Impact of School Directors' Leadership Behaviors on Teachers' Morale: 452 Secondary Resources School, Phnom Penh, Cambodia

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Abstract

This study explores (a) the SRS school directors' leadership behaviors as perceived by the SRS teachers, (b) investigates the degree of the morale level of teachers as perceived by the SRS teachers, (c) finds out the relationship between SRS school directors' leadership behaviors and teachers' perceptions of their morale practices, and (d) identifies the SRS directors' leadership behaviors contribute to teachers' morale. The study selects the methods of exploratory sequential design, combining qualitative and quantitative approaches. A total of (452) SRS teachers from different demographic data participated in this study, derived through 10% of total teachers from 50 SRSs and simple random sampling by drawing lots. Teachers completed the questionnaire, 16 SRS teachers and 8 SRS school directors were recruited for the semi-structured interviews. The semi-structured interviews were conducted and analyzed by thematic analysis. Collected data were analyzed using descriptive (frequency, percentage, mean, S.D.) and inferential statistics (t-test, One-way ANOVA, Correlation and Regression Analyses) through computer program procedures. The statistically significant results were summarized for the Independent Samples *t*-test, and One-way ANOVA. Statistically significant findings by stepwise regression analyses of the predictions of Leadership Practice (independent variables) and its dimensions on Purdue Teachers Opinionative (dependent variables) were summarized.

Keywords: Impact, Leadership Behavior, Teacher' Morale, Secondary Resource School.

I. INTRODUCTION

Cambodia has made localization SDG 2030 goals from global goals, developed National Strategic Plan (NSDP) 2019-2023 in line with the Rectangular Strategies (RS) phase IV and clearly highlighted 7 priority areas for education, including 1) Teachers, 2) Construction of primary schools, 3) Inspection, 4) Technical education, 5) Response to the labour market, 6) Curriculum framework, 7) Preparing for the 2023 Southeast Asian Games. General education provides the general knowledge for people, especially the younger generation who are the students and aims at educating them to become good citizens, who live in the society. School as an educational agent, at the grass root level, is believed to be where the most educational change begins and improvement of the quality in human resources takes place.

Though the students' knowledge is gained in the class through the teaching of teachers, the role of school administration also contributes to their successes. A school director plays various roles in leadership, administration, communication, support, and ability to gain support from various stakeholders. The school director is the person, who has to ensure that his/her teachers are highly committed towards the goal and vision of the school.

➤ *Statement of Problem*

Today, as educational leaders, the concept of leadership has been one of the world's most sought after and valued skills (Leatt & Porter, 2003). The possessing strong leadership skills can set someone apart from the rest of the workforce. The Secondary Resource Schools (SRS), as also the center for five network secondary schools (schools nearby are grouped with support from the core schools), serve as leading schools which are equipped with meeting rooms, science and computer laboratories, library, audio-visual rooms, and electricity and water, were designed to enable teachers to combine theory with practice in science, enable students to acquire

digital literacy, and promote professional learning communities among SRS and network schools. As assessment of 10 SRS network schools in 2019 found that there were some major challenges in utilizing SRC, including: 1) Many teachers do not know how to use the SRC and in the right purpose, 2) Not clearly informed on how to maintain the facilities, 3) There is insufficient time to use it, 4) There is insufficient materials to be used. The follow up evaluation with 16 SRS network also found that the use of SRCs remains less efficient and the quality of education delivered does not match students learning needs.

➢ *Research Objectives*

- To explore SRS school directors' leadership behaviors as perceived by the SRS teachers.
- To investigate the degree of the morale level of teachers as perceived by the SRS teachers.
- To find out the relationship between the SRS school directors' leadership behaviors as perceived by teachers and teachers' perceptions of their morale practices.
- To identify the SRS directors' leadership behaviors contribute to teachers' morale.

➢ *Research Questions*

- What leadership behaviors are exhibited by SRS school directors as perceived by teachers?
- What is the level of teachers' morale exhibited by the SRS teachers?
- To what extent is the relationship between the SRS School directors' leadership behavior are exhibited by the SRS school directors as perceived by the SRS teachers and their perceptions of morale practices?
- To what extent the SRS school directors' leadership behavior contributes to teachers' morale?

II.   LITERATURE REVIEW

➢ *History and Development of Leadership Practices Inventory*

The five factors are (a) Model the Way; (b) Inspire a Shared Vision; (c) Challenge the Process; (d) Enable Others to Act; and (e) Encourage the Heart. A 10-point Likert-type scale is used for rating each of the 30 statements: (1) Almost Never; (2) Rarely; (3) Seldom; (4) Once in a While; (5) Occasionally; (6) Sometimes; (7) Fairly Often; (8) Usually; (9) Very Frequently; and (10) Almost Always (Kouzes & Posner, 2012). These values were based on a study of approximately 700 supervisors and approximately 2200 supervisees (Kouzes & Posner, 2012). Table 2.2 shows the means, standard deviations, and reliability indices for the Leadership Practices Inventory.

Table 1 Means, Standard Deviations, and Reliability Indices for the Leadership Practices Inventory
(Kouzes & Posner, 2012)

LPI Practice	Mean	SD	LPI (N=2,876)	LPI-Self (N=708)	LPI-Other (N= 2,168)
Modeling the Way	22.30	4.10	.80	.72	.81
Inspiring a Shared Vision	20.01	5.04	.88	.83	.89
Challenging the Process	22.53	3.95	.77	.73	.79
Enabling Other to Act	23.68	4.23	.84	.70	.86
Encouraging the Heart	22.31	4.92	.90	.84	.91

➢ *Teacher Morale*

Table 2 Sample Definitions of Teacher Morale in the Literature

Author	Definition of Teacher Morale
Bentley and Rempel (1980)	The professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a job situation.
Foster (2006)	The way a group feels about what it does.
Hoy and Miskel (1987)	Workers (teachers) feel good about each other and feel a sense of accomplishment from their job.
Javitch (2005)	The end result of many factors in the workplace. Some factors are the work itself, workers' satisfaction and actions, salary, supervisory input, working conditions, and status.
Littleford (2007)	The state of spirits of a person or group as exhibited by confidence, cheerfulness, discipline, and willingness to perform tasks.
Lewin (1948)	The ability to set valued goals combined with confidence in one's own ability to achieve those goals.
Mani and Deyi (2010) Mendel (1987)	An attitude of the mind, a spirit de corps, a state of well- being and an emotional force. A feeling, state of mind, and a mental and emotional attitude.
Naiman (2009)	When people are contributing and can take pride in their accomplishments, feeling satisfied, energized, and respite from their concerns.
Of Counsel (2009)	People feeling good about the bigger picture.
Sirota, Mischkind, and	A function of the way an organization is led and the way that leadership is translated into daily

Meltzer (2005)	management practices.
Thompson (2009)	The mental and emotional condition of an individual or group with regard to their function or task.

The PTO measurement scale is ordinal. The PTO focuses on six morale factors measuring teachers' morale: 1) Teachers rapport with Principal, 2) Satisfaction with Teaching, 3) Rapport among Teachers, 4) Curriculum Issues, 5) Community Support of Education, and 6) School facilities and Services.
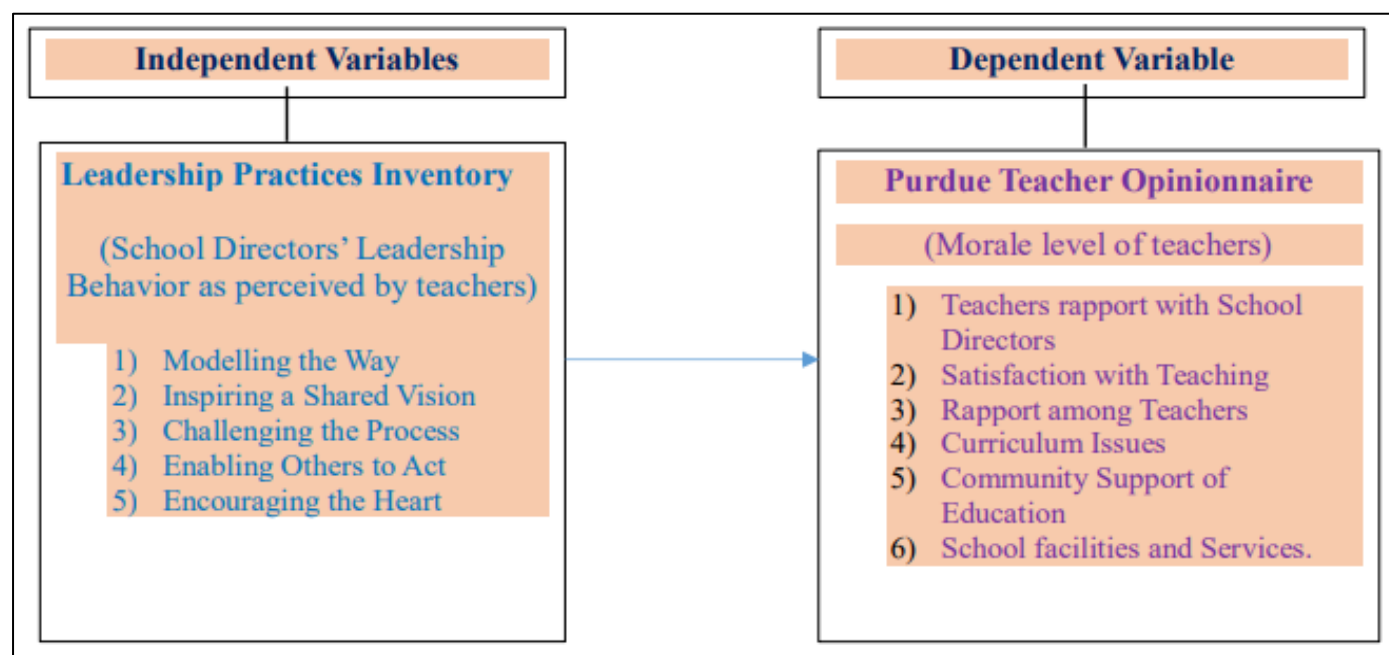

Fig 1 Conceptual Framework Used in this Study

III. METHODOLOGY

The study was utilized explanatory sequential mixed-design methods (Creswell & Creswell, 2018) to determine and establish the school directors' leadership behaviors on teachers' morale for enhancing the leadership of school directors and morale of teachers at the Secondary Resource Schools throughout Cambodia. In this study, both quantitative and qualitative approaches are utilized in order to strengthen the results of the study.

➤ *Research Instruments*

This study used both quantitative and qualitative methods to answer each of the research questions better and ultimately determine the impact of school directors' leadership practices and teachers' morale of the Secondary Resource School in Cambodia. Quantitative research means that researchers establish hypotheses, determine causal variables in advance, and then use tested tools to measure and analyze these variables to verify the hypothesis. The qualitative approach uses experiences, observations, interviews, and literature analysis to gather primary sources to understand the meaning behind the people's actions and how they see things from their perspective to analyze the social phenomenon (Newman & Ridenour, 1998; Babbie, 2004). In so doing, the selection of appropriate instrument for the current study is guided by a review of the literature and an analysis of the available instruments.

➤ *Reliability of the Research Instruments*

Subsequently, the instrument went through a preliminary pilot testing phase with a distribution to a sample size of 58 teachers selected by purposive random sampling from 3 SRS in three provinces to test the validation and reliability of its contents (Johanson & Brooks, 2010). The study used Cronbach's Alpha to check the reliability of the questionnaires. The interpretation of Cronbach's Alpha used for the analysis was based on George and Mallery (2003) as below.

Table 3 Interpretation of Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Once the translated questionnaire was complete, the researcher proceeded to ascertain the reliability of the instrument by doing a pilot test of the questionnaire with 30 students. The reliability of the questionnaire was obtained by using Cronbach's Alpha Coefficient. The necessary criterion for reliability was to obtain a coefficient of .70 or more, which is said to the minimum. Following the pilot testing, the final version of the questionnaire was ready to be distributed to teachers at the Secondary Resource Schools in Cambodia (See Appendix E). The survey's reliability result indicated the coefficient score in Table 3.

Table 4 Internal Consistency Reliability Cronbach's α (alpha) Coefficient

Characteristics/Variables	Cronbach's α (alpha)	Overall
LPI-Observer		
1. Modelling the Way	0.974	
2. Inspiring a Shared Vision	0.977	
3. Challenging the Process	0.978	0.969
4. Enabling Others to Act	0.977	
5. Encouraging the Heart	0.977	
PTO		
1. Teacher Rapport with the School Directors	0.920	
2. Satisfaction with Teaching	0.922	
3. Rapport among Teachers	0.919	
4. Curriculum Issues	0.935	0.904
5. Community Support of Education	0.919	
6. School Facilities and Services	0.923	

➢ *Data Analysis and Statistical Procedures*

The research procedure employed in this study was a mixed-methods analysis (Creswell & Creswell, 2018). After completion of the quantitative step, the qualitative individual interviews gave an opportunity to solicit participants' views in greater detail. For this study, the researcher used the Statistical Package for the Social Sciences (SPSS) to analyze the quantitative data gathered from the questionnaire and coding for the qualitative data.

➢ *Research Findings*

Demographic data were reported concerning SRS teacher's genders, ages, educational levels, and teaching experiences. Before presenting the surveyed SRS teachers' demographic information, the summary of the Cronbach's alpha explained for each variable, and if an item was deleted from leadership behavior and teachers' morale, as illustrated in Tables 5 respectively.

Table 5 Computed Alpha for LPI-Observer

The LPI-Observer Dimensions	Surveyed SRS Teachers		
	No. of Item	Alpha	Interpreter
Modelling the Way (MOWA)	6	0.974	Excellent
Inspiring a Shared Vision (INVI)	6	0.976	Excellent
Challenging the Process (CHAP)	6	0.977	Excellent
Enabling Others to Act (ENOC)	6	0.975	Excellent
Encouraging the Heart (ENHE)	6	0.975	Excellent

Table 5 shows the computation of the Cronbach's alpha internal consistency reliability coefficient was performed for the LPI-Observer dimensions of the SRS teachers' perceptions toward the school directors' leadership behaviors as a whole was at the excellent level. When looking at each dimension, all five dimensions were also at excellent level with of 0.98. The Cronbach reliability for MOWA is 0.974, INVI = 0.976, CHAP = 0.977, ENOC = 0.975, and ENHE is 0.975. It means that the LPI-Observer is a good for the context of Cambodia.

Table 6 Computed Alpha for the PTO

The PTO Dimensions	Surveyed SRS Teachers		
	No. of Item	Alpha	Interpreter
Teacher Rapport with the School Directors (TERS)	6	0.957	Excellent
Satisfaction with Teaching (SATE)	6	0.956	Excellent
Rapport among Teachers (RATE)	6	0.953	Excellent
Curriculum Issues (CISS)	6	0.958	Excellent
Community Support of Education (COSE)	6	0.951	Excellent
School Facilities and Services (SFAS)	6	0.956	Excellent

According to Table 6, the computation of Cronbach Alpha internal consistency reliability coefficient which was performed for PTO dimensions of the morale level of the SRS teachers. The Cronbach reliability for TERS equals to 0.957, SATE = 0.956, RATE = 0.953, CISS = 0.958, COSE = 0.951, and SFAS = 0.956.

IV. RESULTS

The first research question was, "**What leadership behaviors are exhibited by SRS school director as perceived by teachers?**" The first research question was directed toward identifying the leadership behaviors reported by the SRS school directors as perceived by teachers who participated in this study. This survey measured five dimensions of LPI-Observer: modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The dataset was cleaned of errant cases; cases with significant amounts of missing responses from incomplete items were removed. Table 6 demonstrates the means and standard deviations for each LPI-Observer item. The value of the mean refers to the frequency of use which ranged from 1 (strongly disagree) to 5 (strongly agree) with 3 as neutral (50% of the time).

Table 7 The Means and Standard Deviations for Each LPI-Observer Item (N = 452)

No.	Statement	M	S.D.	Meaning	Rank
1.	My school director sets a personal example of what he/she expects of others.	3.78	0.85	High	7
2.	My school director talks about future trends that will influence how our work gets done.	3.71	0.83	High	9
3.	My school director seeks out challenging opportunities that test his/her own skills and abilities.	3.58	0.91	High	25
4.	My school director develops cooperative relationships among people he/she works with.	3.80	0.92	High	3
5.	My school director praises people for job well done.	3.87	0.89	High	2
6.	My school director spends time and energy making certain that people he/she works with adhere to the principles and standards we have agreed on.	3.78	0.83	High	6
7.	My school director describes a compelling image of what our future could be like.	3.70	0.83	High	11
8.	My school director challenges people to try out new and Innovative ways to do their works	3.65	0.89	High	19
9.	My school director actively listens to diverse points of views.	3.62	0.99	High	24
10.	My school director makes it a point to let people know about his/her confidence in their abilities.	3.70	0.87	High	12
11.	My school director follows through on the promises and commitments that he/she makes.	3.69	0.87	High	13
12.	My school director appeals to others to share an exciting dream of the future.	3.66	0.87	High	18
13.	My school director searches outside the formal boundaries of my school for innovative ways to improve what we do.	3.79	0.86	High	4
14.	My school director treats others with dignity and respect.	3.71	0.95	High	10
15.	My school director makes sure that people are creatively rewarded for their contributions to the success of our projects.	3.62	0.91	High	22
16.	My school director asks for feedback on how my actions affect other people's performance.	3.48	0.90	Moderate	28
17.	My school director shows others how their long-term interests can be realized by enlisting in a common vision.	3.64	0.85	High	20
18.	My school director asks "What we can learn?" when things don't go as expected.	3.55	0.86	High	26
19.	My school director supports the decisions that people make on their own.	3.43	0.90	Moderate	29
20.	My school director publicly recognizes people who exemplify commitment to shared values.	3.79	0.95	High	5
21.	My school director builds consensus around people a common set of values for running our school.	3.69	0.91	High	14
22.	My school director paints the "big picture" of what we aspire to accomplish.	3.73	0.85	High	8
23.	My school director makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	3.66	0.77	High	17

No.	Statement	Mean	S.D.	Meaning	Rank
24.	My school director gives people a great deal of freedom and choice in deciding how to do their work	3.54	0.88	High	27
25.	My school director finds ways to celebrate accomplishments.	3.67	0.85	High	16
26.	My school director is clear about his/her philosophy of leadership.	3.63	0.90	High	21
27.	My school director speaks with genuine conviction about the higher meaning and purpose of our work.	3.68	0.87	High	15
28.	My school director experiments and takes risks, even when there is a change of failure.	3.38	0.97	Moderate	30
29.	My school director ensures that people grow in their jobs by learning new skills and developing themselves.	3.87	0.88	High	1
30.	My school director gives the members of the team lots of appreciation and support for their contributions.	3.62	0.91	High	23
	Total	3.66	0.72	High	

As shown in the table 7, the 452 surveyed SRS teachers reported the school directors' leadership behaviors on the LPI-Observer with varying degrees of frequency. The means of individual statement items ranged from a high of 3.87 to a low of 3.38 (with an overall mean of 3.66). The most frequently reported statement was no. 29 "My school director ensures that people grow in their jobs by learning new skills and developing themselves (M = 3.87, S.D. = 0.88)". This statement with the highest mean was followed by statements no. 5 "My school director praises people for job well done (M = 3.87, S.D. = 0.89)", and no. 4 "My school director develops cooperative relationships among people he/she works with (M = 3.80, S.D. = 0.92)". The statement with the lowest mean was no. 28 "My school director experiments and takes risks, even when there is a change of failure (M = 3.38, S.D. = 0.97)", followed by no. 19 "My school director supports the decisions that people make on their own (M = 3.43, S.D. = 0.90)" and no. 16 "My school director asks for feedback on how my actions affect other people's performance (M = 3.48, S.D. = 0.90)". To explore the leadership behaviors of school directors in greater detail, the LPI-Observer items were categorized into five separate dimensions: modelling the way (6 items), inspiring a shared vision (6 items), challenging the process (6 items), enabling others to act (6 items), and encouraging the heart (6 items). The details of each dimension are described as follows:

Table 8 Reported SRS School Directors' Leadership Behaviors Use as Perceived by Teachers

No.	Statement	Mean	S.D.	Meaning	Rank
	Modelling the Way (MOWA)				
1.	My school director sets a personal example of what he/she expects of others.	3.78	0.85	High	7
6.	My school director spends time and energy making certain that people he/she works with adhere to the principles and standards we have agreed on.	3.78	0.83	High	6
11.	My school director follows through on the promises and commitments that he/she makes.	3.69	0.87	High	13
16.	My school director asks for feedback on how my actions affect another people's performance.	3.48	0.90	Moderate	28
21.	My school director builds consensus around people a common set of values for running our school.	3.69	0.91	High	14
26.	My school director is clear about his/her philosophy of leadership.	3.63	0.90	High	21
	Total	3.67	0.74	High	3
	Inspiring a Shared Vision (ISVI)				
2.	My school director talks about future trends that will influence how our work gets done.	3.71	0.83	High	9
7.	My school director describes a compelling image of what our future could be like.	3.70	0.83	High	11
12.	My school director appeals to others to share an exciting dream of the future.	3.66	0.87	High	18
17.	My school director shows others how their long-term interests can be realized by enlisting in a common vision.	3.64	0.85	High	20
22.	My school director paints the "big picture" of what we aspire to accomplish.	3.73	0.85	High	8
27.	My school director speaks with genuine conviction about the higher meaning and purpose of our work.	3.68	0.87	High	15
	Total	3.68	0.71	High	2

	Challenging the Process (CHAP)				
3.	My school director seeks out challenging opportunities that test his/her own skills and abilities.	3.58	0.91	High	25
8.	My school director challenges people to try out new and Innovative ways to do their works	3.65	0.89	High	19
13.	My school director searches outside the formal boundaries of my school for innovative ways to improve what we do.	3.79	0.86	High	4
18.	My school director asks "What we can learn?" when things don't go as expected.	3.55	0.86	High	26
23.	My school director makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	3.66	0.77	High	17
28.	My school director experiments and takes risks, even when there is a change of failure.	3.38	0.97	Moderate	30
	Total	3.60	0.73	High	5
	Enabling Others to Act (ENOC)				
4.	My school director develops cooperative relationships among people he/she works with.	3.80	0.92	High	3
9.	My school director actively listens to diverse points of views.	3.62	0.99	High	24
14.	My school director treats others with dignity and respect.	3.71	0.95	High	10
19.	My school director supports the decisions that people make on their own.	3.43	0.90	Moderate	29
24.	My school director gives people a great deal of freedom and choice in deciding how to do their work	3.54	0.88	High	27
29.	My school director ensures that people grow in their jobs by learning new skills and developing themselves.	3.87	0.88	High	1
	Total	3.66	0.78	High	4
	Encouraging the Heart (ENHE)				
5.	My school director praises people for job well done.	3.87	0.89	High	2
10.	My school director makes it a point to let people know about his/her confidence in their abilities.	3.70	0.87	High	12
15.	My school director makes sure that people are creatively rewarded for their contributions to the success of our projects.	3.62	0.91	High	22
20.	My school director publicly recognizes people who exemplify commitment to shared values.	3.79	0.95	High	5
25.	My school director finds ways to celebrate accomplishments.	3.67	0.85	High	16
30.	My school director gives the members of the team lots of appreciation and support for their contributions.	3.62	0.91	High	23
	Total	3.71	0.77	High	1

As revealed in the Table 8, the SRS teachers reported that they rated the leadership behaviors of the school directors of the encouraging the heart (ENHE) the most (M = 3.71, S.D. = 0.77), inspiring a shared vision (ISVI) the second most (M = 3.68, S.D. = 0.71), followed by modelling the way (MOWA) (M = 3.67, S.D. = 0.74), enabling others to act (ENOC) (M = 3.66, S.D. = 0.78), and challenging the process (CHAP) the least (M = 3.60, S.D. = 0.73). It is interesting to note that the majority of the leadership behaviors practice of the school directors reported by teachers fell in the high usage group, which indicates that they used these practices on a relatively regular basis. Table 5.9 illustrates the top 5 and the bottom 5 leadership behaviors of the school directors reported by teachers as identified in the LPI-Observer.

Table 9 Reported Leadership Behaviors Used Most and Least by School Directors as Perceived by Teachers

Most Frequently		Least Frequently	
Category Commitment		Category Commitment	
ENHE 29.	My school director ensures that people grow in their jobs by learning new skills and developing themselves.	CHAP 28.	My school director experiments and takes risks, even when there is a change of failure.
ENHE 5.	My school director praises people for job well done.	ENOC 19.	My school director supports the decisions that people make on their own.
ENOC 4.	My school director develops cooperative relationships among people he/she works with.	MOWA 16.	My school director asks for feedback on how my actions affect another people's performance.
CHAP 13.	My school director searches outside the	ENOC 24.	My school director gives people a great

	formal boundaries of my school for innovative ways to improve what we do.			deal of freedom and choice in deciding how to do their work
ENHE 20.	My school director publicly recognizes people who exemplify commitment to shared values.	CHAP 18.		My school director asks "What we can learn?" when things don't go as expected.

As for the most frequently perceived statements, three of the top five statements (60%) are ENHE, one (20%) is ENOC, and one (20%) is CHAP statement. Moreover, all teachers reported two (40%) CHAP statements, two (40%) ENOC statements and one (20%) MOWA statement as their least favored statements on the LPI-Observer. Having completed the analysis of leadership behaviors of school directors as perceived by SRS teachers by all items and dimension of mean, standard deviation, meaning and ranking, the comparisons by gender, age, educational level and teaching are illustrated in Tables.

Table 10 Reported SRS School Directors' Leadership Behaviors Use as Perceived by Teachers Classified by Gender

Category	Gender	N	M	S.D.	Meaning	Rank
MOWA	Male	272	3.64	0.81	High	2
	Female	180	3.72	0.62	High	1
ISVI	Male	272	3.67	0.75	High	2
	Female	180	3.69	0.66	High	1
CHAP	Male	272	3.60	0.76	High	1
	Female	180	3.59	0.69	High	2
ENOC	Male	272	3.65	0.85	High	2
	Female	180	3.67	0.67	High	1
ENHE	Male	272	3.71	0.81	High	1
	Female	180	3.70	0.69	High	2

Table 10 shows that the SRS teachers classifying by gender on their perceptions toward the SRS school directors' leadership behaviors were all at "high" levels.

Table 11 Reported SRS School Directors' Leadership Behaviors Use as Perceived by Teachers Classified by Age

Category	Age	N	M	S.D.	Meaning	Rank
MOWA	Below 30 Years Old	45	3.64	0.58	High	2
	30-45 Years Old	293	3.70	0.75	High	1
	Higher than 45 Years Old	114	3.61	0.78	High	3
ISVI	Below 30 Years Old	45	3.62	0.51	High	3
	30-45 Years Old	293	3.70	0.74	High	1
	Higher than 45 Years Old	114	3.67	0.72	High	2
CHAP	Below 30 Years Old	45	3.54	0.52	High	3
	30-45 Years Old	293	3.61	0.75	High	1
	Higher than 45 Years Old	114	3.59	0.75	High	2
ENOC	Below 30 Years Old	45	3.60	0.55	High	3
	30-45 Years Old	293	3.68	0.80	High	1
	Higher than 45 Years Old	114	3.62	0.82	High	2
ENHE	Below 30 Years Old	45	3.59	0.65	High	3
	30-45 Years Old	293	3.73	0.78	High	1
	Higher than 45 Years Old	114	3.68	0.78	High	2

As indicated in Table 11, the findings reveal that the SRS teachers classifying by age on their perceptions toward the SRS school directors' leadership behaviors were all at high levels. Interestingly, SRS teachers who were aged ranging from 30-45 years old having the strongest perceptions by all dimensions.

Table 12 Reported SRS School Directors' Leadership Behaviors Use as Perceived by Teachers Classified by Educational Level

Category	Educational Level	N	M	S.D.	Meaning	Rank
MOWA	Below B.A.	70	3.70	0.71	High	1
	B.A.	321	3.68	0.74	High	2
	Higher than B.A.	61	3.58	0.80	High	3
ISVI	Below B.A.	70	3.65	0.67	High	2
	B.A.	321	3.71	0.71	High	1
	Higher than B.A.	61	3.57	0.76	High	3

Category		N	M	S.D.	Meaning	Rank
CHAP	Below B.A.	70	3.55	0.74	High	2
	B.A.	321	3.62	0.72	High	1
	Higher than B.A.	61	3.51	0.73	High	3
ENOC	Below B.A.	70	3.64	0.75	High	2
	B.A.	321	3.67	0.79	High	1
	Higher than B.A.	61	3.61	0.81	High	3
ENHE	Below B.A.	70	3.70	0.71	High	2
	B.A.	321	3.71	0.77	High	1
	Higher than B.A.	61	3.69	0.80	High	3

As shown in Table 12, the SRS teachers who had different level of education indicated that they perceived on the SRS school directors' leadership behaviors all dimensions were at high levels. Remarkably, the SRS teachers who obtained the Bachelor' degree having the strongest perceptions by all dimensions.

Table 13 Reported SRS School Directors' Leadership Behaviors Use as Perceived by Teachers
Classified by Years of Teaching Experience

Category	Teaching Experience	N	M	S.D.	Meaning	Rank
MOWA	Below 5 Years	34	3.68	0.43	High	2
	5-10 Years	73	3.57	0.71	High	3
	More than 10 Years	345	3.69	0.77	High	1
ISVI	Below 5 Years	34	3.62	0.43	High	2
	5-10 Years	73	3.58	0.66	High	3
	More than 10 Years	345	3.71	0.75	High	1
CHAP	Below 5 Years	34	3.60	0.41	High	2
	5-10 Years	73	3.45	0.66	Moderate	3
	More than 10 Years	345	3.63	0.76	High	1
ENOC	Below 5 Years	34	3.66	0.46	High	2
	5-10 Years	73	3.48	0.76	Moderate	3
	More than 10 Years	345	3.69	0.81	High	1
ENHE	Below 5 Years	34	3.69	0.50	High	2
	5-10 Years	73	3.52	0.77	High	3
	More than 10 Years	345	3.75	0.78	High	1

Table 14 displays the reported SRS School directors' leadership behaviors use as perceived by teachers classified by years of teaching experience. The findings revealed that the SRS teachers who have taught between 5-10 years of the dimensions of CHAP and ENOC rated their perceptions at the moderate levels, while the rest aspects and dimensions were at high levels. The SRS teachers responded to items on the survey that provides this demographic information. The results of separate one-way analysis of variance (ANOVA) were computed to determine significant differences among mean scores of responses from teachers based on age, educational level, and years of teaching experience. For analyzing the difference in mean scores between respondents' gender and those that did not, independent samples t-test was calculated. The results of this analysis are displayed in Table 14.

Table 14 Differences Concerning the Observations of SRS Teachers on Leadership Behaviors of School
Directors Based on Gender

Gender	Male (N = 272)		Female (N = 180)		t	p-value
	M	S.D.	M	S.D.		
1. MOWA	3.64	0.81	3.72	0.62	-1.25***	0.00
2. ISVI	3.67	0.75	3.69	0.66	-0.30	0.51
3. CHAP	3.60	0.76	3.59	0.69	0.04	0.24
4. ENOC	3.65	0.85	3.67	0.67	-0.27***	0.001
5. ENHE	3.71	0.81	3.70	0.69	0.21**	0.010

** Significant at the .01 level.
*** Significant at the .001 level.

Classified by gender of the SRS teachers, as seen in Table 15, the findings reveal that the concerning the observations of SRS teachers on leadership behaviors of the SRS school directors in terms of the MOWA and ENOC had a significant difference at .001 level and ENHE at 0.01 level; whereas, the rest aspects were not different. Analysis of variance (ANOVA) identifies mean scores differences among groups larger than two

descriptors. Using a one-way test at the 95% confidence level, variance scores that fell below the .05 level of significance (alpha) were identified by the researcher and then paired with the age indicator by teachers. The following Table 16 represents reported leadership behavior use of SRS school directors by teachers' perception based on age difference.

Table 15 Differences Concerning the Observations of SRS Teachers on Leadership Behaviors of School Directors Based on Age

Age	df	SS	MS	F	p-value
1. MOWA					
Between Group	2	0.79	0.39	0.71	0.49
Within Group	449	251.60	0.56		
Total	451	252.40			
2. ISVI					
Between Group	2	0.26	0.13	0.25	0.77
Within Group	449	233.33	0.52		
Total	451	233.59			
3. CHAP					
Between Group	2	0.20	0.10	0.18	0.83
Within Group	449	241.96	0.53		
Total	451	242.16			
4. ENOC					
Between Group	2	0.43	0.22	0.35	0.70
Within Group	449	279.68	0.62		
Total	451	280.12			
5. ENHE					
Between Group	2	0.89	0.44	0.75	0.47
Within Group	449	267.21	0.59		
Total	451	268.11			

By utilizing the ANOVA, Table 16 shows that concerning the observations of SRS teachers on leadership behaviors of the SRS school directors based on age all dimension were not different. The series of one-way ANOVA were run. Below is Table 17 which summarizes the differences concerning the observations of teachers on leadership behaviors of SRS school directors based upon educational level.

Table 16 Differences Concerning the Observations of SRS Teachers on Leadership Behaviors of School Directors Based on Educational Level

Educational Level	df	SS	MS	F	p-value
1. MOWA					
Between Group	2	0.65	0.32	0.58	0.55
Within Group	449	251.74	0.56		
Total	451	252.40			
2. ISVI					
Between Group	2	1.05	0.53	1.02	0.36
Within Group	449	232.54	0.51		
Total	451	233.59			
3. CHAP					
Between Group	2	0.74	0.37	0.69	0.50
Within Group	449	241.41	0.53		
Total	451	242.16			
4. ENOC					
Between Group	2	0.20	0.10	0.16	0.84
Within Group	449	279.91	0.62		
Total	451	280.12			
5. ENHE					
Between Group	2	0.01	0.00	0.01	0.98
Within Group	449	268.09	0.59		
Total	451	268.11			

As indicated in the table above, the findings reveal that concerning the observations of SRS teachers on leadership behaviors of the SRS School directors based on the level of education all dimension were not different. To determine whether the leadership behaviors use of SRS school directors by teachers' perception exhibited differed significantly by years of teaching experience, one-way ANOVA procedures were employed at the alpha level of .05. The hypothesis would state that there are differences between years of teaching experience in the leadership behaviors of SRS school directors as perceived by teachers. The findings were presented in Table 18.

Table 17 Differences Concerning the Observations of SRS Teachers on Leadership Behaviors of School Directors Based on Years of Teaching Experience

Teaching Experience	df	SS	MS	F	p-value
1. MOWA					
Between Group	2	0.93	0.46	0.83	0.43
Within Group	449	251.47	0.56		
Total	451	252.40			
2. ISVI					
Between Group	2	1.14	0.57	1.10	0.33
Within Group	449	232.45	0.51		
Total	451	233.59			
3. CHAP					
Between Group	2	1.83	0.91	1.71	0.18
Within Group	449	240.33	0.53		
Total	451	242.16			
4. ENOC					
Between Group	2	2.66	1.33	2.15	0.11
Within Group	449	277.45	0.61		
Total	451	280.12			
5. ENHE					
Between Group	2	2.95	1.47	2.49	0.08
Within Group	449	265.16	0.59		
Total	451	268.11			

As shown in Table 18 above, the findings reveal that concerning the observations of SRS teachers on leadership behaviors of the SRS School directors based on years of teaching experience all dimension were not different. This section focuses on the findings from the surveyed questionnaire which only provide relevance to individual perception scores by exploring in depth the SRS teacher's perceptions towards school director's leadership behaviors.

The second research question asked, "**What is the level of teachers' morale exhibited by SRS teachers?**" The PTO was designed to help break down teacher morale into 6 specific dimensions for more meaningful discoveries and is designed to estimate the morale levels of teachers. The instrument is composed of 36 questions that can be divided up into 6 different dimensions. The dimensions of teacher morale included: (1) Teacher Rapport with the School Directors; (2) Satisfaction with Teaching; (3) Rapport among Teachers; (4) Curriculum Issues; (5) Community Support of Education; and (6) School Facilities and Services. As explained earlier, of the 452 teachers who completed the surveyed questionnaire and 16 SRS teachers and 8 school directors were asked for further in-depth interviews. Means and standard deviations for the group comparisons of each PTO dimension were reported and interpreted. Statistical significance was assumed at a p-value less than 0.05.

Table 18 The Means and Standard Deviations, Meaning and Rank for Each PTO Item (N = 452)

No.	Statement	Mean	S.D.	Meaning	Rank
1.	The work of individual teacher is appreciated and commended by school director	3.69	0.86	High	29
2.	Teaching gives me a great deal of personal satisfaction	3.88	0.81	High	14
3.	The teachers cooperate with each other to achieve common, personal, and professional objectives.	3.91	0.80	High	12
4.	Our school has a well-implemented curriculum.	3.89	0.78	High	13
5.	Most of people in this community understand and appreciate good education.	3.77	0.85	High	21
6.	School provides me with adequate classroom supplies and equipment.	3.71	0.86	High	27
7.	School director makes a real effort to maintain close contact with teachers.	3.77	0.92	High	23

8.	Teaching enables me to make my greatest contribution to society.	4.22	0.78	High	2
9.	Teachers do not take advantages of one another.	3.92	0.95	High	11
10.	The curriculum makes reasonable provision for student individual differences.	3.84	0.81	High	16
11.	The people in this community have a sincere and wholehearted interest in the school system.	3.81	0.77	High	19
12.	The procedures for obtaining materials and services are well defined and efficient.	3.72	0.76	High	26
13.	School director promotes a sense of belonging among teachers.	3.74	0.79	High	25
14.	I find my contact with students highly satisfying and rewarding.	4.11	0.72	High	4
15.	Teachers accept new and younger teachers as working colleagues.	4.12	0.76	High	3
16.	The curriculum is in need of major revisions.	3.77	0.86	High	22
17.	School support committee works well.	3.75	0.85	High	24
18.	School provides the teachers with adequate computers and projector equipment.	3.34	1.04	High	35
19.	School director is concerned with problems of teachers and handles these problems sympathetically.	3.57	0.96	High	32
20.	I feel that I am an important part of this school.	3.95	0.78	High	10
21.	The teachers with whom I work have high professional ethics.	3.98	0.78	High	8
22.	The purposes and objectives of the school cannot be achieved by the present curriculum.	3.36	0.92	High	34
23.	This community provides financially support to school.	3.25	0.91	High	36
24.	School provides adequate clerical services for the teachers.	3.69	0.87	High	30
25.	School director makes effective use of the individual teacher's capacity and talent.	3.70	0.81	High	28
26.	I feel successful and competent in my teaching career.	3.95	0.76	High	9
27.	The teachers work well together.	3.86	0.79	High	15
28.	Curriculum does a good job of preparing students to become enlightened and competent citizens.	4.06	0.79	High	6
29.	Students learning achievement is satisfied by the community.	3.82	0.72	High	17
30.	Library facilities and recourses are adequate for the grade or subject area which I teach.	3.77	0.80	High	20
31.	Teachers feel free to go to school director about problems of personal and group welfare.	3.59	0.90	High	31
32.	I am well satisfied with my teaching career.	4.31	0.76	High	1
33.	The teachers show a great deal of initiative and creativity in their teaching career.	4.06	0.71	High	5
34.	Teaching could not cover all curriculum contents.	3.44	0.85	High	33
35.	This community is willing to support a good program of education.	4.02	0.72	High	7
36.	School provides adequate textbooks and teacher guides.	3.82	0.93	High	18
	Total	3.80	0.57	High	

Based on Table 19, the 452 surveyed SRS teachers reported their morale levels on the PTO with varying degrees of frequency. The means of individual statement items ranged from a high of 4.31 to a low of 3.25 (with an overall mean of 3.80). The most frequently reported statement was no. 32 "I am well satisfied with my teaching career (M = 4.31, S.D. = 0.76)". This statement with the highest mean was followed by statements no. 8 "Teaching enables me to make my greatest contribution to society (M = 4.22, S.D. = 0.78)", and no. 15 "Teachers accept new and younger teachers as working colleagues (M = 4.12, S.D. = 0.76)".

The statement with the lowest mean was no. 23 "This community provides financially support to school (M = 3.25, S.D. = 0.91)", followed by no. 18 "School provides the teachers with adequate computers and projector equipment (M = 3.34, S.D. = 1.04)" and no. 22 "The purposes and objectives of the school cannot be achieved by the present curriculum (M = 3.36, S.D. = 0.92)". To explore the leadership behaviors of school directors in greater detail, the PTO items were categorized into six separate dimensions: Teacher Rapport with the School Directors (6 items), Satisfaction with Teaching (6 items), Rapport among Teachers (6 items), Curriculum Issues (6 items), Community Support of Education (6 items), and School Facilities and Services (6 items). The details of each dimension are described as follows:

Table 19 Mean, Standard Deviation of Morale Levels of SRS Teachers (N = 452)

No.	Statement	M	S.D.	Meaning	Rank
Teacher Rapport with the School Directors (TERS)				
1.	The work of individual teacher is appreciated and commended by school director	3.69	0.86	High	29
7.	School director makes a real effort to maintain close contact with teachers.	3.77	0.92	High	23
13.	School director promotes a sense of belonging among teachers.	3.74	0.79	High	25
19.	School director is concerned with problems of teachers and handles these problems sympathetically.	3.57	0.96	High	32
25.	School director makes effective use of the individual teacher's capacity and talent.	3.70	0.81	High	28
31.	Teachers feel free to go to school director about problems of personal and group welfare.	3.59	0.90	High	31
	Total	3.67	0.74	High	6
Satisfaction with Teaching (SATE)				
2.	Teaching gives me a great deal of personal satisfaction	3.88	0.81	High	14
8.	Teaching enables me to make my greatest contribution to society.	4.22	0.78	High	2
14.	I find my contact with students highly satisfying and rewarding.	4.11	0.72	High	4
20.	I feel that I am an important part of this school.	3.95	0.78	High	10
26.	I feel successful and competent in my teaching career.	3.95	0.76	High	9
32.	I am well satisfied with my teaching career.	4.31	0.76	High	1
	Total	4.07	0.60	High	1
Rapport among Teachers (RATE)				
3.	The teachers cooperate with each other to achieve common, personal, and professional objectives.	3.91	0.80	High	12
9.	Teachers do not take advantages of one another.	3.92	0.95	High	11
15.	Teachers accept new and younger teachers as working colleagues.	4.12	0.76	High	3
21.	The teachers with whom I work have high professional ethics.	3.98	0.78	High	8
27.	The teachers work well together.	3.86	0.79	High	15
33.	The teachers show a great deal of initiative and creativity in their teaching career.	4.06	0.71	High	5
	Total	3.97	0.65	High	2
Curriculum Issues (CISS)				
4.	Our school has a well-implemented curriculum.	3.89	0.78	High	13
10.	The curriculum makes reasonable provision for student individual differences.	3.84	0.81	High	16
16.	The curriculum is in need of major revisions.	3.77	0.86	High	22
22.	The purposes and objectives of the school cannot be achieved by the present curriculum.	3.36	0.92	High	34
27.	The teachers work well together.	3.86	0.79	High	15
34.	Teaching could not cover all curriculum contents.	3.44	0.85	High	33
	Total	3.72	0.57	High	4
Community Support of Education (COSE)				
5.	Most of people in this community understand and appreciate good education.	3.77	0.85	High	21
11.	The people in this community have a sincere and wholehearted interest in the school system.	3.81	0.77	High	19
17.	School support committee works well.	3.75	0.85	High	24
23.	This community provides financially support to school.	3.25	0.91	High	36
29.	Students learning achievement is satisfied by the community.	3.82	0.72	High	17
35.	This community is willing to support a good program of education.	4.02	0.72	High	7
	Total	3.73	0.62	High	3
School Facilities and Services (SFAS)				
6.	School provides me with adequate classroom supplies and equipment.	3.71	0.86	High	27
12.	The procedures for obtaining materials and services are well defined and efficient.	3.72	0.76	High	26
18.	School provides the teachers with adequate computers and projector equipment.	3.34	1.04	High	35
24.	School provides adequate clerical services for the teachers.	3.69	0.87	High	30
30.	Library facilities and recourses are adequate for the grade or subject area	3.77	0.80	High	20

	which I teach.				
36.	School provides adequate textbooks and teacher guides.	3.82	0.93	High	18
	Total	3.67	0.68	High	5

Table 20 indicates the SRS teachers reporting of their own perceptions on their morale levels at the SRSs. The findings reveals that they rated their morale level of the satisfaction with teaching (SATE) the most (M = 4.07, S.D. = 0.60), rapport among teachers (RATE) the second most (M = 3.79, S.D. = 0.65), community support

of education (COSE) the third most (M = 3.73, S.D. = 0.62), curriculum issues (CISS) the fourth most (M = 3.72, S.D. = 0.57), followed by school facilities and services (SFAS) (M = 3.67, S.D. = 0.68), and challenging the process (CHAP) the least (M = 3.67, S.D. = 0.74).

Table 20 Reported Most and Least Frequently Morale Levels of SRS Teachers

Most Frequently		Least Frequently	
Category Commitment		Category Commitment	
SATE 32.	I am well satisfied with my teaching career.	COSE 23.	This community provides financially support to school.
SATE 8.	Teaching enables me to make my greatest contribution to society.	SFAS 18.	School provides the teachers with adequate computers and projector equipment.
RATE 15.	Teachers accept new and younger teachers as working colleagues.	CISS 22.	The purposes and objectives of the school cannot be achieved by the present curriculum.
SATE 14.	I find my contact with students highly satisfying and rewarding.	CISS 34.	Teaching could not cover all curriculum contents.
COSE 35.	This community is willing to support a good program of education.	TERS 19.	School director is concerned with problems of teachers and handles these problems sympathetically.

Table 20 shows that the most frequently perceived statements, three of the top five statement (60%) are SATE, one (20%) is RATE, and ONE (20%) is COSS statement. Moreover, all teachers reported one (20%)

COSS statement, one (20%) SFAS statement, and one (20%) TERS statement and two (40%) CISS statements as their least favored statements on the PTO.

Table 21 Reported Morale Levels of SRS Teachers Classified by Gender

Category	Gender							
	Male (N = 272)				Female (N = 180)			
	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank
1. TERS	3.68	0.77	High	5	3.66	0.71	High	6
2. SATE	4.08	0.63	High	1	4.04	0.56	High	1
3. RATE	3.96	0.68	High	2	3.98	0.61	High	2
4. CISS	3.74	0.59	High	3	3.69	0.55	High	4
5. COSE	3.73	0.64	High	4	3.73	0.59	High	3
6. SFAS	3.67	0.71	High	6	3.67	0.63	High	5

Based on the Table 23, the SRS teachers rated their perceptions on morale levels classifying by gender were all at "high" levels. Remarkably, it was also found that

both male and female SRS teachers rated SATE and RATE as the first and second ranks among 6 dimensions.

Table 22 Reported Morale Levels of SRS Teachers Classified by Age

Category	Age											
	Below 30 (N = 45)				30-45 (N = 293)				Higher than 45 (N = 114)			
	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank
1. TERS	3.68	0.56	High	3	3.66	0.77	High	6	3.70	0.74	High	5
2. SATE	4.05	0.42	High	1	4.08	0.62	High	1	4.04	0.63	High	1
3. RATE	3.91	0.47	High	2	3.98	0.67	High	2	3.97	0.66	High	2
4. CISS	3.53	0.38	High	6	3.74	0.59	High	3	3.76	0.57	High	3
5. COSE	3.66	0.39	High	4	3.73	0.65	High	4	3.75	0.62	High	4
6. SFAS	3.65	0.56	High	5	3.68	0,70	High	5	3.64	0.68	High	6

Table 24 displays the SRS teachers rated their perceptions on morale levels classifying by age. The findings shown that three categories of age rated at high levels for all six dimensions. And, it was also revealed

that both male and female SRS teachers who had different age rated SATE and RATE as the first and second ranks, remarkably.

Table 23 Reported Morale Levels of SRS Teachers Classified by Educational Level

| Category | Educational Level | | | | | | | | | | | |
| | Below BA (N = 70) | | | | BA (N = 321) | | | | Higher than BA (N = 61) | | | |
	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank
1. TERS	3.67	0.71	High	4	3.68	0.75	High	6	3.61	0.77	High	6
2. SATE	4.00	0.60	High	1	4.10	0.57	High	1	3.95	0.75	High	1
3. RATE	3.96	0.61	High	2	3.99	0.64	High	2	3.87	0.75	High	2
4. CISS	3.64	0.52	High	5	3.75	0.57	High	3	3.68	0.65	High	3
5. COSE	3.73	0.56	High	3	3.75	0.62	High	4	3.64	0.68	High	5
6. SFAS	3.62	0.64	High	6	3.68	0.68	High	5	3.65	0.71	High	4

The SRS teachers rated their perceptions on morale levels, as shown in Table 5.23, classifying by educational levels. The findings shown that the SRS teachers who obtained below BA, BA and higher than BA rated their perceptions at high levels for all six dimensions. And, it was also revealed that both male and female SRS teachers who had different educational level (below BA, BA and higher than BA) rated SATE and RATE as the first and second ranks.

Table 24 Reported Morale Levels of SRS Teachers Classified by Teaching Experience

| Category | Teaching Experience | | | | | | | | | | | |
| | Below 5 Years (N = 34) | | | | 5-10 Years (N = 73) | | | | More than 10 Years (N = 345) | | | |
	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank	M	S.D.	Meaning	Rank
1. TERS	3.72	0.47	High	3	3.50	0.71	High	6	3.70	0.77	High	5
2. SATE	4.10	0.41	High	1	3.90	0.65	High	1	4.10	0.61	High	1
3. RATE	3.95	0.44	High	2	3.77	0.71	High	2	4.01	0.65	High	2
4. CISS	3.58	0.36	High	6	3.55	0.64	High	5	3.77	0.57	High	3
5. COSE	3.71	0.40	High	4	3.58	0.61	High	3	3.77	0.64	High	4
6. SFAS	3.63	0.46	High	5	3.58	0.69	High	4	3.69	0.69	High	6

Referring the Table 26, the SRS teachers rated their perceptions on morale levels classifying by years of teaching experience educational levels and found that the SRS teachers who had different years of teaching perceived at high levels for all six dimensions. More interestingly, the SRS teachers perceived SATE and RATE as the first and second ranks if based on the years of their teaching experiences. From the perspective of the SRS teachers, this research questions also investigates the potential existence of differences in teachers' perceptions for the school directors' leadership behaviors results from the PTO based on the following demographic data of gender, age, educational level, and years of teaching experience. The SRS teachers responded to items on the survey that provides this demographic information. The results of separate one-way analysis of variance (one-way ANOVA) were computed to determine significant differences among mean scores of responses from teachers based on gender, age, educational level, and years of teaching experience.

Table 25 Differences Concerning the Morale Levels of SRS Teachers Based on Gender

| Gender | Male (N = 272) | | Female (N =180) | | t | p-value |
	M	S.D.	M	S.D.		
1. TERS	3.68	0.77	3.66	0.71	0.32	0.23
2. SATE	4.08	0.63	4.04	0.56	0.64	0.06
3. RATE	3.96	0.68	3.98	0.61	-0.34	0.06
4. CISS	3.74	0.59	3.69	0.55	0.89	0.12
5. COSE	3.73	0.64	3.73	0.59	-0.01*	0.03
6. SFAS	3.67	0.71	3.67	0.59	0.00*	0.02

* Significant difference at .05 level.

Table 27 indicates the SRS teachers perceived their morale levels based on their gender in term of COSE and SFAS were statistically significant difference at .05 level, while other dimensions were not different. Statistical analysis was also applied to possible difference in gender. Analysis of variance (ANOVA) identifies mean scores differences among groups larger than two descriptors. Using a one-way test at the 95% confidence level, variance scores that fell below the .05 level of significance (alpha) were identified by the researcher and then paired with the age indicator by teachers.

Table 26 Differences Concerning the Morale Levels of SRS Teachers Based on Age

Age	df	SS	MS	F	p-value
1. TERS					
Between Group	2	0.13	0.06	0.11	0.88
Within Group	449	253.26	0.56		
Total	451	253.40			
2. SATE					
Between Group	2	0.09	0.04	0.13	0.87
Within Group	449	167.19	0.37		
Total	451	167.29			
3. RATE					
Between Group	2	0.20	0.10	0.23	0.78
Within Group	449	193.73	0.43		
Total	451	193.93			
4. CISS					
Between Group	2	1.91	0.95	2.90	0.05*
Within Group	449	148.42	0.33		
Total	451	150.34			
5. COSE					
Between Group	2	0.28	0.14	0.36	0.69
Within Group	449	176.75	0.39		
Total	451	177.04			
6. SFAS					
Between Group	2	0.14	0.07	0.15	0.85
Within Group	449	210.43	0.46		
Total	451	210.58			

* Significant difference at .05 level.

According to Table 28, the findings show that the SRS teachers perceived their morale levels classifying by age of CISS was statistically significant difference at .05 level. Rest dimensions were not different.

Table 27 Differences Concerning the Morale Levels of SRS Teachers Based on Educational Level

Educational Level	df	SS	MS	F	p-value
1. TERS					
Between Group	2	0.27	0.13	0.24	0.78
Within Group	449	253.12	0.56		
Total	451	253.40			
2. SATE					
Between Group	2	1.50	0.75	2.04	0.13
Within Group	449	165.78	0.36		
Total	451	167.29			
3. RATE					
Between Group	2	0.76	0.38	0.88	0.41
Within Group	449	193.17	0.43		
Total	451	193.93			
4. CISS					
Between Group	2	0.83	0.41	1.25	0.28
Within Group	449	149.51	0.33		
Total	451	150.34			
5. COSE					
Between Group	2	0.64	0.32	0.81	0.44
Within Group	449	176.40	0.39		
Total	451	177.04			
6. SFAS					
Between Group	2	0.24	0.12	0.25	0.77
Within Group	449	210.34	0.46		
Total	451	210.58			

As indicated in the table above, the findings reveal that the SRS teachers perceived their morale levels classifying by educational level in terms of TERS, SATE, RATE, CISS, COSE and SFAS were not different. To determine whether the moral levels of SRS teachers exhibited differed significantly by years of teaching experience, one-way ANOVA procedures were employed at the alpha level of .05.

Table 28 Differences Concerning the Morale Levels of SRS Teachers Based on Years of Teaching Experience

Teaching Experience	df	SS	MS	F	p-value
1. TERS					
Between Group	2	2.43	1.21	2.18	0.11
Within Group	449	250.96	0.55		
Total	451	253.40			
2. SATE					
Between Group	2	2.28	1.14	3.11	0.04*
Within Group	449	165.00	0.36		
Total	451	167.29			
3. RATE					
Between Group	2	3.58	1.79	4.22	0.01*
Within Group	449	190.35	0.42		
Total	451	193.93			
4. CISS					
Between Group	2	3.84	1.92	5.88	0.00***
Within Group	449	146.50	0.32		
Total	451	150.34			
5. COSE					
Between Group	2	2.09	1.04	2.69	0.06
Within Group	449	174.94	0.39		
Total	451	177.04			
6. SFAS					
Between Group	2	0.82	0.41	0.88	0.41
Within Group	449	209.75	0.46		
Total	451	210.58			

* Significant difference at .05 level.
*** Significant difference at .001 level.

As shown in Table 30, the findings indicate that the SRS teachers perceived their morale levels classifying by years of teaching experiences of SATE and RATE were statistically significant difference at .05 level. When taking the CISS into account, it was statistically significant difference at .001 level.

The third research question was: "**To what extent is the relationship between SRS director leadership behavior admitted by teachers and their perceptions of morale practices?**" This research question explored the relationships that were both reported by the SRS teachers on school director leadership behavior admitted by teachers and their perceptions of morale practices. Similar to the previous research questions, the data gathered to address this question came from the surveyed questionnaire and semi-structured interview. First, based on the LPI-Observer, the researcher examined the SRS teachers' responses to the questionnaire as to what they perceived as their SRS school directors' leadership behaviors. Second, PTO was adapted to ask SRS teachers to rate their moral levels. Last, in-depth interviews were accordingly conducted with the SRS school directors and teachers.

The fourth research question asked: "**To what extent the SRS school directors' leadership behavior contribute to the SRS teachers' morale?**" This research question was to find out the SRS school directors' leadership behaviors levels contribute to teachers' morale level. Samples used in this study were 452 SRS teachers from 50 SRSs throughout Cambodia. Two surveys measured perceptions: the LPI-Observer and the PTO. The research design and data analysis methods applied have sufficiently answered the research question of this study.

Table 29 The LPI-Observer and the PTO Strongest Survey Perceptions and Mean (M)

The LPI-Observer Strongest Perceptions	(M)	The PTO Strongest Perceptions	(M)
29. My school director ensures that people grow in their jobs by learning new skills and developing themselves	3.87	32. I am well satisfied with my teaching career.	4.31
5. My school director praises people for job well done.	3.87	8. Teaching enables me to make my greatest contribution to society	4.22
4. My school director develops cooperative	3.80	15. Teachers accept new and younger	4.12

| relationships among people he/she works with. | teachers as working colleagues | |

According to survey data collected for the purpose of this research study in order to light of this point, Table 31 highlights the prominent attitudes and strongest responses among the LPI-Observer and the PTO in this study. These survey responses were gathered in the data collection process.

Table 30 Major Themes from the Semi-Structured Interviews

Key Themes Based on Individual Interviews	
SRS School Director	SRS Teacher
Collaboartive School Culture	Collaboartive School Culture
Quality of Teachers	Quality of Teachers
Supportive School Climate	Supportive School Climate
Retaining and Attracting Quality Teachers	Creating a positive School Climate
Multiple Service-learning Opportunities	Effective School Leadership
Creating a strong School Community	

The SRS teachers view effective school leadership as a theme for SRS quality. From the interviews, it seems that the SRS teachers want to work with effective school leaders, so they are supported in their roles as teachers. SRS school directors did not identify effective school leadership as a theme for SRS quality during the interviews. At SRSs, there has been an increase in service-learning opportunities and school director's view having multiple service-learning opportunities as a theme for SRS quality. SRSs are located in areas where service-learning opportunities are plentiful, thus allowing schools to partner with local organizations to support initiatives. These partnerships, with a service-learning component, are a key theme for school directors. Teachers did not focus on service-learning as a theme for the SRS quality.

VI.   CONCLUSION

The purpose of this research study was to describe the impact of the SRS school directors' leadership behaviors on teachers' morale ranked by perceived SRS teachers' moral levels in Cambodia. This research study used an exploratory sequential design method and examined the demographic data, the LPI-Observer scores, the PTO scores. Findings from this study supported the need to better understand the plausibility in coupling school directors' leadership behaviors and the quest for enhancing teacher morale. It is suggested that school directors and teachers need to understand the operative mindset in the others' group that may enhance or diminish optimum student achievement. The SRS school directors' ability and capacity to accurately hear and understand the teachers' concerns was determined to be an extremely important skill for the effective execution of leadership practices.

RECOMMENDATIONS

Recommendations are made for policy implementations and way forwards and further researches proposing are put forward to improve research methodology. Today, more than ever, both internally and

V.   SUMMARY OF THE FINDINGS

After reviewing the comprehensive transcripts from the individual interviews six themes emerge for the SRS school directors and five themes emerge for the SRS teachers; they are illustrated in Table 32.

externally, it seems the SRS school directors and teachers are held at a higher standard than ever before for educating students. The findings support the assumption that teacher morale can be predicted on the basis of the leadership style asserted by the director. Directors who use a participatory style of leadership are more likely to have more satisfied and productive teachers than directors who use an autocratic style of leadership.

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