior and group productivity revealed that charismatic leadership, regardless of directionality of group productivity norms, produced high individual task performance, task adjustment, and adjustment to the leader and to the group. Hassan (1986) examined the relationship between leadership behavior of physical education department heads in Egypt as perceived both by themselves and by the teachers in their departments to determine any relationship between teachers and department heads' perceptions and such factors as gender, extent of professional training, and years of experience. The data was gathered using the Leader Behavior Description Questionnaire Form XII (LBDQ). The study was composed of 260 teachers and 30 department heads from all physical education colleges in Egypt. The findings of the study revealed a significant difference between teachers and department heads in the areas: demand reconciliation, production emphasis, productiveness accuracy, integration, initiation of structure, and superior orientation.

Department heads perceived their leadership styles higher than did the teachers. The number of years of experience of teachers made a significant difference in teachers' perceptions of their department heads in all areas of the LBDQ. Department heads with advanced degrees viewed themselves as reconciling difference more than other department heads. The Ph.D.s perceived themselves as giving consideration to their subordinates more than did others.

Hargrove (1986) conducted a study to determine the perceptions of Adult Basic Education teachers and supervisors regarding leadership styles, which exist among Adult Basic Education supervisors in the state of Alabama. Leadership style was measured using the Leadership Behavior Description Questionnaire (LBDQ) developed by Halpin as the basic research instrument, along with a separate demographic questionnaire for both groups. The sample consisted of 78 principals and 681 teachers who participated by completing the survey instrument. To determine if there were significant differences in perceptions of leadership styles by part-time, full-time and multi-system principals, the one-way analysis of variance was used, and the findings revealed that principals and teachers perceived themselves as high in initiating structure and consideration according to Croft and Halpin's (1963) leadership model.

McMahon—Dumas (1985) examined two dimensions of principals' leadership behavior, which were Task Behavior and Relationship Behavior in relationship to the student's learning performance as reflected in reading test scores for 1978 and 1980 in the public schools of the District of Columbia. A reading instructor and principal from each school participating in the study responded to the Leader Adaptability and Style Inventory Questionnaire prepared by Ohio University and tested extensively on school leaders across the United States. The responses described the administrators' behavior in 12 significant common school situations, as they perceived them.

The study suggested effective leadership to enhance the learning process and increase student achievement. It further suggested that consistent structure organized by the principal is the key element in the improvement of student achievement in reading. Analysis of the data also indicated a significant relationship between the principals' effectiveness and reading gain scores. Another finding from the study revealed that schools with female principals in the District of Columbia Public Schools showed an increase in the reading gain scores of their students which was significantly higher than those of students in schools with male principals.

Traditionally, business and industry have led in the development and implementation of comprehensive management appraisal programs. Education, by contrast, has had relatively little experience with formal leadership evaluation. Much literature has indicated that school principals and administrators are responsible for their performance, and it is in their interest as well as the interest of their pupils that they be held accountable. There is a need for effective leadership in education today. Many researchers have sought methods of improving principalship effectiveness because it has been found to be the major factor in school achievement. However, this has been a difficult task mainly because of the disagreement in operationalizing effectiveness. Much of what has been reviewed about effectiveness of school principals has been directed toward a definition of the functions and the responsibilities of that particular position.

It has been assumed that if one fulfills his responsibilities and properly manages the functions of the organization, one will be perceived as an effective school administrator. Herrick (1956) suggested that an effective school principal is one who sees that all affairs and functions of the school are managed efficiently. In addition, an effective principal is expected to provide an instructional leadership for the school

achievement. Otto and Veidman (1957), in a study concerning the control of structure in public schools, concluded that two distinctly different patterns of principal performances were identified. One pattern was termed principal dominated and the other was designated as democratic. In projecting causes for their findings, the authors suggested that the difference in the personality and need dispositions of principals could be the determining factor.

Dublin (1961) stressed the democratic approach to school administration. He emphasized that the principal must work with and through the professional staff to develop leadership potential. The effectiveness of the principal depends upon his or her skills in group processes and interpersonal relations. These areas can be analyzed according to the major competencies that are required of an effective school principal. The failure to arrive at a consensus of operationalization of leadership effectiveness has also led to inconsistencies as it relates to other variables. Some authorities in the field of management have taken the position that certain leadership styles are more effective than others in their benefit to both the employee and the organization.

McNamara and Enns (1966) found that leadership style and effectiveness in schools correlated positively in schools that had good principal-staff relations and negatively in schools with less favorable principal-staff relations. Other studies found similar results for schools having more favorable principal—teacher relations. Foskett (1967) found that public school principals and their reference groups did not agree on the behavior, which should be associated with the principals' role. Teachers agreed more closely with the principals than did other reference groups; however, the greatest difference was between the principal's beliefs and those of the superintendents. The next greatest difference was between principals and the school board. The study concluded that it is important for effective school administrators and principals to possess human relations skills and management skills. The human relation skills include sensitivity and self-awareness; communication and listening skills; conflict management and the ability to cope with personnel and student-related problems.

The concept of leadership has been as elusive of definition as the measure of effectiveness of the school principal. Leadership research has been generally classified into two categories: (1) studies of traits, and (2) studies of behavior in situations. The philosophy underlying the trait approach to the study of leadership is that successful leaders or principals possess, generally, certain traits.

The trait approach focuses upon the personal characteristics of good and bad leaders. It was further maintained that the scope of the job and a healthy tension in the school environment were important perspectives, which discriminated between principals and related to their effectiveness. Merritt (1987) conducted a study to examine Fiedler's theoretical assumptions regarding leadership styles. According to the data, three principals were identified as being Task Accomplishment Motivated and one principal was Relationship Motivated. The use of Fiedler's Leader Match Scales showed that, in each case, the school climate in each school was attributable at least in part, to the leadership style of the principal.

Bennett (1986) examined the relationship between leadership styles and teachers' personality variables as a predictor of teaching effectiveness. Cassel's Leadership Ability Evaluation (LAE) measured leadership style.

2.2 Factors associative with Administrative Behavior of the administrators

Although there is not enough findings showing the impact of administrative behavior of administrators on their other behaviors such as Strategic Planning, Innovative Strategy, Organizational Structure and University Climate at educational institutions, there are some research intended to prove that the joint effect of administrative behavior and other behavior of administrator on teachers' Commitment and Performance.

2.2.1 Administrative Behavior and Strategic Planning

Yusufu (1991) presented that strategic planning and administrative behavior has joint effect on student achievement at educational institutions.

The purpose of planning, according to Cunningham (1982) is to provide a bridge between useful knowledge and purposeful coordinated action. It is used to gain control of the future through current acts. Planning helps administrators look ahead, anticipate events, prepare for contingencies, formulate direction, map out activities, and provide an orderly sequence for achieving goals. The author identified two kinds of planning as (a) strategic planning is seeing that the organization is doing the right thing toward the goal attainment, (b) operational planning is ensuring that the organization is doing things right as planned. Further, the author provided the following guidelines for effective planning:

1. Plans are needed if organization is to accomplish desired outcomes efficiently.
2. Plans help to reduce individual and organizational stress by providing direction and increasing control over present events. He suggested that staff should not be concerned about organizational direction on a daily basis, but should be able to direct their creative talents toward the implementation and ultimate achievement of organizational activity.
3. In order to obtain staff commitment and coordination, all organizational planning requires a model that is widely known and well understood by the members of the organization.
4. Planning efforts must be divided into two types: strategic planning should provide long—term direction regarding all organizational activity and ensure that the organization is doing the right things, and operational planning is required to ensure that resources are used correctly so that desired results are achieved in the best manner possible.

Soder (1986) examined strategic planning and factors related to its implementation and development. A descriptive comparative case study design was employed utilizing a structured interview questionnaire. Four California community colleges were involved in the study. The conclusions of the study were: (1) strategic planning should be approached and developed on a holistic basis; and (2) a plan should include a staff development program. Lane and Walberg (1987) examined classroom management as it affects student performance. The study revealed that the more the teachers planned and maximized the time available for instruction, they are well prepared, maintain a smooth pace during lessons and do not get confused about what to do next.

Lippitt (1982) suggested that planning for school achievement must take place within the context of the goals of the individual, the group, and the organization: first, by setting goals and developing strategies to achieve them; and second by translating that strategy into detailed operational programs and ensuring that the integral plans are carried out. Smith (1979) examined the impact of programmatic mission statements on an institution in long-range planning. The study used the concepts of long-range

planning developed by Satish Parekh, the national long-range planning director for Phelps-Stokes Fund in Baltimore.

The findings of the study indicated the following:

1. Long-range planning provides a commonality of understanding about the mission and goals of the institution and the strategies to implement them.
2. It summarizes a profile for the institution in quantitative terms.
3. It encourages better allocation and utilization of resources.
4. It helps direct energies away from the non-essential to the essential activities.
5. It makes evaluation possible in objective terms simultaneously with implementation.
6. It assists in generating funds by strengthening the institutional case with granting agencies, government and corporate.
7. It helps ensure survival and growth of the institution.

Richey (1983) examined the pattern of planning decisions that primary reading teachers make for instruction, and to determine how these teachers perceive the effects of these decisions on their classroom behavior and the subsequent learning of their students. The data were collected from interviews using questions designed to elicit teacher perceptions of their planning behavior. Teachers interviewed for the study taught first, second, and third grades in three different schools in a large metropolitan school district.

Each teacher used a basal reading series for instruction in a self-contained classroom. The findings of the study indicated (1) that these primary teachers feel it is very important to plan for reading instruction. Planning structures their presentations and keeps them on task (2) that planning was perceived to be guided by suggestions in teachers' manuals which accompany basal reading series and by students' need observed during teaching (3) that planning tends to be focused on activities.

2.2.2 Administrative Behavior and Innovative Strategy

Lippitt (1982) referred to innovation, as the process of initiating, creating and confronting needed changes, so as to make it possible for organizations to become or to remain viable. Innovation also enables organizations to adapt to new conditions, to solve problems, to learn from experiences, and to move toward greater organizational maturity. It is the application of the planning, development, and problem-solving process to the overall functioning of the organization in such a way that it strengthens the physical, financial, technical, and human resources. Finally, innovation improves the process of interface, helps the organization mature and is responsible for the environment of which the organization is a part.

According to the author, school improvement weighs heavily on attitudes toward institutional change or innovation and an individual's willingness to change. In discussing the theory of institutional change, Coffey (1975) suggested that, the general problem of institutional goals and means can be reassessed for the purpose not only of adapting to change going on within the social system, but also of assuming responsibility for exerting influence on the various alternatives of change which may be opened to the society. Levin (1986) indicated that greater effectiveness of group decision in changing attitudes and behavior is related to the fact that the individual acts as a group member rather than in terms of his personal preference. He discussed three stages of change during his studies on group interaction. They are: (1) unfreezing, (2) changing, and (3) refreezing.

The unfreezing stage is the stage where people are threatened by new ideas or confronted with different ways of looking at what to do. This is a period of great discomfort where much support is necessary to help people receive new ideas. The second stage of changing is characterized by participating in new ways of doing things. The third stage is the stage of development, where people are prepared and ready to effect the needed change. A change must be an intended, designed, or purposive attempt by an individual, group, organization, or large social system to influence directly the status quo of an organization or a situation. Morphet, et al. (1982) suggested that one of the characteristics of an effective leader is that of helping to establish and facilitate the attainment of appropriate goals.

According to the authors, this often means that the leader must help people prepare to effect needed changes. The authors further observed that effective change occurs when the changes are long lasting, when they are self-monitoring, and when they are reinforcing of system competence and lead to further system development. They further believe that change may be more effective when attention is centered first on structural changes while others believe it should begin with interpersonal relationships.

Significant changes in a social system such as education usually are not made easily. Careful planning can help to minimize, but will not eliminate, the inevitable feeling of insecurity on the part of many people, some of whom may become resentful or antagonistic. Some perceptive interventionist may be necessary to facilitate stability and ensure progress. The purpose of any such intervention should be to find ways of utilizing the tension to motivate individuals to seek more information, to design appropriate procedures, and to develop a commitment to the goals as well as to procedures. In education, the hidden points should be explored are who should play the role of interventionist, and what criteria should be utilized to facilitate cooperation in attaining the goals and, in the process, effecting the needed changes.

These authors further revealed that all cooperative efforts to change or improve education should utilize and observe the basic concepts or principles pertaining to satisfactory human relations. These concepts include (1) respect for each individual, yet continuing recognition of the fact that the common good must always be considered; and (2) consideration of the talents and abilities of all persons who can make a contribution should be utilized; and (3) recognition that the thinking and conclusions of two or more persons with a good understanding of the problem and issues are likely, in most cases, to be more reliable than are the conclusions of one individual. The procedures used in any cooperative effort should be designed to ensure that conclusions would be reached on the basis of pertinent evidence and desirable goals.

2.2.3 Administrative Behavior and Organizational Structure

Yusufu (1991) observed that the organizational structure and administrator's administrative behavior has joint effect on student's achievement. Hoy and Hoy and Miskel (1982) defined organizational effectiveness as the degree of goal attainment or a desired state of affairs, which the organization attempts to realize. According to the authors, an organization is effective if the observable outcomes of its activities meet or exceed the organizational goals. It was revealed a number of scholars maintain that goals and their relative accomplishments are essential for improving organizational effectiveness.

The bureaucratic model perceives the organization as a formal structure, which recognizes a hierarchy of authority, specialization of talent and follows a system of rules and regulations. This structure emphasizes efficiency and is a closed type system. Fayol (1970) classified organizational effectiveness into five main functions, namely, the functions of planning, organizing, commanding, coordinating, and controlling. According to the author, one must be capable of studying the future and arranging a plan of operation, the ability to accumulate resources and organize humans in the operation. He stressed the importance of the administrator being able to make the staff do their work having the ability to correlate all activities and to see that everything is done in accordance with the governing rules and the instructions, which have been given.

Lane and Walberg, (1987) the father of the scientific management movement, sought ways to use people effectively in industrial organizations. The author proposed that managers use scientific research methods to discover the most effective way of getting the job done. He stressed the selection and training of workers and the development of aptitude tests so that workers could be assigned to their areas of expertise. Hoy and Miskel (1982) examined a research based on selected organizational development criteria and found that adaptability and the closely related concepts of flexibility and motivation are some of the most frequently used by researchers as organizational effectiveness measures for school improvement. They stressed that this criteria links the ability of organizations to modify their operating procedures with internal and external forces that induce change.

They defined adaptability in terms of the abilities of educational administrators to sense forces of change and initiate new policies and practices to meet emergent demands. They further proposed several strategies for improving school organizational effectiveness. The most important of these strategies, as pointed out, are the individual and the techno—structural strategies of planned change. The later strategy, according to the researchers, seeks to change the structural variables of the school organization, which include decision—making process, communication, etc. The goal of such modifications usually is to provide a better match between instructional and administrative technique. Typically, this approach includes either centralizing or decentralizing decision-making, changing the patterns and forms of communication, and developing operative goals through group processes.

Getzels and Guba (1957) stressed the need for the principal to define his role in relation to that of the teacher because each derives its meaning from other related roles in the institution. Both the principal and the teacher perceive the relationship in their own terms. Where the needs are the same, a team effort will result. The organizational human resources input variables related to student achievement includes self-direction, self-control, adequate guidance, adequate funds, adequate facilities as well as adequate support. Sometimes the output variable is low achievement because of the principal's willingness to compromise. This approach, however, provides an opportunity to successfully apply the motivation theories outlined by Maslow (1954). Both theorists stressed the importance of worker satisfaction in terms of the need to belong, to be secured, to actively participate and the opportunity to advance.

Once personal needs are satisfied and are congruent with personal needs of the organization, efficiency will increase. Roles and expectations are necessary to the function of the organizational development. Roles are most important and are defined in part by expectations. Roles represent positions and statuses within the institution. In a school, these would include the position of the principal, teacher and the students, as well as custodial positions. According to Getzels and Guba (1957), the institutional element of the social system explains the behavior of individuals in terms of dominant roles and expectations, which are aimed at meeting the goals of the organizational system. The model assumes that organizational systems are composed of personalities.

Although people occupy roles and positions in the school, they are not simply actors devoid of unique needs. The literature dealing with organizational development effectiveness suggested more effective organizations bureaucratic expectations, informal groups, and individuals to work together to produce an impact on the environment. It further maintained the need for adequate resources, avoidance of undue strain, and educational administrators to place great importance on maintaining harmony because harmonious actions enhance organization effectiveness.

According to Bacharach (1982), effective schools utilize the characteristics of effective organization. They are:

1. Open communication system. In effective schools, there is a full exchange of ideas and information between the leader and the followers.
2. Leaders must use positive supervisory behaviors. These behaviors include showing appreciation of teachers' activities as well as providing and soliciting feedback.
3. Work activities must be designed effectively. These activities are characterized by clear expectations that are not in conflict with one another. Workers also know what is expected of them.
4. Effective organizations are structured in a manner that encourages participation. Leaders allow followers to have a say in strategic organizational decisions as well as decisions that directly affect their work.
5. Coherent managerial policies are evident by the fact that leaders specify the operational means by which goals can be accomplished and establish logical links between new and old programs.
6. Teachers are respected in effective schools and treated as professionals, since self-esteem is recognized as an important factor of one's performance.
7. In effective schools, career development programs for teachers are developed and focus on the expansion of teaching skills.

The author defined effective schools, stressing that there is a sense of order in these schools. Also, there is a high staff expectation for students and strong leadership from the principal. Moreover, there is a school-wide control of instructional and training decisions and clear goals are collectively agreed upon.

2.2.4 Administrative Behavior and University Climate

Lewis (1981) examined the relationship between elementary school climate and student achievement. School climate was measured by the Organizational Climate Description Questionnaire (OCDQ) and student achievement was measured by the California Assessment Program (CAP). Nineteen elementary schools of a suburban district in northern California comprised the population of this study. A total of 166 teachers participated and all third and sixth grade students who were tested in May 1979 and 1980. The findings of the study showed a significant relationship between overall climate, climate dimensions, principal tenure, grade level, and student achievement.

Lewis (1981) examined job satisfaction, decisional discrepancy, academic social climate, and academic achievement in selected Title I elementary schools. In addition, the study examined sex, seniority in the school and seniority in the profession as they relate to the variables of job satisfaction, decisional participation and school social climate in high and low achieving schools. There were some major conclusions drawn from the findings in this study. The teachers in the high achievement group perceived the school climate to be more positive than did the teachers in the low achievement group. Teachers' feelings of futility were negatively associated with student achievement. In addition, concerning job satisfaction, the high achievement schools show more dissatisfaction with the item of salary level than the low achievement school and the low achievement school was more dissatisfied with student achievement and parent-teacher relationships than the high achievement school.

Relative to decisional participation, the high achievement school showed more decisional deprivation overall, and significantly more on curriculum selection and evaluation than the low achievement school. Regarding personal characteristics, female teachers were more satisfied with their job than males. Females perceived the academic social climate to be more supportive, had more continued experience in the current school, and held higher expectations for student achievement than males.

Calzini (1983) studied leadership behavior and school climate in selected schools in the Defense Department dependent schools in England. The study examined various leadership behaviors of principals with relation to organizational climate to determine the relationship between leadership behavior and school climate in the specific schools studied. Two questionnaires were used: Leadership Behavior Description Questionnaire (LBDQ) XII and Organizational Climate Description Questionnaire (OCDQ). The findings of the study are as follows:

(1) School organizational climates, as perceived by the teachers, tended to fall into two categories, open and closed. (2) There was a relationship between the teachers' perceptions of their school climates and their principals' leadership behaviors, but the relationship was low. (3) There was a significant relationship in the 12 subscales of the LBDQ XII while the eight subscales of the OCDQ showed no consistent relationship. (4) One perception of the teachers participating in the study was that strong leadership was rarely exhibited by their principals. Treacy (1982) examined English departmental student achievement, organizational climate and job satisfaction in selected New York City high schools. The following instruments were used in the study to collect data:

(1) The Sergiovanni-Trust Job Satisfaction Questionnaire; the School Climate Profile, Part A; A Demographic Data Sheet; and the State Four Year Comprehensive Regents Examination in English. The major findings and conclusions drawn from the study were:

- (1) Teacher satisfaction does not depend on the achievement level of the school,
- (2) Achievement was not a major factor on job satisfaction while organizational climate was, both in regard to presently felt satisfaction and in presently felt fulfillment of these needs. School climate literature has shown that the climate of a school can be measured through teacher perception on OCDQ. It was argued that humanistic schools have teachers with high expectations, and that such schools have open school climates.

Brown (1967) suggested that open climate is essential for acceptance of innovations. If the innovation can directly impact on students, then in such situations there can be a relationship between open climate and student achievement. Richard

(1987) attempted to determine whether there was a significant difference in the perceptions regarding school leadership, organizational climates, student control and management systems held by students, teachers and principals in high as contrasted to low achieving level schools. The findings revealed that students and teachers of the high achieving schools perceived the principal to be more open and allowed a participative system of management in the school for pupils, which resulted in higher achievement.

2.3 Administrative Behavior and Performance

Behaviors of school administrators are often discussed in relation to their influence on the further behaviors or performance of their administrative subordinates. Andrew and Keeler (1963) identified the important role of school administrators in the academic growth of students and suggested that leader behavior is significantly related to the achievement of the followers. They gave strong support to the hypothesis that leader behavior of the school principal, as perceived by the staff, was significantly related to the productivity of the schools.

Appel (1980) suggested that quality education is possible only through the leadership of educational administrators. The school leadership, according to Appel, should commit themselves to higher expectations of student performance. He further suggested that most students are capable of mastering skills and concepts associated with advance curriculum offerings, given the appropriate conditions of learning, time, resources, environment, and motivation.

Since educators live in an age when science, technology, and communication between cultures is increasingly important, they need to develop more opportunities for students to learn these skills. The author concludes that in order to obtain quality education, the education leadership in the school must be committed to the improvement of the comprehensive curriculum. Higher expectations and standards for students and staff and creation of a learning climate, which fosters and encourages growth in the school and the community, also deserve consideration.

Newton (1976) in his report "Whose Responsibility is the Curriculum?" suggests a team structure wherein each participant shares equally the successes and failures of the curriculum. The proposed structure, according to Newton's report,

consists of (1) administrative personnel, (2) teachers, (3) community representatives, and (4) students.

Newton's major concern was that students gain meaningful information, which has the promise of future utility. He further suggests in his summary that curriculum development for school achievement and the promotion of education is the role of the leader and all groups, whether they are administrative, faculty, staff, students, or concerned parents. He further suggests that during recent years, American public education has been criticized following major reports that schools have not been effective in promoting student learning. The implementation of the program involved a developed instructional program in a large number of school districts over a long period of time. The report concludes that schools can have a positive and lasting effect on student academic achievement when effective programs are properly implemented. These conclusions should have relevance to the school leadership, which is responsible for setting the efforts for instructional coordination.

Nelson (1983) conducted eight case studies to examine leadership and to determine the impact of principals on student learning and reading achievement. In all eight studies, principal leadership style was positively related to learning and reading achievement and positive school outcomes. Evidence from the studies indicated that learning and reading effectiveness were enhanced by principals who (1) create a safe orderly school environment conducive to learning; (2) showed a high degree of program involvement; (3) established clear learning goals; (4) encouraged a high level of expectation of student achievement; and (5) used performance data both to evaluate student skills and to measure the strengths and weaknesses of the reading curriculum. The studies further added that the direct responsibility for improving student learning and better outcomes rests on the leadership style of the school principal. It was also indicated that principals with high student achievement, school effectiveness, and high school outcomes exhibit a particular style of leadership.

Nelson (1983) examined a study on Reading Achievement of Inner City Children. The study provided educators with a point of departure from the devastating Coleman Report. According to Nelson, Weber's study achieved its purpose because it was intended as an alternative to Coleman's widely accepted conclusion that schools

did not make a difference, that a student's achievement is exclusively a function of family background and socio-economic status. Weber's study, conducted in four inner city schools in New York, Los Angeles, Chicago, and Kansas City, yielded results pointed toward school leadership as the determinant of success in school effectiveness and student achievement.

The schools Weber examined, as reported by Nelson, indicated a significant number of poor students scoring above the national reading norms. The result clearly showed that reading ability for students in the four schools was similar to those of students in average income schools. Interviews with staff and observations of classes during reading instruction revealed that the successful schools placed a decided emphasis on reading success, frequent and systematic evaluation of student achievement or progress, and a calm, orderly, and quiet school atmosphere. Principals' administrative leadership style appeared to be a significant factor in their school and student achievement, because the principal as the administrative leader set the tone for the school's instructional climate and assumed responsibility for the allocation of resources to attain defined goals.

Edmonds (1978) suggested that success is measured in school settings when the children of the poor achieve to the level of obtaining the basic minimal skills, which are now used to measure the minimal level of performance of those children of the middle class. It is with this concept in mind that this study would seek to realize the success of the students in the schools selected. The continuous assessment and testing of students at various stages in the various disciplines would enable one to determine whether the program is accomplishing what it purposes to do. Continuous feedback from the parents, teachers, and students would enable the supervisor/leader to reassess the supervisory model.

Likert (1967) suggested that there is a need for all parties involved to feel that they are participating in the achievement and accomplishment of organizational tasks. The model of effectively getting teachers, supervisors and parents to lead the student to mastery of high school skills will demonstrate that because there was a relationship of working together for getting this task accomplished, all would feel satisfied about a job well done. Fiedler (1967) suggested that leadership effectiveness is determined by the personality of the leader and the style of interaction as well as by the situation. Thus, if a supervisor is to be effective in getting students to achieve there must be

mutual cooperation and participation on the part of the supervisor as leader, the teachers and the students.

Kooiara (1980), in his study, attempted to determine whether principals and teachers' leadership structure and warmth have a significant relationship with school/academic achievement in a remedial reading program. He examined 13 school officials and 998 students in the Basic Reading Program of the Greensboro Sample. Data gathered included pre-and post-test scores from the California Achievement Tests.

Reading, and Interaction Analysis and Student Response Scale measures of principal and teachers leadership structure and warmth. The data were analyzed by regressing the dependent variable measures of reading gain scores into 10 independent variables of principal and teacher leadership structure and warmth. The results suggested that, principal and teacher leadership and warmth were positively related to the reading gains of remedial students and structure was not related to the reading gains of remedial students.

Nelson (1983) reviewed the hypothesis that differences in school systems and the individual schools explain differences in students' outcome among schools. His study included three groups of Michigan elementary schools: a representative state sample (68), a majority black sample (10), and a majority white sample (61). Analyses of data from these schools suggested that a major portion of the variance in student achievement between schools was explained by four components of the social system: (1) leadership effectiveness, (2) student discipline and inputs, (3) school social structure, and (4) school climate.

The investigation set the stage for case studies in four low socio-economic status (SES) schools. Ten were majority white schools differing in effectiveness as determined by achievement scores. The others were majority black schools differing in effectiveness as determined by standardized achievement test scores. Supervision in the achieving schools was decidedly different from that of the schools showing lower student achievement; for, the principal dropped in to classroom, frequently visiting each class approximately 30 times per year. Although the principal was not innovative in terms of new programs, interaction techniques, or instructional materials during a three—month observation period, he tried to organize teacher-effectiveness training

and held meetings with small groups of teachers to discuss their students' achievement. The principal's concern for achievement was known to both students and teachers, as were his high expectations. He exhibited a commitment to ensuring that students could and should be achieving at relatively high levels. He also motivated students to assume responsibility for reaching such levels.

Principals in less achieving schools were perceived quite differently. One was almost totally bogged down with discipline and administrative problems and showed indifference toward instructional leadership and academic achievement. Teachers in this school seemed preoccupied with maintenance and survival. The principal was also ineffective despite a concern for instruction and achievement. Although the principal frequently reminded his teachers that student achievement was a high priority, he provided little leadership to make such a priority a reality. Teachers, in turn, made few demands on their students.

Nelson (1983) examined a study on secondary schools and their effects on children. Fifteen hundred junior high school-aged students in 12 inner city schools of London were the subjects of this study. Students were assessed on the school entry variables and reassessed at exit three years later. Based on an analysis of the standardized test scores, leadership style appeared to have a positive influence on student achievement. During a two year period, observations, interviews, and surveys were directed toward analyzing the kinds of environments provided for teaching and learning, as well as such variables as academic emphasis on reading, teaching skills, student discipline, student participation, and student evaluation. The study concluded that the influence on the leader (supervisor) was considerable.

Investigations of more than 70 variables suggested that the combined effect was more powerful than that of any single variable. Students tended to achieve more and school outcomes tended to increase when the curriculum and approaches to discipline were agreed upon and mutually supported by the staff and the leader acting in concert. Examination successes were more frequent and delinquency less common in schools where student behavior was based on expectations set by the school rather than those left to the individual teacher.

In schools with higher student achievement, decisions tended to be a consensus between staff and the leader (principal). Student achievement was found to be greatly

influenced by the degree to which the principal functioned with staff and teachers to create a coherent whole, with agreed ways of accomplishing the instructional task. The author further examined a study on improvement projects conducted in elementary schools in New York and the findings identified five factors associated with student achievement. These factors are: (1) administrative style, (2) student discipline, school climate, (3) school-wide cooperation, (4) teacher expectations, and (5) continuous assessment of student progress. He concluded that school principals do make a difference. Leadership style and climate is positively associated with school outcome and student achievement. For a school to have a productive learning environment, it is important that the leader create a positive school climate.

This phenomenon is generally defined by researchers as a safe, orderly environment that is conducive to teaching and learning. The following are the four indicators of a well-disciplined, effective and positive school climate: (1) students who have a positive attitude toward the teaching and learning environment; (2) teachers who take responsibility for all students at all times; (3) teachers and students who recognize that there are defined standards of behavior which must be maintained; and (4) teachers and students who maintain a respect for the building as well as the institution.

Effective leadership is essential for the achievement of the school. More often than not, the attitudes conveyed by the individual in the leadership position manifest themselves throughout the entire system; therefore, the attitude as well as the degree of involvement of a school principal is a very important element in the operation of an effective school. If the instructional programs at a given school are to be successful, it is imperative that the principal be an active participant in the learning progress. Interaction between the principal and teachers with regard to classroom activities is the foundation for student academic success. Such principals take part in the instructional decision-making and accept responsibility for the decisions about methods, materials, and evaluation of a well-defined reading curriculum. They provide plans for meeting students' learning needs by integrating course content, interrelating sequences of objectives and providing learning materials in all grades.

The relationship between the principal, the teacher and the student is very significant because it helps to improve student learning and reduces the need for discipline. Most of the studies reinforced the importance of a meaningful

communication channel between the principal and the teacher. Literature shows that effective principals are not just administrative heads of a school with regard to the chain of command, but they are responsible for the upkeep of the classroom. Such leadership behavior may be translated into a cycle that provides teachers with meaningful information about the progress of the students.

The techniques employed by effective principals, as indicated by most studies, include: (1) active participation in the student learning programs, (2) frequent observation in the classroom, (3) instructional leadership in the learning program, and (4) direct intervention providing alternatives to solving student discipline problems. Principals should be firm believers that students should be required to attain at least minimal mastery of a given subject. The educational literature indicates that an attitude of this type, if supported by an effective leader, will maximize student achievement.

2.4 Administrative Behavior and Commitment

Sheppard, (1999) Presented predictor variables to predict the teachers' commitment to teaching in education organizations as measured by the extent to which teachers expressed an unwillingness to change careers. These predictor variables included personal variables as well as job related factors. Results indicated that only job satisfaction could directly predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related, generally through their relationship with satisfaction. Teaching experience was unrelated to other variables in the study. This satisfaction is resulted from administrative behavior of their administrators.

Sheppard, (1999) indicated that school administrators perceived their schools similarly. The administrators depicted their ideal schools with the characteristics: a school with a trained managerial team, local management, absence of political pressure, a quality education with a contemporary curriculum, the solution of economic and infrastructural problems, the solution of economic and infrastructural problems, the management of discipline, and parents who are interested in the school and participate in school activities. Since the schools have similar characteristics, the teacher commitment comes out not from school organizational-structure; it comes out from administrative behavior of administrators and school climate.

Sheppard (1999) described case studies involving two Canadian High Schools. These schools were recognized nationally and provincially as outstanding schools in dealing with multiple changes, provided a venue to explore the conditions that contribute to successful change. The results demonstrate the dynamic complex nature of change, the findings also demonstrate that such complexity does not prevent change, but often presents new opportunities. All principals were overtly engaged in the change process but also initiated structures that provided for distributed collaborative leadership which influences directly on teacher's commitment.

South Worth (2000) investigated the headship (principalship) in English schools so as to trace the cultural and historical antecedents of educational leadership in England. The paper concludes that while school leadership reflects and sustains historical and cultural traditions, traditions are not immutable. Over the last decade corporatist and capitalist values of choice, competition, and consumerism have been explicitly added to bureaucratic and managerial values. Furthermore, shared leadership is largely contingent upon the individual head teacher's preferences and seems to be a concession that head teachers grant to others.

Palomares (2001) conducted a research project on the professional profile of the educational principalship in Spain. The study defined the most relevant features related to professional activities, examined the opinions of teachers on what constitutes the principalship as a profession and discussed the decision making process about aligning the job of principal to that of other professions. People with experience in top positions favored turning the principal position into a profession. With those with no principal experience did not people over 50 years of age had a more clear conception of the principalship than did not rest of the respondents more males than females agreed with the idea of turning the principal position into a profession. The highest level of disagreement among professionals was about selection and access to the relationship. Study of Bogler and Someet (2004) found that teacher's perception of their level of empowerment was significantly related to their feeling of commitment to the organizational and to the profession.

Dee et al. (2004) Conducted a study to examine the organizational commitment of teachers in an urban school examining the effects of team structures. Chughtai and Zafar (2006) in his study revealed that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly

related to organizational commitment of teachers. Individually, distributed justice and trust in management were found to be the strong correlate of commitment. Chokuk and Yilmez (2010) found a moderate relationship between the teacher's perception about organizational commitment and supportive leadership behavior of school administrators. Significant relationship was also determined between sub dimensions of organizational commitment and directive leadership behavior of school administrator.

2.5 Commitments and Performance

Commitment refers to a person's dedication to a person, job or organization. It is reflected in the person's "intention to persevere in a course of action" (Meyer & Allen, 1997). Soliven (2009) defines it more strongly as a sacred covenant, without which life is unimaginable. Commitment has always been believed as the driving force behind a person's success. A person who has committed himself to a task will pursue it until its completion even if he experiences obstacles during the process. It is his commitment that will drive him to rise above the challenges.

Organizational commitment is defined as "a state in which the employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization (Robbins, 2001). Newstrom (2007) calls it employee loyalty. Schultz and Schultz (2002) say it is manifested in the employees' acceptance of organizational values and goals and his loyalty to the organization reflected by his continual desire to remain in the organization. McMahon (2007) claimed that it is what binds an employee to the organization.

Liou (2008) attributes the success of an organization to the employees' commitment and participation. She said that a high-commitment environment improves employee retention rate, reduces operating costs and promotes employee performance and efficiency. Allen and Meyer (2004) believe that strong organizational commitment causes employees to work harder in order to achieve the objectives of the organization. An employee with high level of organizational commitment sees himself as a true member of the organization and is more likely to embrace company values and beliefs and will be more tolerant of minor sources of dissatisfaction (Lai, 2001).

Studies showed that a person's level of organizational commitment is a better indicator of turnover than job satisfaction (Hom, Katerberg, and Hulin; R.T.

Mowaday. L.W. Porter and R.M. Steers, 1982, Cited in Robbins, 2001). Organizational commitment is measured in a variety of ways. Utapao (2003) measured commitment in terms of two dimensions: acceptance of division goals and values, and desire to stay with the organization. Quevedo (2006) measured it along three domains, namely, sense of identification with the organization's goals, feeling of involvement in organizational duties and feeling of loyalty for the organization. Lai (2001), Cabautan (2002) and Daylo (2008) measured it in terms of affective, continuance and normative commitment.

Allen & Meyers (2004) constructed a Three-Component Model (TCM) of commitment, which measures three forms of organizational commitment: affective commitment, normative commitment and continuance commitment. These three are characterized by three different mindsets - desire, obligation, and cost. They say "employees with a strong affective commitment (high ACS scores) stay because they want to, those with strong normative commitment (high NCS scores) stay because they feel they ought to, and those with strong continuance commitment (high CCS scores) stay because they have to do so." Several researchers measure employee commitment in terms of these three constructs.

Affective commitment is measured by the individual's desire to stay with the university. An employee's affective commitment is dependent on the employee's positive feelings towards the organization and is often the result of organizational policies and activities that promote a positive connection with the work group (Liou, 2008). Meyer & Allen (1991, 1997) claimed, "Employees with a strong affective commitment (high ACS scores) stay because they want to and are more likely to carry out their duties well.

Normative commitment on the other hand is obligation-based and is measured by the individual's feeling that they have to stay with the organization. Manion (2004) claimed that this kind of commitment arises from the person's sense of obligation to the organization. It is also a reflection of how much a person's values and beliefs are aligned to the organization's core values. Karrash (as cited by Allen & Meyer, 2004) said that normative commitment is positively related to performance.

Continuance commitment is cost-based. This kind of commitment is grounded on the value that the employee derives from the organization. With this kind of

commitment, employees stay primarily to avoid losing something of value (income, benefits, seniority). Employees with high CCS scores stay because they feel that they have few alternatives outside.

Tolentino (2013) investigated organizational commitment among the academic and administrative personnel of a chartered university. Three forms of commitment profile of the employees were described: Affective commitment, Normative Commitment and Affective Commitment. This research also described job performance of the two groups of respondents. Academic personnel's performance was described by means of the result of the Student Faculty Evaluation for the first semester SY 2008-2009. Employee performance was described by means of the Employee Performance Evaluation Report for 2008. Then a correlation study was conducted to test if significant relationship exists between organizational commitment and job performance.

Findings of Tolentino (2013) showed that academic and administrative personnel differ significantly in terms of organizational commitment. The academic personnel have higher levels of affective and normative commitment while the continuance commitment of the administrative personnel is significantly higher. Among the three dimensions of organizational commitment, affective commitment was found to be significantly related to the job performance of the academic personnel. Researchers have taken many strides in delineating different types of commitment. Morris and Sherman (1981) proposed that most theorists either favor an exchange approach, in which commitment is the result of investments or contributions to the organization, or a psychological approach, in which commitment is depicted as a positive, high-involvement, high-intensity orientation toward the organization.

Another major view of commitment evolved from Becker's (1960) work, which conceptualized commitment as an accumulation of interests (side bets) or sunk costs with the organization. Several empirical studies have demonstrated the existence of this factor (e.g., Allen and Meyer, 1990; Angle and Perry, 1981; McGee and Ford, 1987; O'Reilly and Chapman, 1986). The dimension is usually referred to as continuance commitment, or an individual's bond to the organization because of extraneous interests (e.g., pensions, seniority, family concerns) rather than a general positive feeling or affect toward the organization (Hrebiniak and Alutto, 1972; McGee and Ford, 1987; Ritzer and Trice, 1969).

Allen and Meyer (1990) further developed the idea of normative commitment or commitment arising from the internalization of normative pressures and organizational socialization. Of these commitment dimensions, affective commitment shows the most promise as a predictor of individual performance (Brett JF, 1995; Angle and Lawson, 1994). There is some evidence of a positive correlation between affective commitment and performance, i.e., employees who are affectively committed to the organization tend to perform better than those who are not (e.g., Meyer et al., 1989; Steers, 1977). Those committed to organizational goals are likely to work harder and more consistently with organizational expectations than those who are not. Assuming a minimum ability level is met, high levels of organizational commitment should result in higher levels of performance (Angle and Lawson, 1994).

Although some significant relationships have been found, the magnitudes of the direct relationships between affective commitment and performance are generally small (Larsen and Fukami, 1984). This fact led researchers to explore the dynamics of different performance dimensions and to investigate moderators of the commitment-performance relationship. Despite difficulties in the measurement of individual performance and small-observed correlations between attitudes and performance (Angle and Lawson, 1994; Bateman and Organ, 1983; Organ, 1988; Puffer, 1987), researchers continue theoretical and empirical pursuit of these relationships.

Overall or formal job performance includes completion of assigned duties, performance of assigned tasks, and other formal performance aspects of the job (O'Reilly and Chapman, 1986). Theory suggests that individuals affectively committed to the organization are characterized by high involvement in the organization and commitment to its goals (Angle and Lawson, 1994; Meyer et al., 1989), activities likely to result in better job performance. Thus, a positive relationship between organizational commitment and overall job performance could be predicted. Helping behavior (sometimes also called prosocial behavior) is frequently studied in the management and social psychology literature (Batson, 1995; Morrison, 1994). These behaviors are forms of contributions to work organizations that are not contractually required or (monetarily or otherwise) rewarded (Organ, 1994; Organ and Ryan, 1995).

Helping behavior has received a great deal of attention as a dimension of citizenship behavior (Organ, 1995; Williams and Anderson, 1991). Podsakoff et al. (1997) described helping as the broadest citizenship construct and as having deep roots

in the literature. Helping reduces friction and increases efficiency in the organization (Borman and Motowidlo, 1993; Smith et al., 1983) and thus is usually considered a critical aspect of individual performance. The commitment models of Weiner (1982) and Scholl (1981) propose that organizational commitment is partially responsible for behaviors, such as helping, that reflect a personal sacrifice to the organization and do not depend on formal rewards or punishments. Thus, a positive relationship between organizational commitment and helping behavior is predicted.

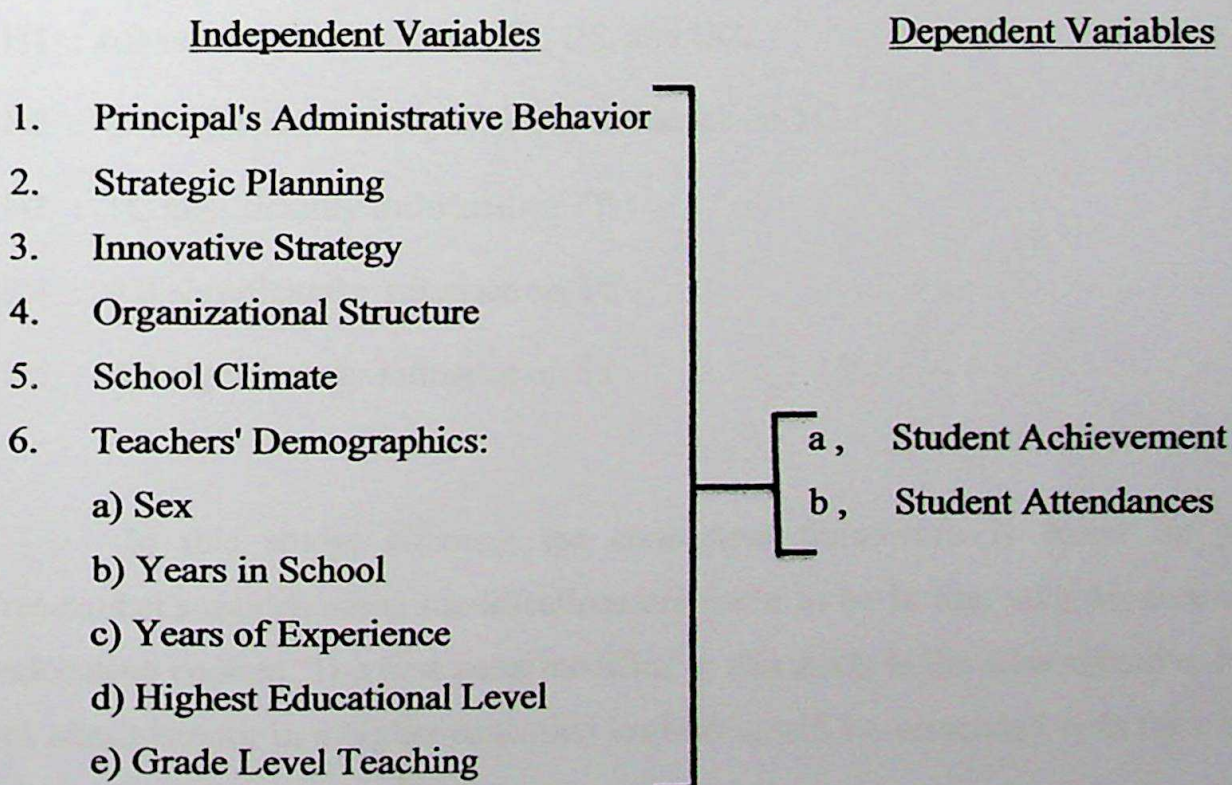
Generally from the above mentioned research findings, it could be found the relationship between organizational commitment and performance in academic institutions. Although various researchers applied various approaches to organizational commitment and performance in various types of organizations, the general and common finding is that there is relationship between organizational commitment and performance. The only difference is how these two variables are related each other.

2.6 Previous Research Model

The conceptual framework of this study is mainly based on the model developed by previous researcher, Yusufu (1991). The model developed by Yusufu (1991) is shown in Figure (2.1).

Figure (2.1) Conceptual Framework of the Previous Research Model

Principal's administrative Behavior, Strategic Planning, Organizational Structure, Innovative Strategy and School Climate in Relation to Selected Variables.

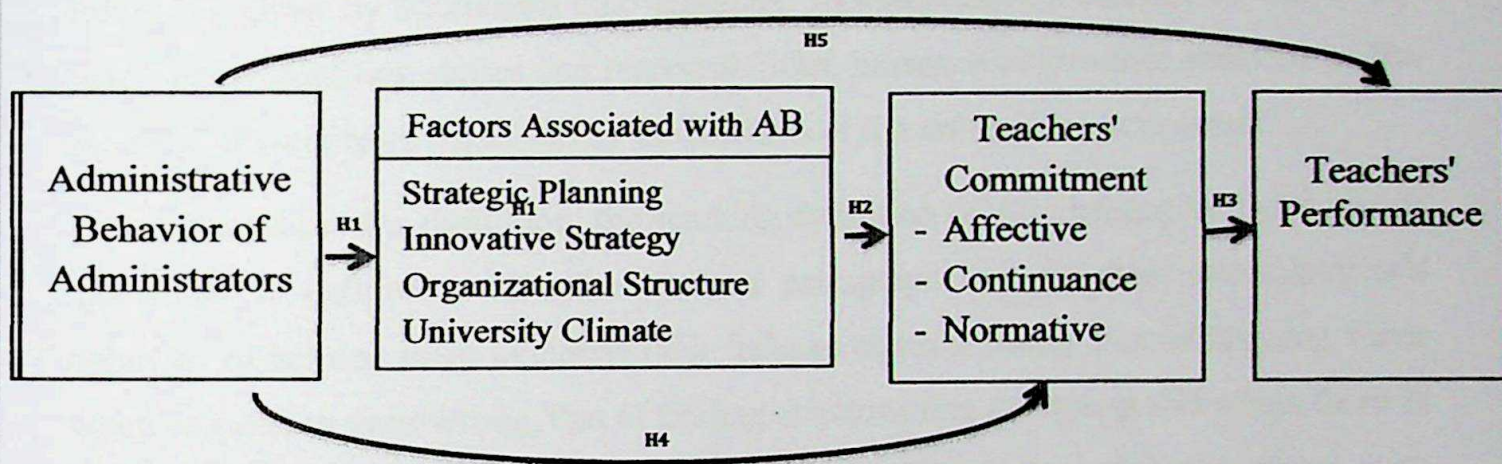


Yusufu (1991) presented that the performance of schools depends on principals' administrative behavior, their Strategic Planning, Innovative Strategy, Organization Structure, School Climate and teachers' demographics. In this model, the school performance is measured with students' achievement and students' attendance.

2.7 Conceptual Framework of the Study

The conceptual framework of this study, adapted to previous research findings and theories of administrative behavior, organizational commitment and performance as mentioned above, is shown in Figure (2.2).

Figure (2.2) Conceptual Framework of the Study



Source: Own Compilation Mainly Adapted to Yusufu (1991)

H1 : AB is associated with SP, IS, OS, and UC.

H2 : SP, IS, OS and UC significantly influence on TC

H3 : TC significantly influence on TP

H4 : AB significantly influence on TC

H5 : AB significantly influence on TP

In this study, although the conceptual framework is based on previous researcher's model, some modifications are made to be in line with Myanmar higher education context. The first point modified in this study is the administrative behavior of administrator in a higher education institution will be associated with their strategic

planning, their effort for organization structure, their innovative strategy development and their effort for university culture. Thus these efforts or activities will impact on teachers' commitment to institutions. The teachers' commitment will also generate the teachers' performance.

In this study, the performance of higher education institution is measured with teachers' performance instead of with student achievement and attendance. This performance will be resulted from teachers' commitment.

The definitions of variables in this study are:

1. **Administrative Behavior-AB of University Administrators:** The operational definition given by Ravikanth Rao Kasarala, Administrative Behavior of university heads is the qualities, duties and responsibilities, human relations and attitudes of the heads of university as perceived by the teachers of the universities concerned”.

Based on this definition, the working definition of Administrative Behavior in this study is defined as that the teachers perception towards their administrator's behavior of helping them to clarify their feelings about an issue, that of blaming them when something goes wrong, that of finding solutions that are acceptable when there is a difference in opinion, that of understanding on them, that of going along with teachers' solution to a problem, that of using praise and encouragement to arouse teachers need to work, that of showing them the easy way to comply with the rules, and that of behavior of accepting their suggestions.

2. **Administrator:** Rector (or) Pro-rector (or) Professors/ Head of Department who takes the respective administrative responsibilities at the higher education institution. In this study, Rector is one who is playing at the top level of the organizational hierarchy of the university (or) degree college. His or her role is equivalent to the president (or) chancellor (or) dean of universities (or) colleges of other countries.

3. **Strategic Planning-SP:** the extent to which the principal/leader develops an overall goal strategy, makes choices for the program planning and selects the most effective method/strategy to counteract the causes of problems.

4. **Innovative Strategy-IP:** the extent to which the principal and the faculty are actively involved in defining new and/or alternative ways to resolve problems and promote teaching learning activities.

5. **Organizational Structure-OS:** the extent or the degree of loose coupling or autonomy of individuals within the organizational framework.
6. **University Climate-UC:** the degree of mutual bonding between rectors, teachers and students with respect to what happened in their university.
7. **Organizational Commitment-C:** a complex phenomenon expressing a behavioral dedication reasonably objective decision and an attitudinal loyalty that the teachers demonstrate towards the organizational in attaining its goals and vision and to remain in the organizational.
8. **Performance-P of Teachers:** the performance measured with teacher participation in professional development activities, academic impact of this participation, and professional development needs by self-perception of teachers.
9. **Professional Development:** activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

CHAPTER (3)

OVERVIEW OF THE HIGHER EDUCATION IN MYANMAR

This chapter describes the organization of the education sector and provides an overview of the higher education institutions in Myanmar for the period of year 2000 to 2016. The Myanmar education sector development plans have been implemented since year 2000. Nowadays, in 2016, Myanmar is undergoing a transition period towards building a democratic nation. The education system has also endeavored to change. The Ministry of Education and all related stakeholders are trying to formulate the democracy education systems.

There are three main sub-sectors in the education sector – the basic education sub-sector, technical and vocational education sub-sector, and the higher education sub-sector. The structure of the Myanmar basic education school system has been changed from the KG+10 system (total 10 years of three basic education levels, such as: primary level, lower secondary level and upper secondary level) to the KG+12 system (total 12 years of three basic education levels), starting from 2016-17 academic year by applying the child-centered approaches. The statutory bodies and organizations namely: Basic Education Council, Basic Education Curriculum, Syllabus and Textbook Committee, and Teacher Education Supervisory Committee will be changed according to the new policy of the Myanmar National Education Law. The technical and vocational education sub-sector has also been encouraged more and more by the State to be in line with the requirements of the business sector and the new education policies.

The higher education sector in Myanmar is also going to be changed according to the policies of the higher Education, promulgated in National Education Law. When the study is made on the Myanmar higher education systems, the organization and management of the higher education institutions, and the prominent features of an endeavor of the education development activities: Ensuring Accessibility, Promoting Quality, Enhancing Diversity,

Institutional Framework, National Education Five Year Strategic Plan (NESP) and Key Challenges of the current education system, can be seen.

3.1 The Organization and Management of the Higher Education Institutions

At the 2005 – 2006 academic year, there were 156 higher education institutions in Myanmar. A total of 69 institutions, which form the majority, were under the jurisdiction of the Ministry of Education, while the other 88 institutions are under 11 different ministries and the Public Services Selection and Training Board. All the higher education institutions are state-financed. The 156 higher education institutions specialize in varied fields such as arts and science, law, economics and business administration, teacher education, foreign languages, engineering, computer studies, maritime studies, defense, agriculture, forestry, medicine, nursing, veterinary science and culture and fine arts, etc. and offer a variety of programmes - undergraduate, postgraduate diploma, master's degree programmes and doctorate programmes. The higher education institutions under the Ministry of Education have also established Centres for Human Resource Development that offer re-education and retraining human resource development programmes ranging from short-term certificate programmes to master's degree programmes.

Table 3.1: Number of Higher Education Institutions under Various Ministries in 2005-06 AY

Sr. No.	Ministry	Number
1	Education	64
2	Health	14
3	Science & Technology	56
4	Defence	5
5	Culture	2
6	Forestry	1
7	Agriculture & Irrigation	1
8	Livestock Breeding & Fisheries	1

Sr. No.	Ministry	Number
9	Co-operatives	5
10	Civil Service Selection and Training Board	1
11	Religious Affairs	1
12	Progress of Border Areas and National Races and Development Affairs	2
13	Transport	3
Total		156

Source: Department of Higher Education (Lower Myanmar), MOE

Before 2015, there were two Departments of Higher Education – one for lower Myanmar and one for upper Myanmar. These two departments were responsible for administration and co-ordination of higher education institutions under the Ministry of Education. Although higher education institutions come under the administration of different ministries, academic and administrative policy matters, relating to higher education, were managed by the two councils chaired by the Minister for Education. They were:

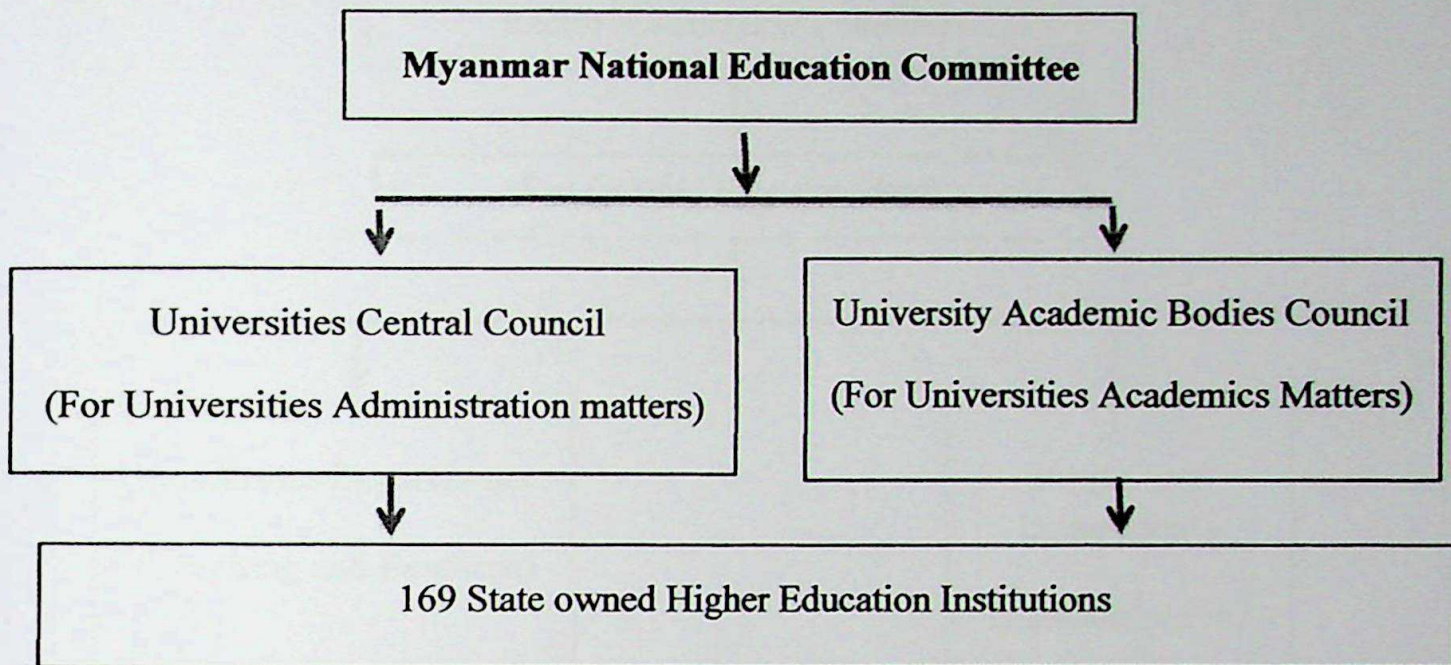
- the Universities' Central Council, and
- the Council of University Academic Bodies

The Universities' Central Council is principally responsible for the framing of broad policy and co-ordination of the work of higher education institutions while the responsibility of the Council of University Academic Bodies lies in the adoption of academic regulations and co-ordination of academic work.

A national level coordinating decision-making body called the Myanmar Education Committee was established on 2 September 1991. The committee facilitates the development of an education system, which is equitable with the traditional, the cultural and the social values and also in keeping with the economic and political aspirations of the nation. This high-powered committee is chaired by the Secretary-1 of the State Peace and Development

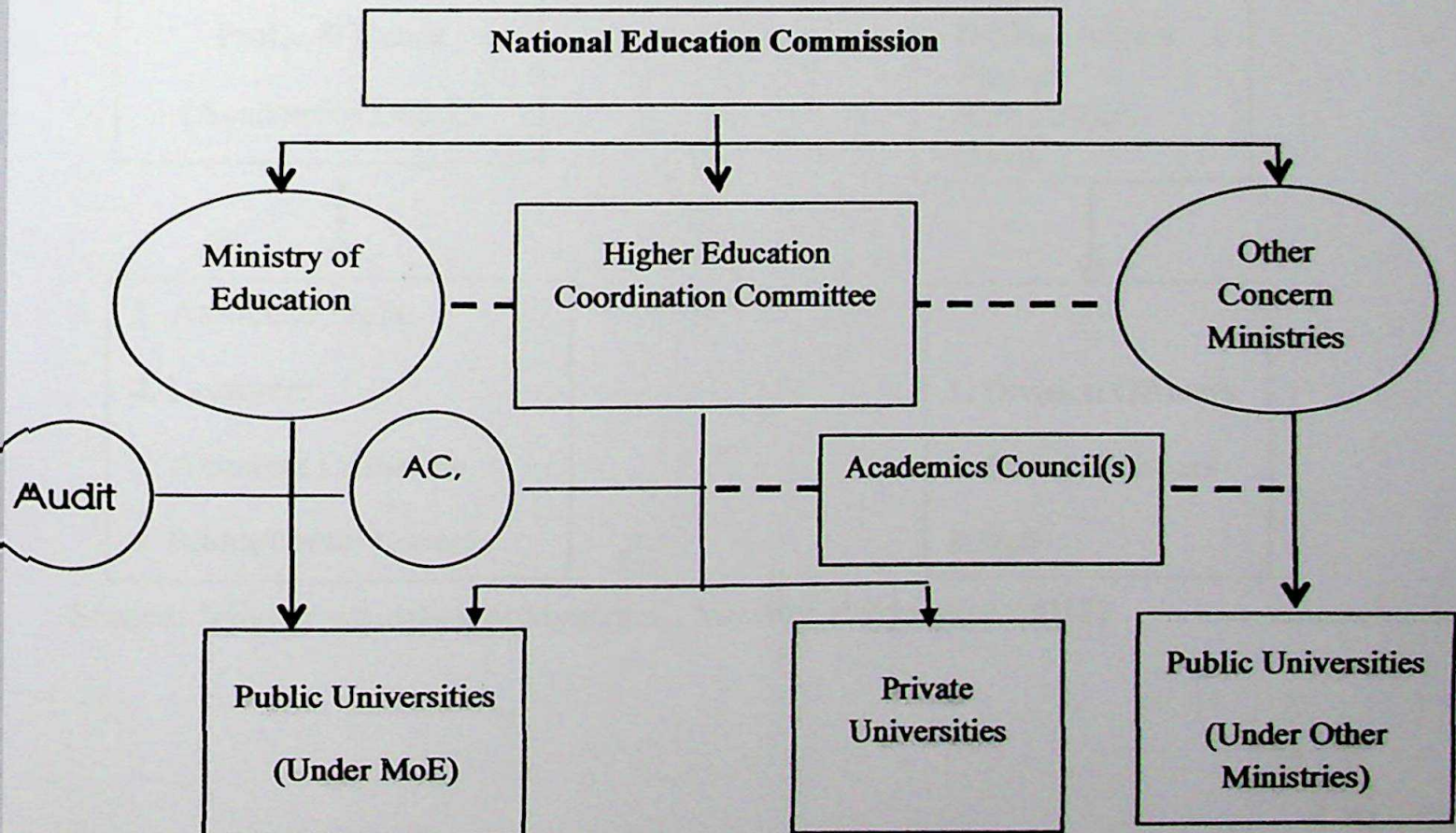
Council, and ministers of the ministries that administer education institutions, are members of the committee.

Figure (3.1) Structure of Higher Education Sector in Myanmar (Before 2015)



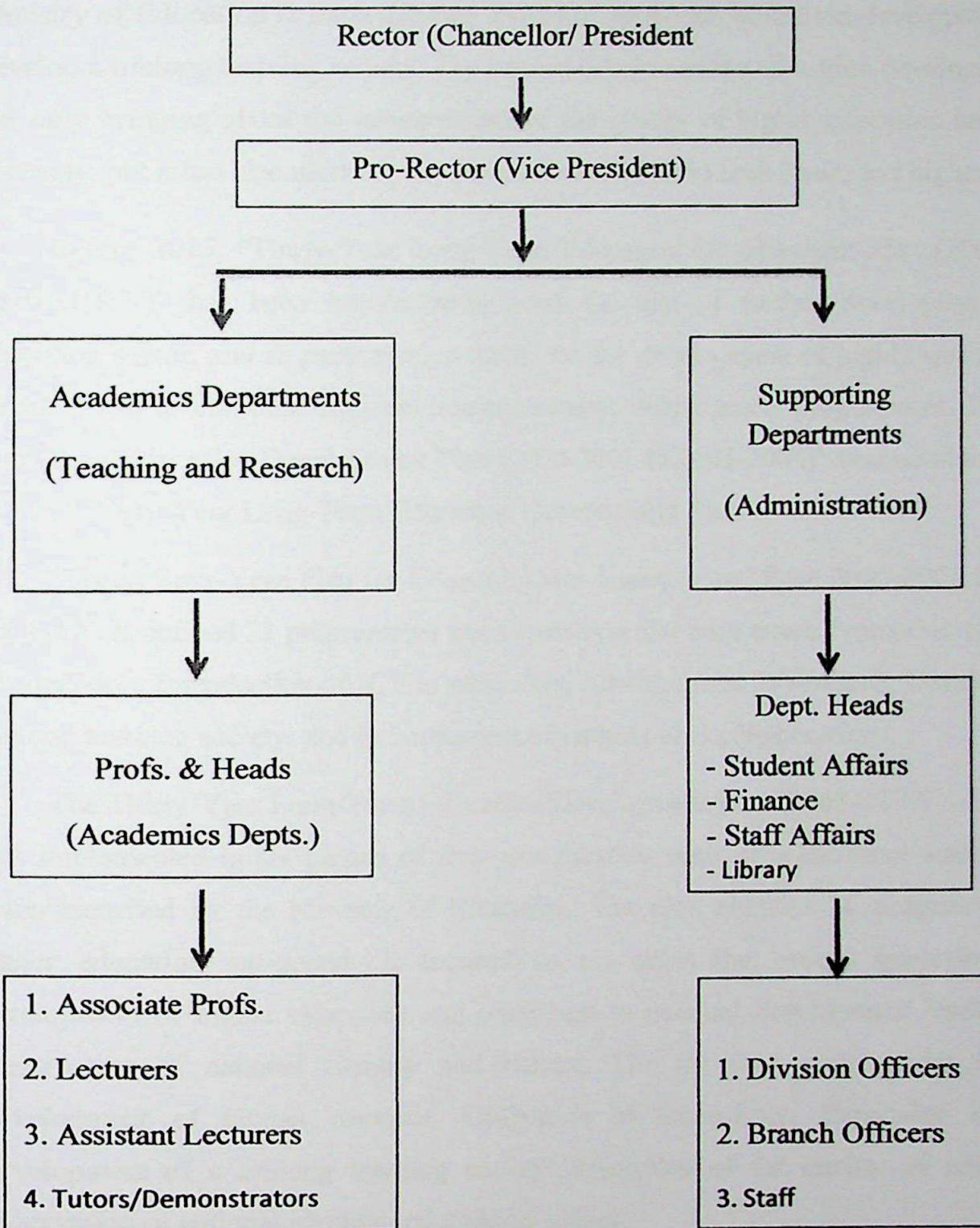
Source: "Higher Education in Myanmar", Ministry of Education (2012)

Figure (3.2) Structure of Higher Education Sector in Myanmar (After 2015)



Source: "National Education Law", Ministry of Education (2015)

Figure (3.3) Organization Structure of a Higher Education Institution



Source: "Higher Education in Myanmar", Ministry of Education (2012)

The Ministry of Education is the main provider of education in the Union of Myanmar and is functioning with the vision " To create an education system that will generate a learning society capable of facing the challenges of the Knowledge Age." The Ministry of Education is implementing short and long-term education development plans to develop a lifelong learning society. The implementation of the education development plan is not only bringing about the enhancement of the quality of higher education and promoted diversity, but it has also markedly increased accessibility to both basic, and higher education.

Before 2015, "Thirty-Year Long-Term Education Development Plan (2001-02 FY – 2030-31 FY)" has been implementing with the aim of further developing the higher education sector, and in particular, to strive for the development of highly qualified human resource and to introduce regional human resource development programmes. The " special Four-Year Education Development Plan (2000-2001 to 2003-2004)" was combined as a part of this "Thirty-Year Long-Term Education Development Plan".

Special Four-Year Plan for Education was implemented from 2000-2001 FY to 2003-2004 AY. It defined 21 programmes and focused on five core areas: Promotion of the quality of education, Introduction of ICT in education, Advancement of research, Development of a lifelong learning society, and Enhancement of international collaborations.

The Thirty-Year Long-Term Education Development Plan (2001-02 FY – 2030-31 FY) was implemented in six phases of five-year duration each. It is the most ambitious of the plans launched by the Ministry of Education. The plan contains 36 programmes for the higher education sub-sector. It focused on six areas that would generate qualitative development of higher education and contribute to national development, endeavours and preservation of national identity and culture. The six core areas under focus were: Development of human resource, Utilization of technology, Expansion of research, Development of a lifelong learning society, Promotion of the quality of education, and Preservation of national identity and national values.

The implementation of the long-term education development plan had led to marked accessibility to higher education. It had brought about noticeable development in the quality of education, the teachers and the learning facilities. It had also created diversity in the education sector producing new modes of learning and new fields of studies. One of the

programmes, among the 36 programmes, regarding the national identity and national values was as follows:

" No matter how extensive globalization occurs, so that national identity, national values and national well being do not diminish, curricula, new teaching programmes, researches and public educative programmes must be undertaken after careful consideration, with due regard given to this aspect."

3.2 Raising Accessibility

The Higher Education sector had experienced a tremendous expansion since 1988. The successful implementation of the Special Four-Year Education Plan initiated in 2000, and the implementation of the Long-Term Education Development Plan have led to the promoting accessibility to higher education, upgrading of the quality of education, and increase in diversity.

Myanmar, which was aiming for equitable development of all its regions, has divided the country into 24 development zones, to ensure that no area may be left undeveloped. With the expansion in the number of higher education institutions from 32 in 1988 to 156 in 2015, each of the 24 development zones now possesses at least one arts-and-science university, one degree conferring technological institute and one computer science institute.

Regarding the Promotion of the Accessibility of the higher education institutions, following programmes were included and implemented at the Special four year Education Development plans:

- (1) To reduce constraints to produce an education system that promotes and conserves human resource development.
- (2) To develop an education system that advances lifelong learning and continuing education.
- (3) To seek ways and means to transform distance education universities into open universities.
- (4) To establish an education Intranet system.
- (5) To utilize information technology in the learning centres of open universities to enhance learning.

- (6) To establish the necessary structures for the establishment of an open education system.

And then, following programmes were also included and implemented at the Thirty year long-term Education Development plans, Regarding the Promotion of the Accessibility of the higher education institutions:

- (1) To establish Electronic Resource Centres as Myanmar Electronic Information Network (MEIR_ Net).
- (2) To establish the Myanmar Higher Education Network (MHE_ Net) that will link all the higher education institutions with the Internet.
- (3) To establish higher education institutions that will unceasingly take responsibility of the education of their respective region and community.
- (4) For higher education institutions to implement programmes for re-education and continuing adult education.
- (5) For higher education institutions to implement programmes related to learning to learn and continuing to learn opportunities by using contemporary technology and focusing on life-long learning.
- (6) To create opportunities for higher education institutions to deal freely with external work establishments and for learners to be given the opportunity for open entry and re-entry to education.
- (7) To transform the whole work force into a learning force rapidly linking all work establishments with higher education institutions.
- (8) To transform into open education system, to introduce credit bank system and to establish an organization to take charge of these undertakings.
- (9) Aiming at the emergence of an immense learning society in the future, to create an open education system that will provide opportunities regardless of region and for higher education institutions to create an education system that will be able to cope with diversity and the increase in the number of disciplines and varying educational needs.

- (10) To reduce the rigidity in the distinction between formal education and non-formal and informal education of higher education institutions until it disappears.
- (11) To create part-time courses at higher education institutions.
- (12) To create education programmes which will overcome the rigidity of traditional education system since it is no longer adequate for higher education institutions to merely provide a fixed body of knowledge.

3.3 Promoting Quality

Higher education is undergoing qualitative transformation. The long-term education development plan aspires to transform breadth of learning into breadth and depth of learning. While promoting generative synthesis, it simultaneously intends to stimulate creativity, initiative and a keen desire to discover in students. To imbue these qualities in higher education students, all disciplines have undergone thorough renewal. New assessment techniques that test depth and breadth of knowledge, creativity and analytical thinking have replaced the old modes of testing that encouraged rote learning and regurgitation of facts. Moreover, to provide students with an extensive choice, all disciplines have introduced the system of offering foundation courses, core courses and electives since December 2002.

The plan also seeks to boost the number of multi-disciplinary courses being offered at higher education institutions with the belief that integrating knowledge from different programmes train students to think beyond the confines of a single discipline and inculcate in them intellectual breadth and depth.

At the undergraduate level too, higher education institutions have introduced a wide spectrum of multi-disciplinary courses, to engage students in greater breadth of learning from a very early level. Another important task of the long-term plan being implemented is the change from department-based system to faculty system. The programme was presented at the 2002 higher education seminar and will be implemented stage by stage. The move will greatly facilitate in furthering the use of cross-disciplinary and inter-disciplinary approaches at higher education institutions.

The fourth year of the implementation of Thirty-Year Long-Term Education Development Plan has seen noteworthy enhancements of the quality of programmes being offered. The number and type of programmes have significantly increased. ICT has gained a key foothold in the delivery of programmes and management, and faculty and staff development is being intensified. Moreover, higher education institutions are also trying to expand the linkages among the alternative forms of education programmes available.

A significant aim of the education development plans is to introduce new curriculum, teaching methods and evaluation system that give emphasis to the development of learner maturity and creativity, analytical skills, and ability to utilize modern technology. To promote these high order skills in students, higher education institutions formed task forces to introduce changes in teaching methodology. Learner-centred approaches, such as problem-based learning, project-based learning and fieldwork were incorporated into the learning experience of higher education students. This enhances practical and inter personal skills and helps students to become more active learners who can synthesize practical with theoretical experience and employ knowledge learnt in solving real life issues.

In accordance with the aim of the development plan to upgrade the quality of higher education programmes to ensure that students acquire knowledge, skills and technology that are of relevance to their future needs, professors and heads of academic departments of higher education institutions under the guidance of their respective board of studies reviewed the curricula of both undergraduate and postgraduate courses. Textbooks, course books and item banks were prepared in line with the revised curriculum and introduced in July 2000.

Myanmar higher education institutions are reinforcing their role as a centre for creating and disseminating knowledge in the local community. They are defining the services, skills and knowledge that they could provide to rural areas and the community in which they are located and strengthen linkages with local communities and rural communities and contribute to their development. They have been able to harness technology to act as a driving force in the delivery of knowledge and skills within a short span of five years. They also carry out research on local resources and identify educational programmes they can offer using the networks of learning centres and community learning centres and other means available. The community-based human resource development is being activated

in order to development of the local residents' lifelong learning and promote the growth of local industries.

The education plans seek to build research capabilities of higher education institutions to promote basic research to generate new knowledge, applied research to boost research not only for the advancement of the discipline concerned, but also for enterprises, organizations and industries that are in need of modern technology, and those that will have a direct impact on the development of the nation. Research facilities have been upgraded and new equipment and references provided and funding for research has been enhanced. The emerging trend among Myanmar higher education institutions is to provide research services to government departments and private enterprises or collaborate with them in conducting research. A number of these researches have found to be of high economic value. The formation of research links with industry will be beneficial to higher education institutions in the form of financial and equipment contributions, facility and support staff development and application of the results of researches.

For the long-term development of research, the long-term plan aims to establish higher education institutions specializing in research and enhance collaborative research with international research centres and organizations. As forerunners to this endeavour, Yangon University and Mandalay University have been assigned to specialize in research and they are now establishing multidisciplinary research centres on their campuses through collaboration among different departments.

The development plan gave impetus to higher education institutions to form linkages and collaborations with international higher education institutions and research organizations in order to harness both local and foreign sources for the development of the higher education sub-sector. The long-term education development plan created an upsurge in the number of initiatives that promoted collaborations with regional and international higher education institutions and organizations. These collaborations were in the form of MOUs, training programmes, conferences, workshops and seminars, joint research programmes, invitations to participate in scholarship programmes and student, faculty and administrator exchanges.

Regarding the Promotion of the Quality of the higher education institutions, following programmes were included and implemented at the Special four year Education Development plans:

- (1) To review and revise the curricula of universities, degree colleges and colleges to be on parity with international standard. (The content of subjects to be reorganized and multi-disciplinary subjects to be introduced.)
- (2) To revise the assessment system in line with curriculum changes to conform to international practices.
- (3) To enhance originality, creativity and analytical skills, ability to grasp and utilize modern technology and development of maturity through changes in curricula and teaching method.
- (8) To establish collaboration and networking with Southeast Asian and international universities.
- (11) To upgrade science laboratories so that research can be carried out using modern technology and equipment from undergraduate to doctoral levels.
- (13) To utilize information technology in multimedia resource centres in higher education institutions for teaching and research purposes.
- (15) To establish language laboratories in higher education institutions.
- (16) To upgrade the Universities' Central Library and libraries at higher education institutions using information technology so that users will be able to utilize of library facilities without having to come to the library.
- (18) To fulfill the need of higher education inst(itutions for improved facilities.
- (19) To produce and distribute audio and video teaching and learning materials produced in departmental studio utilizing modern technology and equipment that will suit local conditions and needs.
- (20) To produce and distribute audio and video learning materials on practicals and lessons based on the curriculum to be utilized in multimedia classrooms of basic education schools.

- (21) To produce video and audio materials related to individual courses to facilitate Universities of Distance Education students in their study.

And then, following programmes were also included and implemented at the Thirty year long-term Education Development plans, Regarding the Promotion of the Quality of the higher education institutions:

- (1) To develop highly qualified human resources and regional human resource development needed by the State.
- (2) To be able to use information and communication technology, which is changing and developing with the times, not only as a teaching technology but also as a learning technology.
- (3) To give priority to communication technology and electronic technology, to enhance skills at all levels of undergraduate and postgraduate studies, especially in continuous education programmes.
- (4) To transform the libraries in higher education institutions into Electronic Information Resource Centres.
- (5) To conduct research not only for the advancement of the discipline concerned, but also for businesses, organizations and enterprises that are in need of modern technology, and those that will benefit the nation directly.
- (6) To establish higher education institutions specializing in research and to collaborate in research work with international research centres and organizations.
- (7) To establish a research organization/centre that can carry out full time research on education activities in order to evaluate to what extent the actual outcomes match the visions, objectives and outcomes of education programmes, to discover and evaluate the weaknesses, if necessary to redefine the visions, objectives and outcomes laid down previously and to add, reduce or change programmes.
- (8) For higher education institutions to innovate and introduce teaching programmes that can fulfil community needs.

- (9) For the future higher education system to aim at qualitative transformation, to transform breadth of learning to breadth and depth of learning and to promote the abilities to carry out generative synthesis, to be creative and undertake critical evaluation, and visualize new fields of education.
- (10) To create a combination system which serves as a sound basis for cross-disciplinary and interdisciplinary approaches.
- (11) To find ways and means to enable the curriculum, teaching methods and evaluation to give emphasis to the development of learner creativity, analytical skills, ability to utilize modern technology and to construct a system that will enhance maturity.
- (12) For higher education institutions to bring about a sound academic atmosphere and knowledge environment and create the right conditions for the establishment of linkages with international education domain.
- (13) To find effective ways to expand the distance education system and transform it into an open university, to expand new teaching programmes, to provide programmes leading to degrees, as well as introduce programmes that will promote skills and to provide the highest and most extensive learning opportunity by utilizing technology.
- (14) To devise programmes that will promote competition on equal terms and cooperation with international distance education systems.
- (15) To expand the teaching of foreign languages and to give undergraduates the opportunity to learn another foreign language, in addition to English, for communication and effective use in their respective field of study.
- (16) To establish a Higher Education Curriculum Centre and to set up an Education Curriculum Council in order to evaluate whether basic education is in consonance with higher education or not.
- (17) To form the Academic Evaluation and Assessment Council for the higher education sector.

- (18) To carry out restructuring and reorientation of higher education management system.
- (19) To carry out changes in the institutional structures of higher education institutions in accordance with the times and to fulfill the need for physical facilities of higher education institutions by setting a basic standard.

3.4 Enhancing Diversity

A variety of modalities had been introduced in higher education to create access and promote more choices for those seeking training and education. These include distance education programmes, human resource development programmes offered by higher education institutions and part-time conventional course conducted in the mornings, afternoons or evenings to suit those who are employed.

The plans, programmes, activities and strategies mentioned in this brief account of the educational development were playing a leading role to the restructuring of higher education to fulfil the educational goals of the country. In brief, the education promotion programmes being undertaken were enhancing the building of a robust higher education system that can further serve Myanmar's needs as it strives to become a modern and developed nation.

Regarding the Enhancing Diversity of the higher education institutions, following programmes were included and implemented at the Special four year Education Development plans:

- (1) To undertake research not only related to academic concerns but also be of relevance to the needs of private enterprises and organizations seeking modern technology and be directly beneficial to the nation.
- (2) To establish a self-sustained system in the management and financing of universities, degree colleges and colleges.
- (3) To create educational programmes that fulfill community needs.

And then, following programmes were also included and implemented at the Thirty year long-term Education Development plans, Regarding the Enhancing Diversity of the higher education institutions:

- (1) To extend programmes that caters to the demands of the communities by exploiting the disciplines and the excellent academic environment and the respective resources and facilities.
- (2) To include Microtechnology from the undergraduate level and to give priority to carrying out research on fields related to it.
- (3) To conduct vocational courses in collaboration with basic education schools, factories and work establishments so that a pathway can be created to confer Associate Degree and other Degrees.
- (4) To implement diversification and specialization programmes that will provide the right to pursue discipline and combination of one's choice.

3.5 Institutional Framework of the Higher Education Institution

In today's global economy, a nation's success depends fundamentally on the knowledge, skills and competencies of its people. Countries, which invest in education, are likely to reap substantial long-term benefits, such as greater economic and social prosperity. The Ministry of Education has undertaken a three and a half year Education Sector Review (CESR) and drafted an evidence-based, costed new National Education Strategic Plan (NESP) for the period 2016-21.

The Union Parliament promulgated the National Education Law (2014, Parliamentary Law No. 41) in September 30, 2014 and The Law Amending the National Education Law (2015, Pyidaungsu Hluttaw Law No. 3) in June 2015.

The meaning of the term, "Higher Education" used in this law is:

"Education provided by a school recognized by the National Education Commission to people who have successfully completed the highest level of basic education or its equivalent."

The policies of education, regarding higher education administration, are as follows:

- "Universities and colleges shall have the right to be independent and self-administered".
- "University entrance shall be based on the learner's desire and they have the right to choose any school if they meet the institution's qualifications".
- "At every level of education there shall be a program of quality assurance".
- "In the assessment of educational quality and standards, there shall be a program of internal quality assessment and external quality assessment".
- "The Commission shall establish the standards and methods of evaluation in order to ensure quality".

According to the Law Amending the National Education Law, enacted by Pyidaungsu Hluttaw in June 2015, the formation of the National Education Policy Commission and its responsibilities and rights are as follows:

"The Government shall form the National Education Policy Commission with the approval of the Pyidaungsu Hluttaw with the following persons:

- Two experts who are not civil servants, elected and nominated by the President;
- One expert elected by the Chairman of Pyithu Hluttaw;
- One expert elected by the Chairman of Amyotha Hluttaw;
- Two representatives from the Ministry;
- Two experts from the Basic Education Sector;
- Five experts from the Higher Education Sector;
- Two experts from the Technological and Vocational Education Sector;
- Two experts from the Teacher Training Education Sector;
- One expert from the Inclusive Education Sector;
- Two curriculum experts and
- One law expert.

Chairman and Vice-Chairman of the Commission shall be elected by members of the Commission. The responsibilities of the Secretary and the Vice-Secretary of the commission shall be assigned to their representatives of the Ministry and they shall also be responsible to carry out the office work of the Commission. The Government, if necessary, may reconstitute the Commission with the approval of the Pyidaungsu Hluttaw. The term of the Commission is normally 5 years.

According to the Law Amending the National Education Law, enacted by Pyidaungsu Hluttaw in June 2015, Higher Education Institutions shall have autonomy to manage their own academic affairs and the University Council will be responsible for the administration of the university.

Higher Education Institutions shall Place priority to the development of research and their specializations. Practice a system in which learners will have the right to choose the specializations and universities they would like to join; and entrance to universities shall be decided in terms of not only the marks they scored from the matriculation examination but also the selection criteria prescribed in the charters of universities.

The formation of higher education sector will also be changed, some universities which are under the supervision of the Ministry of Science & Technology, Ministry of -- , and Ministry of – will be transformed under the supervision of the Ministry of Education. The year of 2016, the total number of higher education institutions in higher education is (157). Number of Higher Education Institutions under Various Ministries in 2015-16 AY is as follows:

Table 3.2: Number of Higher Education Institutions under Various Ministries in 2015-16 AY

Sr. No.	Ministry	Number
1	Education	158
2	Defence	6
3	Religious and Culture Affairs	3
4	Progress of Border Areas and National Races and Development Affairs	3
5	Transport	2
Total		172

Source: Department of Higher Education, MOE

The Ministry of Education has formulated eight programmes in the 100-day action plans. Out of eight, the two programmes for the higher education are as follows:

PhD Entrance Programmes

- (1) The university lecturers, who have gained three years of service, rather than 10-year service according to the old rules, will be eligible for the PhD programmes if they have submitted a work-related research paper.

Teacher Assessment

- (2) The student assessment on the teaching abilities and regular attendance of their teachers will be practiced at universities.

3.6 Five year National Education Strategic Plan (NESP)

Goal of the NESP is "Improvements in teaching and learning, research and innovation as well as measurable improvements in student achievement in all schools and education institutions" and Ministry of Education commits to achieve this goal by the end of the 2020-2021 financial year.

To achieve this goal, higher education institutions will be reformed to enable greater knowledge extension and to develop highly skilled research centres to support social and economic development. Following three complementary and linked strategies, programmes will be implemented to achieve the Transformational Shift for higher education:

Strategies:

- (1) Strengthen higher education governance and management capacity
- (2) Improve quality and relevance of higher education institutions
- (3) Expand equitable access to higher education

Programmes:

- (1) Institutional capacity development programme
- (2) Higher education quality and relevance programme
- (3) Equitable access to higher education programme

Expected Outcomes:

- (1) Higher education governance and management capacity development of officials from MoE and line ministries and managers of HEIs
- (2) Effective administration of non-academic staff, effective teaching and quality research conducting of academic staff and
- (3) Equitable access for students to HEIs regardless of their socio-economic background.

Management, Capacity Development and Quality Assurance

The following three complementary and linked strategies and programmes will be implemented to achieve the Transformational Shift for management, capacity development and quality assurance of the higher education:

Strategies

- (1) Strengthen and sustain sector-wide, sub-sector and sub-national co-ordination mechanisms
- (2) Strengthen education sector management structures, system and tools
- (3) Strengthen the capacity of education managers to successfully undertake education reforms

Programmes

- (1) Sub-national co-ordination programme
- (2) Education management, system and tools programme
- (3) Leadership and capacity development programme

Expected outcomes

- (1) Active and constructive participation by government ministries and non-governmental stakeholders in sector-wide, sub-sector and sub-national co-ordination mechanisms in improving access to quality education
- (2) Empowered education managers who can make evidence-informed decisions and hold schools and educational institutions to account for their performance
- (3) Knowledge and skills improvements among education managers in order to successfully implement their NESP programmes and budgets.

Quality Assurance System

The quality assurance teams have been organized for Internal Quality Assurance (IQA) at the universities under the Ministry of Education since 2013. The AUN QA training courses were conducted in Myanmar and cascade courses have been offered at the universities.

The Ministry of Education is in charge of a national level QA committee and they have drafted the Myanmar National Qualifications Framework (MNQF) and are drafting a Referencing Report of MNQF to the ASEAN Qualifications Reference Framework (AQRF).

3.7 Key Challenges of the Current Higher Education System

In this part the challenges, management, capacity development and quality assurance of higher education institutions are presented.

Major Challenges for Higher Education Institutions

The four major challenges facing higher education are as follows:

- (1) The traditional bureaucratic model of governance needs to be substituted with a more corporate model that focuses on performance, accountability and autonomy.
- (2) Myanmar's higher education system needs significant improvement in terms of quality-related dimensions, such as curriculum, learning environment, research and teaching process.
- (3) Issues of affordability and accessibility both impact access to higher education. Support programmes are needed to help students to overcome cost barriers for higher education.
- (4) Myanmar higher education needed to improve their research capacity` in order to foster the development of new ideas and innovations.

Management, Quality Assurance, Capacity Development and Challenges for Higher Education

To solve the challenges of higher education institutions the following systems, mechanisms and programmes will be formulated and implemented;

- (1) A clearly defined, nationally mainstreamed and standard-based quality assurance system needs to be put in place to improve education quality and students learning achievement in all schools and education institutions.
- (2) It is vital to have effective and inclusive co-ordination mechanisms at national, sub-sector and sub-national levels to facilitate, support and sustain education reforms through partnerships with ministries and non-governmental organizations.
- (3) A major system is the lack of a well-designed, accessible and sector-wide education management information system (EMIS) that track sector performance and the implementation of national education programmes funded by the government and development partners.
- (4) National training programmes are needed to develop capacity for effective management at all levels of the national education system.

These programmes and systems will provide the strategic directions for compressive, aligned and phased education reforms over the next 5 to 15 years, and the access to quality education for all students and learners that will enable them to contribute to Myanmar's sustainable socio-economic development.

The education reform and development programmes will equip Myanmar citizens with quality education, advanced skills and knowledge needed in an increasingly competitive environment and create a strong foundation for the pursuit of lifelong learning and at the same time nurture the cultural roots and identity of Myanmar.

Based on the overview of the higher education sector, the changes of the National Education Law and the structure of the higher education sector is leading to the situation of more chances to create academic freedom and directing to establish an autonomous higher education institutions.

As an overall aspect, the administrative behavior of the HEIs is seen as centralized organization characteristic, limited communication and participation. The climate of the HEIs is conducted to improve the quality of education but behaved guidance implementation practices with instructive administrative Style, rigid administrative model, and administrator centered approach based administration system are dominated in HEIs in before 2015.

CHAPTER (4)

ANALYSIS ON ADMINISTRATIVE BEHAVIOUR IN HIGHER EDUCATION INSTITUTIONS

This chapter is an analysis chapter starting with analysis on the administrative behavior of administrators working at the higher education institutions in Yangon. In this study, public universities are considered as the higher education institutions. The administrators are at the positions of Professor-level and above, and the scope of this study is limited to include teaching staff only. Thus in a university, the administrators are Rector, Pro-rector(s), and Professors/Heads of Departments working at these universities.

This study was focused on the teaching staff from 9 universities, which are located in Yangon and under the management of the Ministry of Education. Thus the structured questionnaires are distributed to teaching staff, who are working at the positions below administrators as subordinates. The total numbers of 230 teachers are selected by Stratified Sampling Method, and organized to scrutinize their administrative behavior of administrators for their respective higher education institutions. This study is based on the responses of these 230 respondents.

The variables such as administrative behavior (AB), strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) are analysed by considering the perceptions of teaching staff (teachers) working as subordinates under administrators.

In this analysis the administrative behavior of administrators is firstly analysed. The second part of this analysis is testing the factors such as strategic planning (SP), innovative strategy (IS), organizational structure (OS) and university climate (UC). And the influence of Administrative Behavior of administrators on these factors is investigated. In this case AB is an independent variable, and SP, IS, OS and UC are dependent variables.

The final part of this study is an analysis on the relationship between administrative behavior and teachers' commitment at higher education institutions in Yangon. Moreover, the relationship between teachers' commitment and performance is analysed.

The Statistical Package for Social Science (SPSS) software was used for finding relationship between these variables.

4.1 Administrative Behavior (AB) of Administrators

Administrators who are effective at inspiring and motivating others have a high level of energy and enthusiasm. Many administrators focus on accomplishing tasks in their job description while forgetting to inspire. This is a mistake. Without inspiration, employees do inadequate job. The point is every administrator needs to find ways to inspire their employees to achieve high performance.

The administrative behavior (AB) of administrators at higher education institutions is measured with 8 items, adopted from the measures identified by Yusufu (1991). The administrative behavior of administrators at higher education institutions located in Yangon can be evaluated with the survey results shown in Table (4.1).

Table (4.1) Administrative Behavior of Administrators

Sr.	Items	Mean	Standard Deviation
1	Administrators help subordinates to clarify their feelings about an issue.	3.26	0.816
2	Administrators blame subordinates when something goes wrong.* (3.22 is reversed score based calculation mean)	3.22	1.053
3	Administrators find solutions that are acceptable when there is a difference in opinion.	3.47	0.818
4	Administrators understand subordinates' side in an issue/problem.	3.45	0.923
5	Administrators go along with subordinates' solution to a problem when there is a difference in opinion.	3.08	0.895
6	Administrators use praise and encouragement to arouse subordinates need to work.	3.60	1.010

Sr.	Items	Mean	Standard Deviation
7	Administrators show subordinates the easy way to comply with rules that higher authorities enforce.	3.41	0.917
8	Administrators accept the suggestions of others.	3.52	0.900
Mean Value of Administrative Behavior		3.38	

Source: Survey Data, 2016

*Reverse Order

Remarks;

Item no. 2 is reversed order question. The primary mean score of this item is (2.78). Even though the response meaning for this question can be interpreted in reversed meaning, this score affected the calculation of the mean value of all 8 items for this analysis. For this reason the mean score for this item was described as reversed score calculation result as (3.22). In data input, for all reverse items, the original score 1 is equivalent to 5, 2 is equivalent to 4, 3 will not be changed, 4 is equivalent to 2, and 5 is equivalent to 1.

Table (4.1) shows the perceptions results of the teachers on their administrators' administrative behavior at higher education institutions. It is measured with 8 items. The mean score of the responses for these items show the behavior of the administrators, such as: team spirit, involvement of an individual or group activities, sympathy, administrator centered approach or teachers centered approach, flexible or grid control system, democratic or autocratic leadership style, appreciation and recognition situation on the achievements of the teachers. Does an administrator stand as a role model of the teachers, and leadership model of the administrators.

At the table (4.1), score of the item (1) represent the spirit and involvement of the administrator's in individuals or group or university activities. According to the mean score for each item, (3.60) is the highest mean score among 8 items. It is found that, administrators behaved well monitored on the teachers, and well appreciation and recognition on the achievements of the teachers.

According to the mean score of the item no (6), administrators energize their team to achieve difficult goals and increase the level of performance from everyone on the team.

At this questionnaire, measuring item no (2), "administrators blame subordinates when something goes wrong", is intended to explore the administrators' emotional control and manipulation ability on unacceptable outcome or result or mistake conducted by teachers. In other words, it explores the EQ (Emotional Quotient) and IQ (Intelligence Quotient) of the administrators. For this nature of questionnaire, responded mean score should be made reversed interpretation. Mean score of this item is (2.8), it can be interpreted that, the teachers perceived their administrators have ability to moderately control their emotion and well manipulate at the situation of unacceptable outcomes. However, the finding concerning with this item is not valid because the mean value is approximately 2.8 and standard deviation is round 1.053. This means that, it may not possible to find an accurate conclusion in this situation.

And then, the mean score of the rest measuring items (6 items) are varying between minimum mean score (3.08) and maximum mean score (3.52). And overall mean value of the Administrative Behavior is (3.32). It is found that most of the subordinates perceived that their administrators help them to clarify their feelings about an issue, they find solutions that are acceptable when there is a difference in opinion, they understand subordinates' side in an issue/problem and go along with subordinates' solution to a problem when there is a difference in opinion. Moreover, they use praise and encouragement to arouse subordinates need to work; they show subordinates the easy way to comply with rules that higher authorities enforce, and they accept others' suggestions.

Regarding the perceptions of the teachers on their Administrators' Administrative Behavior, as an overall finding from the point of comprehensive aspect, it can be concluded that, participative administrative style, situational administrative model, and teacher centered approach based administrative system are dominating in HEIs in Myanmar.

4.2 Factors Associative with Administrative Behavior of Administrators

In this analysis, the influence of Administrative Behavior of administrators on factors such as strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) is investigated.

4.2.1 Effect of Administrative Behavior (AB) on Strategic Planning (SP)

Teachers' perceptions for the Strategic Planning show the Administrative Behavior of their administrators at HEIs. It can be found out that, are the administrators look ahead, anticipate events, prepare for contingencies, formulate direction, map out activities, and provide orderly sequence for achieving goals? In other words, are they doing right things to words the goals attainment of HEIs?

The strategic planning of administrators at higher education institutions is measured with 10 items adopted from the measures identified by Yusufu (1991). The strategic planning of administrators at higher education institutions located in Yangon can be evaluated with the survey results shown in Table (4.2)

Table (4.2) Strategic Planning of Administrators

Sr.	Items	Mean	Standard Deviation
1	The Administrators, in strategic planning, wants teachers to develop strategy for teaching and curriculum improvement.	3.80	.922
2	The Administrators, in strategic planning, wants teachers to make their own decisions.	3.41	.929
3	The Administrators, in strategic planning, wants teachers to be free in implementing and evaluating their own decisions.	3.29	.923
4	The Administrators, in strategic planning, wants teachers to develop an overall strategy to determine why subordinates are failing to meet goals and what to do to correct the situation.	3.43	.919
5	The Administrators, in strategic planning, wants teachers to identify the causes of the problems.	3.51	.929
6	The Administrators, in strategic planning, wants teachers to prioritize causes of problems.	3.37	.970
7	The Administrators, in strategic planning, wants teachers to choose the most effective method/strategy to counteract the causes of problems.	3.67	.894

Sr.	Items	Mean	Standard Deviation
8	The Administrators, in strategic planning, wants teachers to generate alternative strategies for solving problems before making choices.	3.35	.953
9	The Administrators, in strategic planning, wants teachers to choose the most attainable strategies from among alternatives.	3.49	.963
10	The Administrators, in strategic planning, wants teachers to use the results of evaluation for revising decisions.	3.55	.960
Mean Value of Strategic Planning		3.48	

Source: Survey Data (2016)

In Table (4.2), score of the item (1) represent the role and independent status of the academic departments at their HEIs. Mean score for item (1) is (3.8), it means that the teachers agreed, "The Administrators, in strategic planning, wants teachers to develop strategy for teaching and curriculum improvement." So it can be interpreted that, the academic departments stand at the important role and have been serving as academically independent departments. Mean score for item (2) and (3) are (3.41) and (3.29), it expresses the decision-making behaviors of the administrators. According to these scores, administrators encourage them to participate in decision-making process, to find and prioritize the causes of problems, to choose the effective methods, to keep in touch the ground and to accept the reality, to evaluate themselves, and practicing them for innovation and accountability.

The highest score is (3.8), lowest score is (3.29) and mean value of Strategic Planning is (3.48). It means that, the administrators of the HEIs are conducting Strategic Planning to accomplish desired outcomes efficiently, to reduce individual and organizational stress by providing discussion and clear directions, to obtain staff commitment and coordination.

The effect of administrative behavior (AB) of the administrators on strategic planning (SP) is analysed by using Simple Linear Regression Method. In this study, AB is an independent variable and SP of administrators is a dependent variable. The results are shown in Table (4.3) and (4.4).

Table (4.3) is the model summary showing the "R" value, which represents the relationship between dependent variable SP and independent variable AB. The result from Model Summary Table indicated that the correlation coefficient (R) is about (0.7), it means that the administrative behavior is a fairly relationship with the strategic planning of administrators.

The result from Analysis of Variance Table (ANOVA) Table (4.4) indicates that the value of F is highly significant at 1 percent level. Therefore, it can be said that the administrative behavior significantly influence on strategic planning.

Table (4.3) Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.658 ^a	.433	.430	.472
a. Predictors: (Constant), AB				

Table (4.4) ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.376	1	33.376	149.629	.000 ^b
	Residual	43.719	196	.223		
	Total	77.095	197			
a. Dependent Variable: SP						
b. Predictors: (Constant), AB						

Table (4.5) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.527	.360		1.463	.151
	Administrative Behavior	1.835	.168	.860	10.918	.000

a. Dependent Variable: Strategic Planning

As an overall finding from the point of comprehensive aspect on the effect of Administrative Behavior (AB) on Strategic Planning (SP), it can be concluded that, administrators and teachers look ahead, anticipate the future of the organization situation and, define the target and road-map based on their discussion and consensus agreement. They are conducting most appropriate things to meet their universities' goals.

4.2.2 Effect of Administrative Behavior on Innovative Strategy

Teachers' perceptions for the Innovative Strategy of the administrators show the Administrative Behavior of their administrators at HEIs from the aspect of having changes to create new ideas and creation of the teachers. And also it can be found the answers for these questions, Are the administrators from HEIs behaved the process of initiating, creating and confronting needed to changes? Are these Universities able to adapt to new creation to move forward?

The innovative strategy of administrators at higher education institutions is measured with 9 items adopted from the measures identified by Yusufu (1991). The innovative strategy of administrators at public universities located in Yangon can be evaluated with the survey results shown in Table (4.6).

Table (4.6) Innovative Strategy of Administrators

Sr.	Items	Mean	Standard Deviation
1	Administrators promote new strategies for school improvement.	3.68	.925
2	Administrators encourage faculty development.	3.73	.915
3	Administrators encourage the use of staff (teacher) and student journals for professional interaction.	3.44	.955
4	Administrators share new ideas about teaching he/she read or comes across with staff (teacher) members.	3.54	1.012
5	Administrators readily accept teachers' ideas and programs.	3.43	.887
6	Administrators facilitate teachers' creativity.	3.56	.968
7	Administrators facilitate students' creativity.	3.54	1.009
8	Administrators encourage teachers to do more creative teaching than maintain strong /tight discipline.	3.68	.967
9	Administrators encourage teachers to exhibit students' work.	3.63	.953
Mean Value of Innovative Strategy		3.58	

Source: Survey Data (2016)

As shown in Table (4.6), responses mean score of the questionnaire item no (1) to (4) vary between minimum (3.44) and maximum (3.73), it means that, the administrators from HEIs behaved the process of initiating, creating and confronting needed to changes. And according to the mean score of the questionnaire item no (5) to (9) are vary between minimum (3.43) and maximum (3.68), it means that, these Universities are ables to adapt to new creation to move forward.

And then according to the Table (4.6), it is found that teachers perceived that administrators promote new strategies for their universities' improvement; it means that, administrators encourage the teachers to conduct the new ways of doing things in their Universities. They encourage faculty development, and they encourage the (teacher) and student to read journals for professional interaction. However, it is not

valid to conclude that they share new ideas about teaching with staff (teacher) members. It may be due to the time devoted more to administration instead of teaching. The teachers agreed that administrators are ready to accept their ideas and programs, and facilitate their creativity. However, it is not sure to conclude that administrators facilitate students' creativity because they could not take large part in academic sector, much time must be spent for administration. Teachers perceived that their administrators encourage them to do more creative teaching than maintain strong /tight discipline, and to exhibit students' work.

Normally, innovation is viewed as a prerequisite in manufacturing businesses. In fact, service-providing enterprises need to make sure of the satisfaction of customers and stakeholders; and service-providers, or higher education institution members (teachers) should exercise an innovative administration system. It should be emphasized that only when the teachers, who have to fulfill customer's satisfaction, have job satisfaction, and they will be able to satisfy the stakeholders of the education sector.

The effect of the administrators of administrative behavior on innovative strategy is analysed by using Simple Linear Regression Method. In this study, the independent variable is an administrative behavior and the dependent variable is an innovative strategy of administrators. The results are shown in Table (4.7) and (4.8).

Table (4.7) is the model summary showing the "R" value, which represents the relationship between innovative strategy and administrative behavior. The result from Model Summary Table indicates that the correlation coefficient (R) is approximately equal to 0.6, it means that administrative behavior is a fairly relationship with the innovative strategy of administrators.

The result from Analysis of Variance Table (ANOVA) Table (4.8) indicates that the value of F is highly significant at 1 percent level. Therefore it can be concluded that the administrative behavior significantly influence on innovative strategy.

Table (4.7) Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.570 ^a	.324	.321	.607

a. Predictors: (Constant), AB

Table (4.8) ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.703	1	34.703	94.113	.000 ^b
	Residual	72.272	196	.369		
	Total	106.975	197			

a. Dependent Variable: IS
b. Predictors: (Constant), AB

Table (4.9) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.513	.250		3.463	.111
	Administrative Behavior	1.335	.145	.670	11.318	.000

a. Dependent Variable: Innovative Strategy

As an overall finding from the point of comprehensive aspect on the effect of Administrative Behavior (AB) on Innovative Strategy (IS), it can be concluded that, the teachers from the HEIs are prepared and ready to change for the development of their universities. HEIs allow creating new ideas and creation of the teachers.

4.2.3 Effect of Administrative Behavior on Organizational Structure

Good Organization Structure of university can serve as a smooth transportation flow channel of idea, opinion, data, information, message, decision and command between levels of organizational hierarchy.

Teachers' perceptions for the Organization Structure of their University show the effect of Organization Structure on the Administrative Behavior of their administrators at HEIs from the aspect of having chance to conduct academic freedom and student quality development actions of the teachers.

Moreover, it can also be found the answers for these questions, who is the key sources of management function? What type of decision flow and information flow are used? Do the administrators willing to accept feedback of the teachers and respected academic committee? Do the administrators emphasis on rule and regulation or outcome result of the actions of the teachers? Do the administrators encourage the committee to make plan, more participation, to get consensus and mutual understanding for creation of vibrant academic environment and educational quality development?

The organizational Structure of administrators at higher education institutions is measured with 14 items adopted from the measures identified by Yusufu (1991). The organizational structure of public universities located in Yangon can be evaluated with the survey results shown in Table (4.10).

Table (4.10) Organizational Structure

Sr.	Items	Mean	Standard Deviation
1	Administrator is the main source of all ideas.	3.67	.978
2	Administrator allows academic committees to make their own decisions.	3.43	.911
3	Administrator asks and receives feedback from all academic committees.	3.59	.967
4	Administrator is constantly emphasizing the enforcement of rules and standards	3.57	.884
5	Administrator encourages committees to plan effectively.	3.74	.915
6	Administrator enforces rigid rules to obtain compliance from teachers.	3.14	.884

Sr.	Items	Mean	Standard Deviation
7	Administrator is strict with teachers.	3.18	.907
8	Administrator is strict with students.	3.11	.934
9	Administrator promotes students' participation at the classroom level.	3.78	.889
10	Administrator motivates teachers to encourage students to learn.	3.93	.931
11	Administrator allows teachers to enter his/her office freely, even when he/she is busy at work.	3.46	1.038
12	Administrator allows the respective teachers for student service the freedom to make and implement decisions.	3.37	.920
13	Administrator allows the respective teachers the freedom to plan and implement disciplines for students at classrooms.	3.56	.923
14	Administrator allows the respective teachers the freedom to plan and implement the teaching methods for student academic development.	3.73	.964
Mean Value of Organizational Structure		3.52	

Source: Survey Data (2016)

Table (4.10) shows the results of the teachers on their universities' organization structure. It is measured with 14 items. The mean value of the responses for these (14) items is (3.52) and it shows the effectiveness of the higher level (strategic level) of these organization structure and efficiency of the other level (operational level) of these organization structures. These (14) items, can be categorized into (3) main groups such as; communication status, (that is; administrators ask and receive feedback from all academic committees, allows teachers to enter his/her office freely, even when he/she is busy at work) encouragement status of administrators, (that is; administrators encourage teachers to make their own decision, plan effectively, participate at classroom level, learn, make and implement decisions for student services, plan and implement disciplines for

students at classrooms, plan and implement the teaching methods for students development) and rigidity status of organization, (that is; Administrator enforces rigid rules to obtain compliance from teachers, strict with teachers and strict with students)

Table (4.10), according to the item no (1), mean value is 3.67; it is found that the teachers perceived that the administrators, in their universities, are the main source of all ideas. Score of the items (3 and 11) are represented for communication status of the university's organization structure. Mean score of these two items are 3.59 and 3.46 respectively. Administrators ask and receive feedback from all academic committees, they allow teachers to enter his/her office freely, even when he/she is busy at work. Its means that, the communication status of the university's organization structure can be defined as actively and smoothly communicable situation.

According to the score of items (2, 5, 9, 10, 12,13 and 14) they represented for encouragement status of administrators of this organization structure. Mean score of these seven items are 3.43, 3.74, 3.78, 3.93, 3.37, 3.56 and 3.73 respectively. It is found that administrators allow academic committees to make their own decisions, encourage committees to plan effectively, promotes students' participation at the classroom level, motivate teachers to encourage students to learn. It is also found that administrators allow the respective teachers for student service, the freedom to make and implement decisions, disciplines at classrooms, and teaching methods for student academic development.

The Simple Regression Technique is used to study the effect of administrative behavior on organizational structure of the universities. In this study, administrative behavior is an independent variable and organizational structure is a dependent variable. The results are shown in Table (4.11) and (4.12).

Table (4.11) is the model summary showing the "R" value, which represents the relationship between organizational structure and administrative behavior. The result from Model Summary Table indicates that the correlation coefficient (R) is approximately equal to 0.5, it means that administrative behavior is a fairly relationship with the organizational structure of universities.

The result from Analysis of Variance Table (ANOVA) Table (4.12) indicates that the value of F is highly significant at 1 percent level. Therefore, This means that the administrative behavior of universities significantly influence on the organizational structure at the 0.01 level of significance.

Table (4.11) Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.462 ^a	.213	.209	.488
a. Predictors: (Constant), AB				

Table (4.12) ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.661	1	12.661	53.043	.000 ^b
	Residual	46.786	196	.239		
	Total	59.448	197			
a. Dependent Variable: OS						
b. Predictors: (Constant), AB						

Table (4.13) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.436	.360		1.463	.221
	Administrative Behavior	1.635	.188	.445	7.918	.000
a. Dependent Variable: Organization Structure						

It can be interpreted that, the universities' administrators strongly encourage to the teachers to make their own decision, to plan effectively, to participate at classroom level, motivate teachers to encourage students to learn, to make and implement decisions for student services, to plan and implement disciplines for students at classrooms, to plan and implement the teaching methods for students development.

From the point of view of the rigidity status of the university's organization structure, the items (6, 7 and 8) from Table (4.10) are represented. The mean score of these items are 3.14, 3.18 and 3.11 respectively. Its can be seen that, not too much rigid to the teachers and students, in other words university organization structure have appropriate flexibility in the context of relation and implementation between strategic level and operational level.

As an overall finding from the point of comprehensive aspect on the effect of Administrative Behavior (AB) on Organization Structure (OS), it can be concluded that, the organization structure of the HEIs can be seen characteristic of effective organization such as; open communication system and encourage participation, because there is a full exchange of ideas and information between the administrators and the teachers from the HEIs.

4.2.4 Effect of Administrative Behavior on University Climate

Teachers' perceptions on the Climate of their University show the effect of Administrative Behavior of their administrators on University Climate at HEIs from perception of the teachers in the context of their representativeness status on their universities, their expectation on the university and students, job satisfaction of the teachers, their practices and degree of transparent in their administration tasks and work place.

Transparency is one of the important factors which can shape universities' climate. Transparency is about information and ability of the receiver to have full access to the information teachers wants, not just the information the administrators are willing to provide. Transparency embodies honesty and open communication because to be transparent, someone must be willing to share information when it is uncomfortable to do so. Transparency is an individual being honest with himself

about the actions he is taking. Transparency is also the organization being upfront and visible about the actions it takes, and whether those actions are consistent with its values.

There is true open communication. If a teacher raises a concern about academic quality, for example, that person is given a chance to be heard and have the issue either resolved. The teacher may not be correct, but there is enough respect that if he or she is wrong, they are given an opportunity to learn why, and the encounter has a positive outcome.

For teachers to trust in transparency, they must feel safe: physically, financially, and emotionally. Organizations with cultures that are working for them and not against them are ones where transparency is seen as an internal imperative, not an external disclosure requirement.

In this study, the university climate of administrators at higher education institutions is measured with 14 items adopted from the measures identified by Yusufu (1991). The university climate of public universities located in Yangon can be evaluated with the survey results shown in Table (4.14).

Table (4.14) University Climate

Sr.	Items	Mean	Standard Deviation
1	The administrator (rector and pro-rector) represents the university.	3.91	.976
2	The teachers represent the university.	3.80	.965
3	Teachers are integrated into their work in university.	3.86	.824
4	The teachers show high expectations for students.	3.82	.957
5	Teachers show high expectations for themselves	3.72	.928
6	Teachers spend extra time to help students.	3.49	.875
7	The administrator (rector and pro-rector) shows high expectations for students.	3.83	.931
8	Student performance has improved.	3.67	.978
9	Teachers work cooperatively with one another.	3.73	.880

Sr.	Items	Mean	Standard Deviation
10	Students show positive feelings toward the university.	3.69	.885
11	Teachers show positive feelings towards the university.	3.80	.899
12	Student attendance has increased significantly.	3.54	.899
13	Teachers are interested in regular attendance.	3.92	.816
14	The school is well kept and conducive to student learning.	3.82	.864
Mean Value of University Climate		3.76	

Source: Survey Data (2016)

Table (4.14) shows the results of the teachers' perceptions on their universities' climate. It is measured with 14 items. The mean value of the responses for these (14) items is (3.76) and it shows the effect of University Climate on Administrative Behavior of their administrators at HEIs from perception of the teachers in the context of their representative status, expectation, job satisfaction, practices and degree of transparent.

These (15) items can be categorized into (5) main groups. First group, regarding representative status, that is; item no. (1): the administrator (rector and pro-rector) represents the university, and item no. (2): the teachers represent the university, are included. Second group, regarding expectation status, that is; item no. (4): the teachers show high expectations for students, item no. (5): teachers show high expectations for themselves, and item no. (7): the administrator (rector and pro-rector) shows high expectations for students, are included. Third group, regarding their universities' practices, that is; item no. (3): Teachers are integrated into their work in university, item no. (6): Teachers spend extra time to help students, and item no. (9): Teachers work cooperatively with one another, are included. Fourth group, regarding interest and transparent situation, that is; item no. (8): Student performance has improved, item no. (12): Student attendance has increased significantly, item no. (13): teachers are interested in regular attendance, and item no. (14): the school is well kept and conducive to student learning, are included. Last group, regarding university's member's satisfaction, that is, item no. (10): Students show positive

feelings toward the university, and item no. (11): Teachers show positive feelings towards the university are included.

As shown in Table (4.14), it is found that the teachers perceived that both the administrator (rector, pro-rector and professors/heads) and themselves represent the school, and both administrators and themselves are showing high expectations for students. They said that they are spending extra time to help students. They work cooperatively with one another. They are sure that students show positive feelings toward the school, and they are also showing positive feelings towards the school. Student performance and attendance have improved. They are also interested in regular attendance. They believe that their universities are well kept and conducive to student learning.

According to the Table (4.14), average mean value of fourteen items of the "University Climate" is 3.76. This point shows that, administrators and teachers are representing and having high expectation on the university and students, gaining job satisfaction, behaving the well transparent practices in their administration tasks and work place. It can be said that these HEIs are able to maintain the good university climate and that will support for their universities sustainable development.

The effect of administrative behavior (AB) of the administrators on university climate (UC) is analysed by using Simple Linear Regression Method. In this study, AB is an independent variable and UC of administrators is a dependent variable. The results are shown in Table (4.15) and (4.16).

Table (4.15) is the model summary showing the "R" value which represents the relationship between university climate and administrative behavior. The result from Model Summary Table displays that the correlation coefficient (R) is 0.4, it means that administrative behavior is a weakly relationship with the climate of university.

The result from Analysis of Variance Table (ANOVA) Table (4.16) indicates that the value of F is highly significant at 1 percent level. It can be concluded that the administrative behavior of universities significantly influence on the university climate at the 1 percent level of significance.

Table (4.15) Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.430 ^a	.185	.180	.602

a. Predictors: (Constant), AB

Table (4.16) ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.084	1	16.084	44.346	.000 ^b
	Residual	71.085	196	.363		
	Total	87.169	197			

a. Dependent Variable: UC

b. Predictors: (Constant), AB

Table (4.17) Coefficients**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.266	.347		1.263	.231
	Administrative Behavior	1.222	.168	.325	7.718	.000

a. Dependent Variable: University Climate

Regarding on the effect of administrative behavior on University Climate, the mean value of fourteen items of the "University Climate" is 3.76 is that, the climate of

the HEIs are well kept and conducive to the student learning, education quality development and upgrading the standard of HEIs.

4.3 Teachers' Commitment

The teachers' commitment at higher education institutions in this study is measured with 18 items as tested by Darjad Maslic Sersic in 1999. These items are common to all types of organization to test the teacher commitment. These 18 items (6 items for each of three types of commitment: affective commitment, continuance commitment, and normative commitment) are applied to examine the commitment of teachers from higher education in Yangon.

4.3.1 Teachers' Affective Commitment

The teachers' affective commitment at the higher education institutions located in Yangon can be examined in Table (4.18).

Table (4.18) Affective Commitment of Teachers

Sr.	Items	Mean	Standard Deviation
1	Teachers are very happy to spend the rest of their career in their universities	3.76	.863
2	Teachers really feel as if this organization's problems are their own	3.71	.956
3	Teachers do not feel like part of the family at their universities *(3.48 is reversed score based calculation mean, 2.52)	3.48	1.096
4	Teachers do not feel emotionally attached to their universities *(3.61 is reversed score based calculation mean, 2.39)	3.61	.977
5	Their universities have a great deal of personal meaning for teachers	3.73	.902
6	Teachers do not feel a strong sense of belonging to their universities*(3.56 is reversed score based calculation mean, 2.44)	3.56	1.028
Mean Value of Affective Commitment		3.64	

Source: Survey Data (2016)

* Reverse Order

As shown in Table (4.18), item no. (1) mean score is (3.76), it is found that teachers are very happy to spend the rest of their career in their universities, item no. (2) mean score is (3.71), they really feel as if this organization's problems are their own, item no. (3) mean score is (3.48), this is reverse question and made reverse interpretation, feel like part of the family at their universities, item no. (4) mean score is (3.61), this is also reverse question and also made reverse interpretation, they feel emotionally attached to their universities, item no. (5) mean score is (3.73), their universities have a great deal of personal meaning for teachers, and item no. (6) mean score is (3.56), this is also reverse question and also made reverse interpretation, they feel a strong sense of belonging to their universities. The average mean value of the six items is (3.64), therefore it can be said that teachers from the HEIs are having high-middle level of affective commitment and positively affected by administrative behavior of the university administrators.

4.3.2 Teachers Continuance Commitment

The teachers continuance commitment at the public universities located in Yangon can be examined in Table (4.19).

Table (4.19) Continuance Commitment of Teachers

Sr.	Items	Mean	Standard Deviation
1	It would be very hard for teachers to leave their universities right now, even if they wanted to.	3.60	1.004
2	Too much of teachers' lives would be disrupted if they decided to leave their universities right now.	3.17	1.066
3	Right now, staying with their universities is a matter of necessity as much as desire.	3.67	.814
4	Teachers feel that they have too few options to consider leaving their universities.	3.18	.994
5	One of the few negative consequences of leaving their universities would be the scarcity of available alternatives.	3.01	.954

Sr.	Items	Mean	Standard Deviation
6	One of the major reasons they continue to work for their universities is that leaving would require considerable personal sacrifice; another organization may not match the overall benefits they have here.	3.15	1.011
Mean Value of Continuance Commitment		3.30	

Source: Survey Data (2016)

As shown in Table (4.19), it can be seen that it would be very hard for teachers to leave their universities right now; even if they wanted to. Thus it can be said that the fact of hard for teachers to leave their universities even if they wanted to is not because of the cause that too much of teachers' lives would be disrupted if they decided to leave their universities right now, may be due to other causes like rules and regulations and procedures to be passed for leaving from universities.

It is also found that staying with their universities is a matter of necessity as much as desire. Thus generally it can be reviewed that teacher has continuance commitment not because of few alternatives and chances after leaving but because of matter of necessity as much as they desire. The average mean value of the six items is (3.30), therefore it can be said that teachers from the HEIs are having high-middle level of continuance commitment and positively affected by administrative behavior of the university administrators.

4.3.3 Teachers Normative Commitment

The teachers' normative commitment at the higher education institutions located in Yangon can be examined in Table (4.20).

Table (4.20) Normative Commitment of Teachers

Sr.	Items	Mean	Standard Deviation
1	Teachers do not feel any obligation to remain with their current universities** (3.47 is reversed score based calculation mean)	3.47	.958
2	Even if it were to their advantage, teachers do not feel it would be right to leave their universities now.	3.37	.963

Sr.	Items	Mean	Standard Deviation
3	Teachers would feel guilty if they left their universities now.	3.25	1.073
4	Teachers feel that their respective universities deserve their loyalty.	3.60	1.031
5	Teachers would not leave their universities right now because they have a sense of obligation to the people in it.	3.79	.809
6	Teachers owe a great deal to their universities.	3.69	.898
Mean Value of Normative Commitment		3.53	

Source: Survey Data (2016)

* Reverse Order

As shown in Table (4.20), item no. (1) mean score is (3.47), this is reverse question and made reverse interpretation, item no. (2) mean score is (3.37), it is found that teachers feel that even if it were to their advantage, they do not feel it would be right to leave their universities now, item no. (3) mean score is (3.25), Teachers would feel guilty if they left their universities now, but standard deviation is (1.073), Thus the mean could be within the large range between (2.3) and (4.3). Item no. (4) mean score is (3.6 Teachers feel that their respective universities deserve their loyalty, item no. (5) mean score is (3.79), Teachers would not leave their universities right now because they have a sense of obligation to the people in it, and item no. (6) mean score is (3.69), Teachers owe a great deal to their universities. Average mean value of the six items is (3.53), therefore it can be said that teachers from the HEIs are having high-middle level of normative commitment and positively affected by administrative behavior of the university administrators.

4.4 Relationship between Factors associative with Administrative Behavior and Teachers' Commitment

To develop the relationship between factors influencing administrative behavior and teachers' commitment, the Multiple Linear Regression Analysis is used. In this study, teacher commitment such as affective commitment (AC), continuance commitment (CC), and normative commitment (NC) are dependent variables. The four factors, namely strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) are independent variables.

4.4.1 Relationship between Factors associative with Administrative Behavior and Affective Commitment

To develop the relationship between factors influencing administrative behavior and affective commitment (AC) of the teachers at the higher education institutions, the Multiple Linear Regression Analysis is used. In this case affective commitment (AC) is a dependent variable and strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) are independent variables. The results of the relationship between factors influencing administrative behavior and affective commitment of teachers at higher education institutions are shown in Table (4.21)

Table (4.21) Relationship between Factors associative with Administrative Behavior and Affective Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.403	.273		8.785	.000
	SP	-.027	.096	-.030	-.282	.778
	OS	.156	.104	.153	1.502	.135
	IS	.110	.084	.146	1.310	.192
	UC	-.056	.085	-.067	-.666	.506
Dependent Variable: Affective Commitment						

Table (4.21) shows the summary results of Multiple Linear Regression Analysis. According to the significant values shown in the last column of the Table, it can be concluded that there is no significant relationship between factors influencing administrative behavior and teachers' affective commitment.

4.4.2 Relationship between Factors associative with Administrative Behavior and Continuance Commitment

To develop the relationship between factors influencing administrative behavior and continuance commitment of the teachers at the higher education institutions, the Multiple Linear Regression Analysis is used. In this study continuance commitment (CC) is a dependent variable. The four factors, namely strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) are independent variables. The results of the relationship between factors influencing administrative behavior and continuance commitment of teachers at higher education institutions are shown in Table (4.22).

Table (4.22) Relationship between Factors associative with Administrative Behavior and Continuance Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.799	.336		5.351	.000
	SP	-.040	.118	-.035	-.337	.737
	OS	.239	.128	.186	1.875	.052**
	IS	.067	.104	.070	.648	.518
	UC	.140	.104	.131	1.341	.181
Dependent Variable: Continuance Commitment						

**95% Confidence interval

The result shown in Table (4.22) indicates that the significant relationship between organizational structure and teachers' continuance commitment is equal to 0.052 which is nearly 0.05. These mean that, organizational structure significantly influenced on teachers' continuance commitment at 0.10 (10%) significant level. There is no significant relationship between three factors (Strategic Planning, Innovative Strategy and University Climate) and teachers' commitment.

4.4.3 Relationship between Factors associative with Administrative Behavior and Normative Commitment

To develop the relationship between factors influencing administrative behavior and normative commitment of the teachers at the higher education institutions, the Multiple Linear Regression Analysis is used. In this study normative commitment (NC) is a dependent variable. The four factors, namely strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) are independent variables. The results of the relationship between factors influencing administrative behavior and normative commitment (NC) of teachers at higher education institutions are shown in Table (4.23).

Table (4.23) Relationship between Factors associative with Administrative Behavior and Normative Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.251	.337		6.673	.000
	SP	.056	.118	.050	.470	.639
	OS	-.052	.128	-.041	-.410	.682
	IS	-.046	.104	-.048	-.442	.659
	UC	.324	.104	.307	3.105	.002***
Dependent Variable: Normative Commitment						

***99% Confidence interval

The result shown in Table (4.23) indicates that the significant relationship between university climate and teachers' normative commitment is equal to 0.002 which is less than 0.01 ($0.002 < 0.01$). Therefore, university climate (UC) significantly influenced on teacher normative commitment at 0.01 significant levels. There is no significant relationship between other factors such as strategic planning (SP), innovative strategy (IS), and organizational structure (OS) and teachers' normative commitment because their significant values are greater than (0.10).

4.5 Relationship between Administrative Behavior and Teacher Commitment

In this sub-section, teacher commitment is measured with three criterias as affective commitment (AC), continuance commitment (CC), and normative commitment (NC).

4.5.1 Relationship between Administrative Behavior and Affective Commitment

To analyse the relationship between administrative behavior (AB) and affective commitment (AC), the Simple Linear Regression Analysis is used. In this study affective commitment (AC) is a dependent variable and the administrative behavior (AB) is an independent variable. The results are shown in Table (4.24).

Table (4.24) Relationship between Administrative Behavior and Affective Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.828	.257		10.997	.000
	AB	.061	.076	.058	.808	.420
Dependent Variable: Affective Commitment						

Table (4.24) shows the relationship between affective commitment and administrative behavior. According to the significant value (0.420), which is greater than (0.10), this means that there is no significant relationship between Administrative Behavior and Affective Commitment.

4.5.2 Relationship between Administrative Behavior and Continuance Commitment

The Simple Linear Regression Analysis is used to analyse the relationship between administrative behavior (AB) and continuance commitment (CC). In this study, the dependent variable is continuance commitment (CC) and independent variable is administrative behavior (AB). The results are shown in Table (4.25).

Table (4.25) Relationship between Administrative Behavior and Continuance Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.457	.321		7.649	.000
	AB	.238	.095	.177	2.513	.013***

Dependent Variable: Continuance Commitment

***99% Confidence interval

Table (4.25) shows the relationship between continuance commitment (CC) and administrative behavior (AB). According to the significant value (0.013) which is less than 0.05. This means that CC is related to AB at 5% level of significance. Therefore, the teacher continuance commitment is significantly influenced by the administrative behavior of administrators.

4.5.3 Relationship between Administrative Behavior and Normative Commitment

To analyse the relationship between administrative behavior (AB) and normative commitment (NC), the Simple Linear Regression Analysis is used. In this study normative commitment (NC) is a dependent variable and the administrative behavior (AB) is an independent variable.

The results of the relationship between administrative behavior (AB) and teacher normative commitment (NC) at higher education institutions in Yangon are shown in Table (4-26).

Table (4.26) Relationship between Administrative Behavior and Normative Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.690	.321		8.377	.000
	AB	.184	.095	.138	1.945	.053**

Dependent Variable: Normative Commitment

**95% Confidence interval

Table (4.26) displays the relationship between normative commitment (NC) and administrative behavior (AB). According to the significant value (0.053), which is greater than 0.05, this means that the teacher normative commitment is significantly influenced by AB at higher education institutions in Yangon at 10% level.

4.5.4 Relationship between Administrative Behavior and Teacher General Commitment

Commitment refers to a teachers' dedication to their HEIs. Commitment has always been believed as the driving force behind teachers' and universities success. Analysis of teachers' general commitment is that, what binds the teachers to the universities?

In this matter, it is included two parts of assessment on commitment; these are assessment on their university and assessment on self-commitment. And then another assessment area is "satisfaction and empowerment", because job satisfaction and their level of empowerment is significantly related to their feeling of commitment on their universities.

Purposes of finding the responses of the teachers on commitment assessment are to evaluate university behavior towards practice of assessment on their commitment, the aptitude, intention, and sincerity, advantages, disadvantages matters of the university.

In this study, the relationship between independent variable (administrative behavior) and dependent variable (teacher general commitment) is also examined by using Simple Linear Regression Analysis. The results are shown in Table (4.27).

Table (4.27) Relationship between Administrative Behavior and Teachers' Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.506	.238		10.524	.000
	AB	.145	.070	.146	2.061	.041**

a. Dependent Variable: General Commitment

**95% Confidence interval

Table (4.27) displays the relationship between teacher general commitment and administrative behavior. According to the significant value (0.041), which is less than 0.05, this means that, the teacher general commitment is significantly influenced by administrative behavior of administrators at higher education institutions in Yangon at 5% level of significance.

To make the teachers to be strongly committed to the university, the situations need to be created are the attitude, vision and mission of rectors and pro-rectors of university and university teachers, key stakeholders of the university, are totally identical, Creating pleasant working environment, Making the teachers feel willing to perform their duties to the utmost as their own choices for the success of their university without feeling burdened, Giving the opportunity to the teachers to do the job they love, Building the situation for the teachers to love the jobs they do.

To give the opportunity to the teachers "to do the job they love" and, to create the situation for the teachers "to love the job they do", administrators should need to concentrate on; Assigning the jobs to the teachers with the consideration of 'What they love to do?' 'Which areas are their expertise areas?' and 'What make the highest return for them? Creating the opportunities for the sustainable development of the knowledge, skills and competency of the teachers, Making the teachers take high pride on their jobs by recognizing their knowledge, skills and competency, by assigning the suitable jobs and by letting them participate in respective work, Making sure a certain balance between the self-development and responsibility of the staff, Providing the situation to the teachers to make self-assessment, know their own weakness and fill up the gaps, Making sure of a certain balance between life and work of the staff, Training the staff to see everything from the positive point of view and see the challenges they face as their opportunity to try to have self- improvement.

Another essential point to Administrators need to be seriously aware that, only when the university teachers, who provide the services for the students and stakeholders, are certify themselves, they will be able to fulfill the sense of satisfaction for the education stakeholders.

Thus generally it can be reviewed that, HEIs conduct a behavior towards transparently and fairly. The teachers have a positive and optimistic attitude and intention, and emotionally attached to their universities. The teachers have general

commitment not because of few alternatives and chances after leaving but because of matter of necessity as much as they desire.

4.6 Relationship between Teacher Commitment and Performance

In this subsection, the teacher performance is measured with three criteria such as formal professional development, less-formal professional development, and own professional development needs.

4.6.1 Relationship between Teacher Commitment and Teacher Formal Professional Development

In this study teacher performance is a dependent variable and affective commitment (AC), continuance commitment (CC), and normative commitment (NC) are independent variables. In this case the Multiple Linear Regression Analysis is used.

Table (4.28) Relationship between Teacher Commitment and Teacher Formal Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.560	.299		1.874	.062
	AC	.031	.097	.026	.316	.752
	CC	.029	.015	.192	1.970	.050**
	NC	.076	.087	.083	.880	.380
Dependent Variable: Formal Professional Development						

**95% Confidence interval

Table (4.28) indicates the significant level for teacher commitment. In this case teacher professional development is significantly influenced by continuance commitment (CC). Teacher professional development is not significantly influenced by other commitment such as affective commitment (AC) and normative commitment (NC) because the significant values are greater than (0.10).

4.6.2 Relationship between Teacher Commitment and Teacher Less-Formal Professional Development

In this study teacher less-formal professional development is a dependent variable and affective commitment (AC), continuance commitment (CC), and normative commitment (NC) are independent variables.

Table (4.29) shows the result of the Multiple Regression Analysis. It displays the significant level for teacher commitment, namely affective commitment (AC), continuance commitment (CC), and normative commitment (NC).

Table (4.29) Relationship between Teacher Commitment and Teacher Less-Formal Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.769	.328		2.342	.020
	AC	.095	.107	.075	.886	.377
	CC	.014	.016	.086	.869	.386
	NC	.113	.095	.113	1.189	.236
Dependent Variable: Less-Formal Professional Development						

According to the result of analysis, Table (4.29) shows that there are no significant influences on teacher less-formal professional because the all significant values are greater than (0.10).

4.6.3 Relationship between Teacher Commitment and Teacher Own Professional Development Needs

Table (4.30) shows the model summary results of relationship between teacher commitment and teacher own professional development needs by using the Multiple Linear Regression Analysis. In this study teacher own professional development needs is a dependent variable and affective commitment (AC), continuance commitment (CC), and normative commitment (NC) are independent variables.

Table (4.30) Relationship between Teacher Commitment and Teacher Own Professional Development Needs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.401	.381		3.675	.000
	AC	.398	.124	.266	3.208	.002***
	CC	.011	.019	.057	.591	.555
	NC	-.023	.111	-.019	-.207	.836

Dependent Variable: Own Professional Development Needs

***99% Confidence interval

The result shown in Table (4.30) indicates that there is a significant relationship between teacher affective commitment (AC) and teacher own professional development needs at 1 percent level. Therefore, it can be said that the teacher own professional development needs is significantly influenced by teacher affective commitment (AC), and it has not been significantly influenced by other commitment, such as continuance commitment (CC) and normative commitment (NC), because the significant values are greater than (0.10).

4.6.4 Relationship between Teacher General Commitment and Teacher Formal Professional Development

Table (4.31) shows the relationship between teacher general commitment and teacher formal professional development by using the Simple Linear Regression Analysis. In this study teacher professional development is a dependent variable and teacher general commitment (GC) is an independent variable. It shows the significant level for teacher general commitment.

Table (4.31) Relationship between Teacher General Commitment and Teacher Formal Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.714	.261		2.732	.007
	GC	.315	.086	.253	3.659	.000***

Dependent Variable: Formal Professional Development

***99% Confidence interval

The relationship between teacher formal professional development and teacher general commitment are shown in table (4.31). In this case there is a significant relationship between teacher general commitment and teacher formal professional development. It can be said that, teacher formal professional development is significantly influenced by teacher general commitment at 0.01 significant level.

4.6.5 Relationship between Teacher General Commitment and Teacher Less-Formal Professional Development

Table (4.32) shows the relationship between teacher general commitment and teacher less-formal professional development by using the Simple Linear Regression Analysis. In this study teacher less-formal professional development is a dependent variable and teacher general commitment is an independent variable. It shows the significant level for teacher general commitment.

Table (4.32) Relationship between Teacher General Commitment and Teacher Less-Formal Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.884	.286		3.090	.002
	GC	.305	.094	.225	3.231	.001***
Dependent Variable: Less-Formal Professional Development						

***99% Confidence interval

The relationship between teachers less-formal professional development and teacher general commitment are shown in the Table (4.32). In this case there is a significant relationship between teacher general commitment-GC and teacher less-formal professional development.

Results shown in Table (32) indicates that the significant relationship between teacher general commitment and teacher less-formal professional development is equal to 0.001 which is less than 0.01. Therefore, teacher less-formal professional development is significantly influenced by teacher general commitment at 1% significant level.

4.6.6 Relationship between Teacher General Commitment and Teacher Awareness on Own Professional Development Needs

Table (4.33) shows the relationship between teachers general commitment and teacher awareness on their own professional development needs by using the Simple Linear Regression Analysis. In this study teacher awareness on own professional development needs is a dependent variable and teacher general commitment is an independent variable. It shows the significant level for teachers general commitment.

Table (4.33) Relationship between Teacher General Commitment and Teacher Awareness on Own Professional Development Needs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.713	.337		5.079	.000
	GC	.370	.111	.231	3.328	.001***
Dependent Variable: Awareness on Own Professional Development Needs						

***99% Confidence interval

A result shown in Table (33) indicates that the significant relationship between teacher general commitment and teacher awareness on own professional development needs is equal to 0.001, which is less than 0.01. Therefore, teacher awareness on own professional development needs is significantly influenced by teacher general commitment at 1 percent level of significant.

4.7 Relationship between Administrative Behavior and Teacher Performance

In this subsection, the teacher performance is measured with three criteria such as formal professional development, less-formal professional development, and own professional development needs.

4.7.1 Relationship between Administrative Behavior and Teacher Formal Professional Development

Table (4.34) shows the relationship between administrative behavior and teacher professional development by using the Simple Linear Regression Analysis. In this study teacher formal professional development is a dependent variable and administrative behavior is an independent variable. It shows the significant level for administrative behavior.

Table (4.34) Relationship between Administrative Behavior and Teacher Formal Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.880	.294		2.988	.003
	AB	.232	.087	.187	2.667	.008***
Dependent Variable: Formal Professional Development						

***99% Confidence interval

The result shown in Table (4.34) indicates that the significant relationship between administrative behavior and teacher formal professional development is equal to 0.008, which is less than 0.01. Therefore, teacher formal professional development is significantly influenced by administrative behavior at the 1 percent significant level.

4.7.2 Relationship between Administrative Behavior and Teacher Less-Formal Professional Development

Table (4.35) shows the relationship between administrative behaviors and teacher less-formal professional development by using the Simple Linear Regression Analysis. In this study teacher less-formal professional development is a dependent variable and administrative behavior is an independent variable. It shows the significant level for administrative behavior.

Table (4.35) Relationship between Administrative Behavior and Teacher Less-Formal Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.811	.318		2.549	.012
	AB	.294	.094	.218	3.133	.002***

Dependent Variable: Less-Formal Professional Development

***99% Confidence interval

The result shown in Table (4.35) indicates that the significant relationship between administrative behavior and teacher less-formal professional development is equal to 0.002, which is less than (0.01). Therefore, the teacher less-formal professional development is significantly influenced by administrative behavior at 1 percent significant level.

4.7.3 Relationship between Administrative Behavior and Teacher Awareness on Own Professional Development Needs

Table (4.36) shows the relationship between administrative behavior and teacher awareness on their own professional development needs by using the Simple Linear Regression Analysis.

In this study teacher awareness on own professional development needs is a dependent variable and administrative behavior is an independent variable. It shows the significant level for administrative behavior.

Table (4.36) Relationship between Administrative Behavior and Teacher Awareness on Own Professional Development Needs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.585	.384		6.727	.000
	AB	.070	.113	.044	.613	.541

a. Dependent Variable: Own Professional Development Needs

From this result, it can be concluded that there is no significant relationship between the administrative behavior (AB) and teacher awareness on own professional development needs because the significant value for AB is greater than (0.10).

According to the results of the three separate regression analysis of the relationships between teachers' general commitment (GC) and teachers' professional development, teachers' less-formal professional development and teachers' own professional development needs are found that, teachers' performance is significantly influenced by teachers' general commitment. Among them, teachers' professional development is most significantly influenced by teachers' general commitment.

And then, according to the result of the three separate regression analysis of the relationship between administrative behavior (AB) and teachers' professional development, teachers' less-formal professional development and teachers' own professional development needs are found that, teachers' professional development and teachers' less-formal professional development are significantly influenced by administrative behavior (AB), but there is no significantly relationship between AB and teachers' own professional development needs.

To become highly performed teachers and efficient HEIs, teachers are also needed to be provided capacity development plan and fundamental competencies skills, such as Problem Solving, Creative Thinking, Critical Thinking, Decision Making, Communication, Self-Awareness, Interpersonal Relationship, Empathy, Coping with Stress and Emotion.

To give incentives to accountable teachers and reward outstanding teachers, to assess the unsuccessful ones openly and fairly, taking remedial and supportive actions are also needed seriously conducted by administrators, to become highly performed teachers and efficient HEIs.

CHAPTER (5)

CONCLUSION

This chapter presents findings, suggestions, and further research based on the results of empirical data analysis on administrative behavior in higher education institutions.

5.1 Findings and discussions

This study was focused on the teaching staff from 9 universities, which are located in Yangon and under the management of the Ministry of Education. The variables such as administrative behavior (AB), strategic planning (SP), innovative strategy (IS), organizational structure (OS), and university climate (UC) are analyzed by considering the perceptions of teaching staff (teachers) working as subordinates under administrators.

In this study, the administrative behavior of administrators is firstly analysed. The second part of this analysis is testing the associating factors, such as strategic planning (SP), innovative strategy (IS), organizational structure (OS) and university climate (UC), and effect of AB on these associating factors. In this case AB is an independent variable, and SP, IS, OS and UC are dependent variables.

The final part of this study is an analysis on the relationship between administrative behavior and teachers' commitment at higher education institutions in Yangon. Moreover, the relationship between teachers' commitment and performance is analyzed.

For the first part of analyzing, Administrators who are effective at inspiring and motivating others have a high level of energy and enthusiasm. Many Administrators focus on accomplishing tasks in their job description while forgetting to inspire. This is a mistake. Without inspiration, employees work inadequate job. The point is every administrators needs to find ways to inspire their employees to achieve high performance.

In this study, according to the mean score of the item no (6) of the administrative behavior, it is found that, administrators energize their team to achieve difficult goals and increase the level of performance from every teacher from HEIs. At the questionnaire, measuring item no (2), "administrators blame subordinates when something goes wrong", is intended to explore the administrators' emotional control and manipulation ability on unacceptable outcome or result or mistake conducted by teachers. In other words, it explores the EQ (Emotional Quotient) and IQ (Intelligence Quotient) of the administrators. For this nature of questionnaire, responded mean score should be made reversed interpretation. Mean score of this item, "administrators blame subordinates when something goes wrong", the mean score for this item was described as reversed score calculation result as (3.22). It can be interpreted that, the teachers perceived that their administrators have ability to moderately control their emotion and well manipulate at the situation of unacceptable outcomes.

And then, it is found that most of the subordinates perceived that administrators help them to clarify their feelings about an issue, administrators find solutions that are acceptable when there is a difference in opinion. Administrators understand subordinates' side in an issue/problem. And go along with subordinates' solution to a problem when there is a difference in opinion. Moreover, administrators use praise and encouragement to arouse subordinates need to work, show subordinates the easy way, and they accept others' suggestions.

Thus, regarding the perceptions of the teachers on their administrators' administrative behavior, as an overall finding from the points of comprehensive aspect, it can be concluded that, administrators behaved well monitoring on the tasks of teachers, and well appreciation and recognition on the achievements of the teachers. And then participative administrative style, situational administrative model, and teachers centered approach based administrators are dominated on administrative behavior in HEIs in Myanmar.

For the second part of analyzing, regarding the first associating factor "Strategic Planning", it was also found that the subordinates: associate professors, lecturers, and assistant lecturers, perceived that administrators develop strategy for teaching and curriculum improvement. And administrators want teachers to make own decisions. Teachers perceived that administrators have autonomy to implement

and evaluate their decisions. However, it is also found that administrators use the results of evaluation for revising decisions. The subordinates (associate professors, lecturers, and assistant lecturers) also believe that administrators develop an overall strategy to determine why subordinates are failing to meet goals, and what to do to correct the situation. Teachers know that their administrators identify the causes of the problems, prioritize these causes, generate alternative strategies for solving problems before making strategy, and choose the most effective and most attainable strategy to solve the problems. The result from findings indicated that the administrative behavior is a fairly relationship with the strategic planning of administrators. Moreover, it was found that the strategic planning is significantly influenced by administrative behavior.

As an overall finding from the point of comprehensive aspect on the effect of Administrative Behavior (AB) on Strategic Planning (SP), it can be concluded that, administrators and teachers look ahead, anticipate the future situation and trend, define the target and road-map, make decision based on interactive discussion and consensus agreement. Finally administrators and teachers are conducting most appropriate things to meet the universities' goals.

Regarding the second associating factor " Innovative Strategy", administrative behavior is a fairly relationship with the innovative strategy of administrators, and the administrative behavior significantly influence on innovative strategy. According to the finding, administrators promote new strategies for their universities' improvement, encourage faculty development, to do more creative teaching than maintain discipline, and to exhibit students' work and use of staff and student journals for professional interaction. The teachers agreed that administrators are ready to accept their ideas and programs, and facilitate teachers' creativity.

As an overall finding from the point of comprehensive aspect on the effect of Administrative Behavior (AB) on Innovative Strategy (IS), the teachers from the HEIs are prepared and ready to change for the development of their universities. HEIs allowed creating new ideas and creation of the teachers.

Regarding the third associating factor " Organization Structure", administrative behavior is a fairly relationship with the organizational structure of universities and the organizational structure of universities is significantly influenced by the administrative behavior.

According to the finding, administrators are the main source of all ideas, allow academic committees to make their own decisions, ask and receive feedback from all academic committees, constantly emphasizing the enforcement of rules and standards, encourage committees to plan effectively, enforce rigid rules to obtain compliance from teachers.

Administrators are strict with both teachers and students, promotes students' participation at the classroom level, motivate teachers to encourage students to learn. It is also found that administrators allow the respective teachers for student service, the freedom to make and implement decisions, disciplines at classrooms, and teaching methods for student academic development.

For the sustainable development of the university, the duty and function of the Human Resource (HR) department should be set up separately from administrative department. The principal duty and function of the administrative department are to direct, monitor and adjust matters concerning disciplinary measures of staff. The principal duty and function of HR department are to promote constant improvement of staff's knowledge, skills and competency as well as creating opportunities for learning. Measures are to be taken for suitable allocation of duties based on knowledge, skills and competency of employees concerned.

As an overall finding from the point of comprehensive aspect on the effect of Administrative Behavior (AB) on Organization Structure (OS), the organization structure of the HEIs is can be seen characteristic of effective organization such as; open communication system and encourage participation, because there is a full exchange of ideas and information between the administrators and the teachers from the HEIs.

Regarding the forth-associating factor " University Climate", administrative behavior is a weakly relationship with the climate of university and the administrative behavior significantly influence on the climate of universities.

According to the finding, teachers perceived both the administrator (rector, pro-rector and professors/heads) and themselves represent the university, and both administrators and themselves are showing high expectations for students. Teachers are spending extra time to help students, work cooperatively with one another. Teachers are showing positive feelings towards the university. Teachers are also interested in regular attendance, and believe their universities are well kept and

conducive to student learning.

To develop a new and vibrant university climate at the university, it needed to nurture the spirits of entrepreneurship, which can be identified, explore and conduct necessary action. To create a good University Climate, good working environment of the HEIs are needed to maintain teachers updated mindset, attitude and behaviors to be in line with the continuously changes and improvement of an environment.

The climate of the university should develop ability to predict what will happen or be needed in the future by fully understanding of the universities' strategies, objectives, strengths, opportunities, risks and threats. And on the other hand, an administrator must have an ability to serve as a role model leader, lead actively and fairly, deliberate on changes, receive feedback, spend suitable time for different point of views and opinions, show passion.

And also the administrators' from the HEIs need to delegate responsibility and authority, conduct empowerment to team members, assign duty, take responsibility and accountability, make right decision at the right time, respect and recognize other persons' expertise and effort, and honor teachers' achievements.

Finally administrators need to establish the vibrant academic atmosphere. Administrators should delegate, interact, and serve actively, positively, openly, fairly and trustfully to the teachers at the HEIs. That will generate an effective management system and efficiently used of indispensable time to achieve the HEI's goals.

The effect of the administrative behavior on University Climate of the HEIs are well kept and conduct to the student learning, education quality development and upgrading the standard of HEIs.

For the final part of this study, it is an analysis on the relationship between administrative behavior and teachers' commitment at higher education institutions in Yangon. Moreover, the relationship between teachers' commitment and performance is analyzed.

It was found that teachers are very happy to spend the rest of their career in their universities, really feel as organization's problems are their own, like part of the family at their universities, emotionally attached to their universities, and a strong sense of belonging to their universities.

Results showed that it would be very hard for teachers to leave their universities right now even if they wanted to. However, it cannot be concluded that too much of teachers' lives would be disrupted if they decided to leave their universities right now. Thus it can be concluded that the fact of hard for teachers to leave their universities even if they wanted to is not because of the cause that too much of teachers' lives would be disrupted if they decided to leave their universities right now, may be due to other causes like rules and regulations and procedures to be passed for leaving from universities.

It is also found that staying with their universities is a matter of necessity as much as desire. However, it cannot be concluded that teachers feel that they have too few options to consider leaving their universities. It also cannot be concluded one of the few negative consequences of leaving their universities would be the scarcity of available alternatives. Thus generally it can be reviewed that staff has continuance commitment not because of few alternatives and chances after leaving but because of matter of necessity as much as they desire.

It indicated the teachers feel they have obligation to remain with their current universities. However, it cannot be concluded the teachers do not feel it would be right to leave their universities now. It also cannot be concluded the teachers would feel guilty if they left their universities now. Teachers would not leave their universities right now because they have a sense of obligation to the people in it. Teachers feel they owe a great deal to their universities.

Thus generally it can be reviewed that the HEIs conduct a behavior towards transparently and fairly. The teachers have a positive and optimistic attitude and intention, and emotionally attached to their universities. The teachers have general commitment not because of few alternatives and chances after leaving but because of matter of necessity as much as they desire.

To become highly performed teachers and efficient HEIs, teachers also need to be provided capacity development plan and fundamental competencies skills, such as Problem Solving, Creative Thinking, Critical Thinking, Decision Making, Communication, Self-Awareness, Interpersonal Relationship, Empathy, Coping with Stress and Emotion.

5.2 Recommendations and Suggestions

University administrative system should be based on entrepreneurship, innovation and participative leadership administration, instead of bureaucracy-based administration. And university administrators should concentrate to give priority to innovative management, to produce tangible outcomes for the university, to show potentials beyond stakeholders' expectations and accountability, to give immediate responses of positive nature in dealing with the staff and members of the organization, and to solve problems immediately.

Especially in higher education institutions, the administrators should behave as a leader, not a boss, on their organization personnel (teachers). The reason is that, the term "boss" sounds intimidating, which is an undesirable trait of a leader. Administrators of the HEIs should be their (teachers') leader, coach, example-setter, mentor, motivator, inspirer, and role model, instead of being a boss.

To be a good administrator, one has to possess the leadership skills, which can be acquired through training. The most commonly accepted skills are: inspires and motivates others, displays high integrity and honesty, solves problems and analyzes issues, drives for results, communicates powerfully and prolifically, builds relationships, displays technical or professional expertise, displays a strategic perspective, develops others and innovates.

Regarding to set up clear direction and action for Strategic Plan for the university, Teachers could be able to evaluate and given chance to evaluate the effect of their actions on their university instead of doing actions with blind faith. And teachers should be able to assess and given chance to assess whether their actions are in line with the university's objectives to avoid actions, which are not relevant to the objectives.

The university climate is most associated with the administrative behavior of administrator. Therefore, the universities should create positive working environment and provide enough teaching facilities for effective learning style.

Teachers' normative commitment and continuance commitment are more significantly influenced by administrative behavior than effective commitment. Teachers have to stay with the organization and their commitment arises from the person's sense of obligation. Their values and beliefs are associated to their

organization's core value. Their commitment is grounded on the value that teachers derive from their organizations. Moreover, they stay primarily to avoid losing something of value. HEI should focus on job design and continuous improvement for skill development.

In conclusion, higher education institutions should establish variant academic atmosphere, stand as autonomous Institution, create positive working environment, and provide enough teaching facilities for effective learning style. Apply open and transparent communication system, positive supervisory behaviors, encouraging participation, conducting evidences based management system, treating the teachers as professionals, recognizing self-esteem, performing career development programs, and focusing on the expansion on technical skills. Focus on job design and continuous improvement for skill development. Set up high performance standard to attain high achievement, give priority to innovation management, and show potentials beyond stakeholders' expectations and accountability.

Universities' administrators should behave positive supervisory behaviors, recognizing self-esteem, performing career development programs, give immediate responses of positive nature in dealing with the staff and members of the organization, solve problems immediately. And inspires and motivates others, displays high integrity and honesty, solves problems and analyzes issues, drives for results, communicates powerfully. Displays technical or professional expertise and strategic perspective. Especially in higher education institutions, the administrators should behave as a leader, not a boss, on their organization personnel (teachers). Emphasize the teachers, who have to fulfill customer's satisfaction, have job satisfaction, and they will be able to satisfy the stakeholders of the education sector.

The university teachers should have a positive and optimistic attitude and intention, and emotionally attached to their universities.

5.3 Need for Further Study

This study is related on the academic subject area of Administrative Behavior of an Organization, administrative behavior is defined as the conduct of a manager in the act of "getting things done" and as "the actions of the member of an organization". The main objective is to provide better understanding about the impact of

administrative behavior on the commitment and performance of academic staff at higher education institutions under the Ministry of Education and to achieve the sustainable development.

This research investigation was conducted under the context of the period of education system transition. Myanmar education system has been transforming according to the changes of political trend. The impact of governance system changes on the education system and behavior of government employees at autonomous higher education institutions is one of the related and interested topic to be needed further study.

One area need for further study may be the impact of administrative behavior on the commitment and performance of students at autonomous higher education institutions. Because the results of the endeavor of the HEIs mainly depend on the three pillars of administrators, teachers and students.

The other one for further study is organizational development. Organizational Development (OD) is a field of research, theories and practices dedicated to expanding the knowledge and effectiveness of people to accomplish more successful organization.

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Yangon University of Economics

Research Questionnaire

Objective: This questionnaire is intended to apply for interview with teachers working at public universities of Myanmar. It will be used only for a survey that will be conducted in a research required to submit for the attainment of Doctor's Degree conferred by Yangon University of Economics. Research topic is "Administrative Behavior, Organizational Commitment and Performance at Universities of Myanmar"

Date: -----

Please complete the following **demographic items** by checking the appropriate space.

1. Sex: Male ----- Female -----
2. Number of years in this school: 1-2 ----- 3-5 ----- 6-8 ----- 9+ -----
3. Number of years of teaching experience: 1-2 ----- 3-5 ----- 6-8 ----- 9+ -----
4. Highest educational level: Bachelors ----- Masters ----- Ph.D. -----

I. Instruction: Please circle one response to each statement using the following scale:

Key: 1= Never; 2=Rarely; 3= Sometimes; 4=Often; 5=Very Often

The Administrator, in his/her **administrative behavior**:

1. helps you to clarify your feelings about an issue. 1 2 3 4 5
2. blames you when something goes wrong. 1 2 3 4 5
3. finds solutions that are acceptable when there is a difference in opinion. 1 2 3 4 5
4. understands your side in an issue/problem. 1 2 3 4 5
5. goes along with your solution to a problem when there is a difference in opinion. 1 2 3 4 5
6. uses praise and encouragement to arouse teachers need to work. 1 2 3 4 5
7. Shows you the easy way to comply with rules that higher authorities enforce. 1 2 3 4 5
8. Accepts the suggestions of others. 1 2 3 4 5

II. The Administrators, in **strategic planning**, wants teachers to:

9. develop strategy for teaching and curriculum improvement. 1 2 3 4 5
10. make their own decisions 1 2 3 4 5
11. be free in implementing and evaluating their own decisions. 1 2 3 4 5
12. develop an overall strategy to determine why we are failing to meet our goals and what to do to correct the situation. 1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 13. identify the causes of the problems. | 1 | 2 | 3 | 4 | 5 |
| 14. prioritize causes of problems. | 1 | 2 | 3 | 4 | 5 |
| 15. choose the most effective method/strategy to counteract the causes of problems. | 1 | 2 | 3 | 4 | 5 |
| 16. generate alternative strategies for solving problems before making choices. | 1 | 2 | 3 | 4 | 5 |
| 17. Choose the most attainable strategies from among alternatives. | 1 | 2 | 3 | 4 | 5 |
| 18. Use the results of evaluation for revising decisions. | 1 | 2 | 3 | 4 | 5 |

III. The Administrator, in his/or **organizational structure**:

- | | | | | | |
|---|---|---|---|---|---|
| 19. is the main source of all ideas. | 1 | 2 | 3 | 4 | 5 |
| 20. allows academic committees to make their own decisions. | 1 | 2 | 3 | 4 | 5 |
| 21. asks and receives feedback from all academic committees. | 1 | 2 | 3 | 4 | 5 |
| 22. is constantly emphasizing the enforcement of rules and standards | 1 | 2 | 3 | 4 | 5 |
| 23. encourages committees to plan effectively. | 1 | 2 | 3 | 4 | 5 |
| 24. enforces rigid rules to obtain compliance from teachers. | 1 | 2 | 3 | 4 | 5 |
| 25. is strict with teachers. | 1 | 2 | 3 | 4 | 5 |
| 26. is strict with students. | 1 | 2 | 3 | 4 | 5 |
| 27. promotes students' participation at the classroom level. | 1 | 2 | 3 | 4 | 5 |
| 28. motivates teachers to encourage students to learn. | 1 | 2 | 3 | 4 | 5 |
| 29. allows teachers to enter his/her office freely, even when he/she is busy at work. | 1 | 2 | 3 | 4 | 5 |
| 30. allows the respective teachers for student service the freedom to make and implement decisions. | 1 | 2 | 3 | 4 | 5 |
| 31. allows the respective teachers the freedom to plan and implement disciplines for students at classrooms. | 1 | 2 | 3 | 4 | 5 |
| 32. allows the respective teachers the freedom to plan and implement the teaching methods for student academic development. | 1 | 2 | 3 | 4 | 5 |

IV. The Principal, in his/her **innovative strategy**:

- | | | | | | |
|--|---|---|---|---|---|
| 33. promotes new strategies for school improvement. | 1 | 2 | 3 | 4 | 5 |
| 34. encourages faculty development. | 1 | 2 | 3 | 4 | 5 |
| 35. Encourages the use of staff and student journals for professional interaction. | 1 | 2 | 3 | 4 | 5 |
| 36. shares new ideas about teaching he/she read or comes across with staff members. | 1 | 2 | 3 | 4 | 5 |
| 37. readily accepts teachers' ideas and programs. | 1 | 2 | 3 | 4 | 5 |
| 38. facilitates teachers' creativity. | 1 | 2 | 3 | 4 | 5 |
| 39. facilitates students' creativity. | 1 | 2 | 3 | 4 | 5 |
| 40. encourages teachers to do more creative teaching than maintain strong /tight discipline. | 1 | 2 | 3 | 4 | 5 |
| 41. encourages teachers to exhibit students' work. | 1 | 2 | 3 | 4 | 5 |

V. With respect to **school climate**, I am proud of the way:

- | | | | | | |
|---|---|---|---|---|---|
| 42. the administrator (rector and pro-rector) represents the school. | 1 | 2 | 3 | 4 | 5 |
| 43. the teachers represent the school. | 1 | 2 | 3 | 4 | 5 |
| 44. teachers are integrated into their work in school. | 1 | 2 | 3 | 4 | 5 |
| 45. the teachers show high expectations for students. | 1 | 2 | 3 | 4 | 5 |
| 46. teachers show high expectations for themselves. | 1 | 2 | 3 | 4 | 5 |
| 47. teachers spend extra time to help students. | 1 | 2 | 3 | 4 | 5 |
| 48. the administrator (rector and pro-rector) shows high expectations for students. | 1 | 2 | 3 | 4 | 5 |
| 49. student performances has improved. | 1 | 2 | 3 | 4 | 5 |
| 50. teachers work cooperatively with one another. | 1 | 2 | 3 | 4 | 5 |
| 51. students show positive feelings toward the school. | 1 | 2 | 3 | 4 | 5 |
| 52. teachers show positive feelings towards the school. | 1 | 2 | 3 | 4 | 5 |
| 53. student attendance has increased significantly. | 1 | 2 | 3 | 4 | 5 |
| 54. teachers are interested in regular attendance. | 1 | 2 | 3 | 4 | 5 |
| 55. the school is well kept and conducive to student learning. | 1 | 2 | 3 | 4 | 5 |

VI. Commitment

Please mark one choice in each row. (1: strongly disagree, 2: disagree, 3: Neutral, 4: agree, 5: strongly agree)

Sr. No.	Description	1	2	3	4	5
<i>Affective Commitment</i>						
1	I would be very happy to spend the rest of my career in this organization					
2	I really feel as if this organization's problems are my own					
3	I do not feel like part of the family at my organization *					
4	I do not feel emotionally attached to this organization *					
5	This organization has a great deal of personal meaning for me					
6	I do not feel a strong sense of belonging to my organization*					
<i>Continuance Commitment</i>						
1	It would be very hard for me to leave my organization right now, even if I wanted to.					
2	Too much of my life would be disrupted if I decided I wanted to leave my organization right now.					
3	Right now, staying with my organization is a matter of necessity as much as desire.					
4	I feel that I have too few options to consider leaving this organization.					
5	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.					
6	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice; another organization may not match the overall benefits I have here.					
<i>Normative Commitment</i>						
1	I do not feel any obligation to remain with my current organization*					
2	Even if it were to my advantage, I do not feel it would be right to leave my organization now.					
3	I would feel guilty if I left my organization now.					
4	This organization deserves my loyalty.					
5	I would not leave my organization right now because I have a sense of obligation to the people in it.					
6	I owe a great deal to my organization.					

Note: * Reversed score items

VII. Performance

In this survey, **professional development** is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Please only consider professional development you have taken **after** your initial teacher training/education.

(i) **During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?** Yes No

If "Yes", for each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

Description	(A) Participation		(B) Impact			
	Yes	No	No Impact	A Small Impact	A Moderate Impact	A Large Impact
a Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)						
b Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)						
c Qualification program (e.g. a degree programme)						
d Observation visits to other schools/organizations						
e Participation in a network of teachers formed specially for the professional development of teachers						
f Individual or collaborative research on a topic of interest to you professionally						
g Mentoring and/or peer observation, coaching, as part of a formal school arrangement						

(ii) Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?

For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

Description	(A) Participation		(B) Impact			
	Yes	No	No Impact	A Small Impact	A Moderate Impact	A Large Impact
a Reading professional literature (e.g. journals, evidence-based papers, thesis papers)						
b Engaging in informal dialogue with your colleagues on how to improve your teaching						

(iii) Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.

Please mark one choice in each row.

Description	No need at all	Low level of need	Moderate level of need	High level of need
a Content and performance standards in my main subject field(s)				
b Student assessment practices				
c Classroom management				
d Knowledge and understanding of my main subject field(s)				
e Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)				
f ICT skills for teaching				
g Teaching students with special learning needs				
h Student discipline and behavior problems				
i School management and administration				
j Teaching in a multicultural setting				
k Student counseling				

(iv) In the last 18 months, did you want to participate in more professional development than you did?

Yes

No Please go to question (v).

If 'Yes' in the previous question, which of the following reasons best explain what prevented you from participating in more professional development than you did?

Please mark as many choices as appropriate.

- I did not have the pre-requisites (e.g. qualifications, experience, seniority).
- Professional development was too expensive/I could not afford it.
- There was a lack of employer support
- Professional development conflicted with my work schedule.
- I didn't have time because of family responsibilities.
- There was no suitable professional development offered.
- Other (please specify): -----

In this survey, **Feedback** is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

(v). From the following people, how often have you received feedback about your work as a teacher in this school?

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month
Rector and/or Pro-rector								
Other teachers or members of the school management team								
External individual or body (e.g. external inspector)								

Thank you very much for your participation.