SCHOOL PRINCIPALS' PERCEPTIONS TOWARDS

INSTRUCTIONAL LEADERSHIP PRACTICES:

A CASE STUDY FROM THE SOUTHERN

DISTRICT IN BHUTAN

BY

DORJEE WANGCHUK K

A THESIS SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF EDUCATION

IN CURRICULUM AND INSTRUCTION

SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY

ACADEMIC YEAR 2018

Thesis entitled

SCHOOL PRINCIPALS' PERCEPTIONS TOWARDS INSTRUCTIONAL LEADERSHIP PRACTICES: A CASE STUDY FROM THE SOUTHERN DISTRICT IN BHUTAN

by

DORJEE WANGCHUK K

was submitted in partial fulfillment of the requirements

for the degree of Master of Education in Curriculum and Instruction

Rangsit University

Academic Year 2018

--   ---

Assoc. Prof. Singhanat Nomnian, Ed.D.   Asst. Prof. Kritsada Sriphaew, Ph.D.

Examination Committee Chairperson   Member

Asst.Prof. Anchalee Chayanuvat, Ed.D.

Member and Advisor

Approved by Graduate School

(Asst. Prof. Plt. Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School 2018

November 15, 2018

ACKNOWLEDGEMENTS

6005972   **: MAJOR: CURRICULUM AND INSTRUCTION;**
M.Ed. (CURRICULUM AND INSTRUCTION)
KEYWORDS: INSTRUCTIONAL LEADERSHIP, PERCEPTIONS,
PRINCIPALS' PRACTICES

DORJEE WANGCHUK K: SCHOOL PRINCIPALS' PERCEPTIONS TOWARDS INSTRUCTIONAL LEADERSHIP PRACTICES: A CASE STUDY FROM THE SOUTHERN DISTRICT IN BHUTAN. THESIS ADVISOR: ASST. PROF. ANCHALEE CHAYANUVAT, Ed.D., 114 p.

The mixed method research was conducted to analyze the level and differences of principals' perceptions towards instructional leadership practices based on individual and institutional factors along with identification of hindrances to leadership practice in one of the southern districts in Bhutan. Three instructional leadership dimensions of, managing instructional programs, defining the school mission and promoting a positive school learning environment were used as measurement of criteria. The data were collected through (PIMRS)questionnaires and semi-structured interviews and analyzed using mean, standard deviation, t-test, and content analysis. The respondents consisted of 31 principals. The result revealed principals' high-level practices of instructional leadership and consistency among the personal and institutional factors. The result showed that all the 10 instructional leadership functions (PIMRS) were rated at a high level and overall mean generated was also high ($\bar{X} = 3.58$). Identified hindrances to instructional leadership were: numerous roles, time constraints, work overload, inadequate instructional resources, teacher shortages, limited support for professional development, mismatch between expectations and priorities. In the light of the above findings, researcher would like to conclude that creating learning culture not only depend on individual academic qualification but also the working environment and attitude of the academic community towards student centered learning under the supervision of effective instructional leadership.

Student's Signature ………………………….   Thesis Advisor's Signature ……………………………

CONTENTS

CONTENTS (CONT.)

CONTENT(CONT.)

LIST OF TABLES

LIST OF TABLES (CONT.)

LIST OF FIGURES

ABBREVIATIONS

Abbreviation	Meaning
CDEO	Chief District Education Officer
EMD	Education Monitoring Division
EMSSD	Education Monitoring Support Service Division
IL	Instructional leadership
ILE	Instructional leadership effectiveness
IOC	Item Objective Congruence
MoE	Ministry of Education
NEF	National Education Framework
PIRMS	Principal Instructional Rating Management Scale
PMS	Performance management system
REC	Royal Education Council
RGoB	Royal Government of Bhutan
RUB	Royal University of Bhutan
SD	Standard Deviation

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND AND RATIONALE OF THE STUDY

Bhutan, nestled in the eastern Himalayas between China to the North and India to the south with an approximate 0.7 million people is largely a Buddhist country. Modern education made its way into Bhutan only in the 60s thereby making the country a young one in modern education. The medium of education is in English beginning elementary right until the tertiary education. Bhutanese have been defined by exemplary leaders up until now and His Majesty the King of Bhutan is a living embodiment of this leadership. Manning this high office in schools are the principals whose leadership roles now are more on instruction than on leadership. Leadership in instruction is what this research seeks to achieve.

According to Nomnian and Arphatthananon (2018.p 86) "school principals need to be equipped with competencies and capabilities for handling administrative tasks that can drive schools to meet the demands of the Ministry and stakeholders like parents." Principal is a primary individual for an educational society. Consequently, principal assumes a noteworthy part towards a fruitful school. Principal is notable as an instructional leader for the school network. According to Sekhu (2011) instructional leadership is the key fixings toward change of student accomplishment. A decent instructional leader will improve the educating and learning process in school. Instructional administration is an essential part of school principals. The parts of instructional leader in an instructive association define clear goals, managing educational modules, observing exercise designs, allotting assets and assessing teachers frequently to enhance children learning and progress.

Due to the growing trend of holding school principals responsible for enhancing student success, instructional leadership remains as an important emphasis amongst educational scholars. According to Bush (2015) and Antoniou (2013) instructional leadership is a feature connected with effective schools, by improving quality of teaching, and enhancing student learning. Excellence of instruction is the top importance for the instructional principal and. Pietsch (2015) proves that instructional leadership has a direct influence on a teaching practice. Instructional leaders should work hard, and perform well because a principal must be capable, skillful, should be able to connect and link formally and informally to teachers. In addition, instructional leaders must be able to carry out the specific approaches and methods which are most effective to enhance student achievement. (Purinton, 2013). The leadership of the school has become more serious as the global movement towards decentralization of institution organization to the institute level in 21st century is gaining motion (Barber, Whelan, & Clark, 2010).

Gulcan (2012) points out that instructional leadership is enablement and behavior that principals, teachers and other stakeholders exhibit which helps to influence the individual and surrounding of the school. Instructional leadership's main focus should be on developing instruction as a productive setting. As per the Robinson, Lloyd, and Rowe (2008), research done in educational administration, instructional leaders focus on their efforts to create a school environment conducive to teaching and learning and they are most likely to facilitate school improvement.

Education plays crucial role in policy planning, developing curriculum and administrating schools. Education Ministry is also accountable for choosing international scholarship for, designing and executing policy of higher education, and coordinating with the Royal University of Bhutan (RUB) (Zam, 2010). Districts and (gewogs)sub-districts, as per the decentralization policy, are entrusted with managing basic, higher secondary and continuing education, primarily concentrating on construction and maintenance of the school and executing of national policies. To accomplish these tasks, the school principals in gewog level play a pivotal role in

implementing curriculums and national polices. At the District level, the Chief District Education Officer (CDEO) reports District Governor and to the Ministry of Education, stating that all curriculum and national policies are being implemented at their respective district.

In 1914, the first school in Bhutan was introduced in Haa District, the western part of Bhutan (Drukpa, 2013). However, the modern education system in Bhutan started only in the late 1961 after the launch of the Five-Year Plans, since proper and organized socio-economic development activities in the country started then only. Initially, 11 schools, 90 teachers and 400 students were spread across the kingdom for Bhutanese to avail modern education (Namgyel, 2011). The management of most schools and institutions in Bhutan then was administered mostly by the expatriates from India. Only from late1980s, Bhutanese started to take over the school management in Bhutan, and the process was known as "Nationalization of Heads" (Namgyel, 2011). The Education Monitoring and Support Services Division (EMSSD)organized management course annually from 1987 to 2002 for selected heads during vacation to provide leadership skills to provide quality wholesome education to the Bhutanese students (Ministry of Education [MoE], 2005).

The beginning of decentralization process in 1991 had great impact on education; the decentralization of school management and wholesome education approach contributed immensely towards facilitating proper school management through transparency, accountability and efficiency. From 2003 onward, the Education Ministry in collaboration with the Royal University of Bhutan offered in-service programs through part-time diploma course of school management and leadership and part-time Master of Education in Management and leadership for the school principals at Paro College of Education for enhancing quality of management and administration of schools (Namgyel, 2011).

To fulfill the aspiration of His Majesty the King to develop strong bureaucracy of international standard, the Ministry of Education has made paradigm shift with the

roles taken by the school principals in the country to make schools a source of knowledge and principal's role more focused in instructional leadership- a shift in focus from administrative role, management roles. The transition of principals' roles started in 2009 with the signing of performance compact between the Government of Bhutan and Education Ministry (EMSSD, 2010).

The Performance Management System (PMS) mandates principals to spend maximum time on instruction, ensuring instruction and knowledge as the central point of a school. Principals are also expected to recognize, elucidate and address the barriers to students' learning and transmit the importance of continuing learning. The quality professional development and strategies for supporting the skills of the teachers are addressed within the instructions. The strengthening of the school level monitoring is also emphasized in lesson delivery, regular correction of children's work, completing syllabus on time. There is a clear directive from the Ministry of Education to ensure proper use of instructional time and monitor teaching and learning. The guidelines (MoE 2011) mandates principals to demonstrate professional leadership along with the efficient management system with much emphasis on accountability for quality teaching and learning in the schools. The Performance Management System (PMS)MoE,2010) even mentioned that principals need to spent 65% of their time on instructional programs and, thus, principals are expected to focus on taking roles of instructional leadership in the school.

According to MoE (2005), instructional leadership is the main factor that drives the culture of high performance from the learners, faculties and its community. However, the teachers in the school community have equal opportunity to play in implementing the instructional roles of principals. They are bestowed with certain roles and responsibilities by the Ministry of Education. The teachers are expected to help in setting and implementing school goals. They are also expected to study and help implement the national policies besides planning and implementation of school curriculum. The significant number of laws making officials in the country perceived the deterioration in the quality of education and debated in the 85th session of the

National Assembly in 2006 (National Assembly of Bhutan Secretariat, 2006). There were also indirect criticisms and observations about student's behavior. As a result, Ministry of Education took several measures to address the concerns of deteriorating education quality in the country such as the curriculum review, transformative pedagogy, workshops for teacher development, providing enough facilities in schools and enhancing administration and management of the schools through trainings and workshops.

With the primary focus of the school leadership in National Education Framework (NEF): Determining Bhutan's Future 2012 was selecting the best people and confirming right people to be a principal, nurture instructional leadership skill and make them competent to carry out their work well. The National Education Framework was mainly resulted from His Majesty's vision, Bhutan's Constitution, the policies of the government and views of the general public (Royal Council of Bhutan, 2012).

Phillips (2012) opposes that instructional leadership is drilled in schools by principals once in a while. He demonstrated that among the numerous instructional parts, principals execute just a solitary tenth of them and the greater of these parts are not given the consideration they esteem. The principals often show less concern for instructional leadership due to other administrative roles and obligations in the schools. Principals face many challenges within their working circle on daily basis which impede their functions related to instructional responsibility. Therefore, most school principals in Bhutan perform administrative duties and compromise their instructional roles due to administrative and management requirements and pressure of accountability. As a result, majority of principals face criticism from different sectors of the population for playing lesser role as instructional leaders. Moreover, in last seven years, schools under this district have not been in top ten rank in PMS ranking done by Ministry of Education, Bhutan (Education Monitoring Division [EMD], 2017). (See Appendix A)

The experimental investigations have demonstrated that instructional leadership has established ideas to promote enhanced academic progress, particularly by students

and school as a whole (Jawas, 2014). Therefore, it is vital to examine how school principals in Bhutan carry out their instructional leadership role on a daily basis. The researcher is motivated by the fact that the instructional leadership practices designed by the Ministry of Education (MoE) are seldom practiced because there are some differences of opinions related to roles and the amount of workload entrusted to the principals. The Education and Monitoring Support Service Division (EMSSD) (2011) states that instructional leadership is critical in the realization of effective schools; it is seldom practiced by the principals.

In addition, it is important to examine how the principals engage with teachers and students to impact their performance level. Thus, this study is designed to study the principals' instructional leadership practices in one of the southern districts in Bhutan. The findings would offer the level of instructional leadership practices and allow better understanding of instructional leaders and also provide a possible support to enhance academic outcome of the students and professional development of teachers.

1.2   RESEARCH OBJECTIVES

1.2.1 To study the level of school principals' perceptions towards instructional leadership practices in one of the southern districts in Bhutan.

1.2.2 To compare the differences of school principals' perceptions towards instructional leadership practices based on personal and institutional factors.

1.2.3 To identify the difficulties of school principals' perceptions towards instructional leadership practices in one of the southern districts in Bhutan.

1.3   RESEARCH QUESTIONS

1.3.1 What are the school principals' perceptions towards instructional leadership practices in one of the southern districts in Bhutan?

1.3.2 Are there any differences of school principals' perceptions towards instructional practices based on personal and institutional factors?

1.3.3 What are the difficulties to school principals' perceptions towards instructional leadership practices in one of the southern districts in Bhutan?

1.4   RESEARCH HYPOTHESIS

1.4.1 There is a considerable inconsistency in school principals' perceptions towards instructional leadership practices based on age, academic qualification and experiences

1.4.2 There is also a considerable inconsistency in school principals' perceptions towards instructional leadership practices based on level of school and location of school.

1.4.3 There are hindrances to school principals' perceptions towards instructional leadership practices in one of the southern districts in Bhutan.

1.5   SCOPE OF THE STUDY

MoE (2011) mentioned that the instructional leadership was adopted as the new leadership model in Bhutanese schools regardless of contexts. There is a need for research into this leadership model within a variety of school contexts. This study will examine the level of school principal's perceptions towards instructional leadership practices in one of the southern districts in Bhutan based on instructional leadership model postulated by Hallinger (2005) which outlined the 10 instructional leadership functions of principal such as: 1.Framing of the school goals, 2.Communication of the school goals, 3.to coordinate the curriculum, 4. to supervise and evaluate instruction, 5. to monitor student progress, 6. to protect instructional time, 7.to maintain high

visibility, 8.to provide incentives for teachers, 9. to promote professional development, and 10.to provide incentives for learning.

1.5.1   Population

A total of 31 school principals in one of the southern districts in Bhutan were employed in this study. The school comprised of classes from pre-primary to higher secondary school. As per the Annual Education Statistics 2017, there were 31 principals working in this district.

1.5.2   Location of the study

The study was carried out in one of the southern districts in Bhutan for 31School Principals.
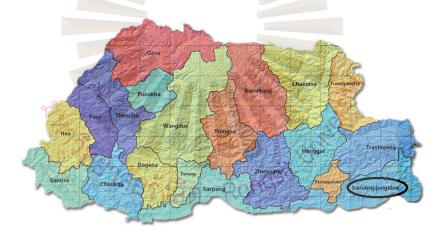
Figure 1.1 A map of Bhutan showing the research site.
Source: Royal Government of Bhutan (RGoB), 2017

1.5.3   Time Frame

The study was conducted from May to July in the academic year 2018. All the principals of the chosen district were deployed with questionnaire and semi-structured interview.

1.6   LIMITATION OF THE STUDY

The findings of this study could not be generalized for the whole country. It did not cover other stakeholders such as chief district education officers, teachers, supporting staffs, parents and policy makers and thus it was short of their opinions and insights, which would have additional values and intuition into the study.

1.7   DEFINITIONS OF TERMS

The following terms were used in this study.

Instructional leadership: refers to improving quality of teaching and enhancing student learning. The top importance for the instructional principal is the excellence of instruction.

Instructional practice: refers to direct and indirect actions of the principal that influences teachers' instructional practices which in turn affect student learning under the school. Principals instructional leadership practices for this study is built on Hallinger (2005) three major roles of instructional leadership model: defining the school mission, managing the instructional program and promoting a positive school learning climate. These three major roles are further segregated into the following 10 sub functions:

1) Frame the school goals: refers to the actions of principal putting direct effort towards instructional programs during the school year.

2) Communicate the school goals: refers to principal's roles to reach out the set goals to stakeholders for realizations and direction after dissemination.

3) Supervise and evaluate instruction: refers to those behaviors of the principal which ensure the translation of goals into classroom practices by the teachers. This can be done through supervisory visits to the class-rooms and providing practical assistance to teachers in aligning the classroom objectives to the school goals.

4) Coordinate the curriculum: refers to the role of the principal in making the objectives of school curricular functioning by carefully making taught content parallel in class rooms and attainments test used by the school stakeholders as a team.

5) Monitor student progress: refers both uniform and criterion based on test results by the principal to evaluate effectiveness of the teacher, instruction of the classroom, students' weakness and set the goals consequently.

6) Maintain high visibility: refers to principals being available in the school immersed in teaching and learning process.

7) Provide incentives for teachers: refers to principal approving the teachers of the good classroom performance, incentivizing and providing encouragement for improvement and continued growth.

8) Promote Professional development: refers to principal providing the opportunities designed to create effective professional development for teachers at school which can be cultivated through staff development programs at the school, making awareness about the present drifts and problems, developing culture of learning in team, setting goals with teachers for professional development, promoting innovative teaching and learning both within and outside classrooms.

Personal factors: refer to principal's age, academic qualification and prior teaching experience.

1) Age: refers to numbers of years the respondent lived.

2) Years of experience: refers to number of years the respondents served in the present post.

3) Academic qualification refers to the highest level of education qualification attended.

Institutional factors: refers to level of the school and location of the schools

1) School Type: refers to the school type categorized by the Ministry of Education, Bhutan namely Primary schools (PS) Secondary school (LSS, MSS, HSS, CS). Primary school refers to schools with grade ranging from pre-primary to VI and Secondary school refers schools with grades ranging from seven to twelve categorized

as lower secondary, middle secondary and higher secondary school. All schools which have grade above VI are considered as secondary schools.

2) School location: refers to school type categorized by Ministry of education as urban as semi urban, rural as remote, very remote, and difficult school. Schools which are located within the urbanized area are known as urban schools. The schools which are located outside the urbanized areas are known as rural schools

1.8   EXPECTED OUTCOMES

It is expected that this study would benefit as follows:

1.8.1 To deliver the level of instructional leadership practices established by the principals and would recognize the noticeable area of genuine practices amongst school principals in one of the southern districts in Bhutan.

1.8.2 It will inform the type and extend need of principals regarding their practice as instructional leader and would also assistance to articulate policy makers the role of principals in relationships to instructional leadership and plan ways to better prepare the practicing and prospective principals as means to improve students' learning outcome.

1.8.3 To contribute to a little-known phenomenon to the already existing body of literatures from the Bhutanese perspective on the instructional leadership practices.

1.9   CONCEPTUAL FRAMEWORK

The instructional responsibility of the principals in schools is expected to develop strong education system irrespective of school levels as the instructional leaders' practice is the most useful tools in producing child-centered and cooperative learning environment. Based on the literature and instructional leadership model suggested by (Hallinger, 2005), the researcher set up the following conceptual framework

which encompassed 10 instructional leadership functions and the demographic factors which have showed the effects on principals' instructional leadership practices. The independent variables consisted of: 1) Principal's personal factors like age, academic qualification and year of experience, and 2) Institutional factors such as school level, and location. The dependent variable consisted of three domains of instructional leadership functions, that is defining the school mission, managing instructional program and creating a positive school learning climate.

According to Agezo (2010), the success is determined by the leadership and management skill of the school principals. Actions and the context that they shape teachers, parents, and students makes teaching and learning possible in the school. Nkobi (2008) states that the instructional leader plays a vital role in ensuring the quality education by improving teacher competencies to improve student achievement. Many studies discovered that principal's instructional leadership impacts instructional practices of teachers and subsequently the academic performances of children. In this light, the principal should give more priority to instructional practices because it determines the prevalence of sound instructional culture in the school. It is vital that principal aligns his or her leadership practices towards instructional programs for school effectiveness. With a sole intention of delivering quality education with application of instructional leadership, the whole process of success would depend by the quality of leaders, students and school situations.

The assumption is that instituting the effective instructional leadership in the school is the delivery of quality education to the children of our country. It is the principal, faculty and community who need to be thoroughly oriented and implemented on curriculum practices as expected by the Ministry. The researcher also assumed that principals were adequately oriented and they were effectively implementing their instructional roles and responsibilities. In the end, the students, the teachers and community were expected to be fully satisfied as a result of this paradigm shift.

INDEPENDENT VARIABLE   **DEPENDENT VARIABLE**

Demographic Factors

1. Personal factors

| Age | Academic Qualification | Year of Experiences |

2.Institutional Factors

| School Level | Location of School |

Instructional Leadership Roles

1. **Defining the school mission**

   - Frame school goals
   - Communicate school goals

2. **Managing instructional program**

   - Coordinate curriculum
   - Supervise evaluating instruction
   - Monitor student progress

3. **Creating a positive school learning climate**

   - Protect instructional time
   - Maintain high visibility
   - Promote professional development
   - Provide incentives for teachers
   - Provide incentives for learning

Figure 1.2 Conceptual frame work.

Source: Adapted from Hallinger,2005, p. 225

CHAPTER 2

LITERATURE REVIEW

This study purposed to understand the school principals' perception towards instructional leadership practices, especially, to determine the level of the principal's practices, personal factors and institutional differences in one of the southern districts in Bhutan.

2.1 SCHOOL PROFILE OF ONE OF THE SOUTHERN DISTRICTS IN BHUTAN

This District has 31 schools comprising of 20 primary schools (PS), 3 Middle secondary schools (MSS), 2 Lower seconder school (LSS), 4 Central school (CS), 2 Higher secondary school (HSS) which houses 8610 students and 410 teachers. (See Appendix B)

2.2 DEFINITION OF LEADER AND LEADERSHIP

Hall and Hord (2011) state that individual performances are important factors to the development of their total styles of an effective leader while Adesina (2011) states leadership as an ability to resolve the thing with support and teamwork of people in the any organization. McDougall, Saunders, and Goldenberg (2007), leadership does not work in confinement in school change. Leadership is an important yet not adequate condition for beneficial change. Leadership succeeds when it includes defining and sharing objectives or, using pointers or evaluation data, building up and keeping up gainful settings, searching out, and developing, help and joint effort (McDougall et al; 2007).

According to McIver, Kearns, Lyons, and Sussman (2009), leaders are the one who knows to focus essentially on the work of the school, keep clear school mission and goals of the school are align as per the mission. The purpose and goals are communicated to all the stakeholders in a meaningful way while Schermerhorn, Hunt, and Orborn (2008) leadership is a heart of any organization owing to its deciding factor of ensuring either success or failure of an organization. Leadership might be comprehended as impact however the thought is impartial which does not suggest what objectives ought to be looked for through process. In this current study, leadership has to be constructed and grounded in firm personal and professional values. Leaders have moral obligation to take care of the requirements and worries of supporters.

From the attribute viewpoint, according to Northouse (2013), leadership as influence of impact all over individuals, and likewise leadership as occurring in bunches by sharing objectives. Leadership as a procedure including the capacity to impact and to spur people or gatherings toward common purposes. It is a phenomenon that exists in the context and makes available to everyone. Some leaders are because of their formal positions, occupying as position in an organization such as team leaders, department heads, manager, administrators, and directors, is termed as assigned leadership whereas other leaders are because of the way others group members respond to them regardless of the individual titles, such individual is termed as rising leadership. Such sort of leadership is not relegated by positions; rather it develops over the timeframe through interchanges (Vroom & Jago,2007).

2.3   DEFINITION OF INSTRUCTIONAL LEADERSHIP

Based on Hallinger and Walker (2014), instructional leadership is one of the most useful gears which helps to create an effective teaching and learning environment. Hallinger (2013) demanded, "Instructionally effective schools develop a culture of constant enhancement in which rewards are associated with purposes and practices" (p. 16). Instructional leaders, has been utilized to mention to principals who target guideline and learning (Hallinger, 2005; Ylimaki & McClain, 2005); however, in actuality, instructional leaders are people who lead direction (Neumerski, 2013). Both principals

and educators who enhance teaching and learning are the instructional leaders (Hoy, A., & Hoy, W., 2009).

The administration concerning educating and learning procedure by including connection amongst instructors, learners and the educational programs is termed as Instructional leadership (Sim,2011). The Ministry of Education (2011) states that instructional leaderships are those actions that a principal takes or delegates to others, to promote growth in student learning. It is understandable that the principal is the main person who initiates and coordinates instructional leadership in the school. School principals are expected to practice shared leadership, collaborative style, distributed leadership and shared decision making to achieve common goals. Instructional leadership is seen contrastingly by various individuals, there are shifted meanings of it.

Barber et al. (2010) states that instructional leadership has ended up being to a great degree fundamental as a widespread example towards devolution of school organization to the school level is grabbing vitality in the 21st century. The tactics such as team building to cope with the changing demand is also felt important. To foster such changes in educational leadership patter, working together with communities is another factor which supports the move. Mestry, Moloi, and Mahomed (2007) bolster that learner's instructive improvement in school setting depends to a great extent on powerful contact with, enterprise, and cozy connection between the guardians and school work force.

However, McEwen (2009) states that the barriers to becoming an effective instructional leadership are: lack of skills and training, lack of teacher cooperation, lack of time, lack of support of school board and community and vision, will or courage. When the barriers occur in leadership role, the instructional leadership fails and affects the whole process; thus, it is very important that the principals should be strong instructional leaders and good enough to accomplish every goal set.

The study in California discovered that accomplished principals cultivated particular parts of instructional leadership altogether more than those principals with

less experience confining the school goal and monitoring student progress (Pearisco, 2011). The current study also presented successful high school principals are united in the belief of accountability and producing student achievement is evident. Therefore, as per the literature mentioned above all shows that the instructional leadership of principal is very imperative for overall success of the school.

2.4   INSTRUCTIONAL LEADERSHIP IN BHUTAN

Prior to the Bhutanese instruction framework, the part essential was only line administrator inside the chain of importance of unified national framework. Their essential capacity was to oversee assets, run the school with the established standards and government approaches and going to gatherings and conventions. More time was used in organization and executing managerial roles, and a less time was used for instructional programs. Even the trainings have been focused on disseminating policies and procedures.

In 2010, the Ministry of Education (MoE) under the guidance of the Royal Government of Bhutan; the principals' job has been rebuilt to incorporate instructional leadership notwithstanding authoritative and administrative obligations. After the significant move, the leadership worldview imagined a proactive part for principals with clear and characterized center around instructional projects and requested the principals for adjustment of leadership practices with more prominent emphasis on instructional leadership.

Instructional leader is a moderately new idea and best need of the school to make guideline quality, for example, principals' activity or to designate others and to advance development in students' learning. The EMSSD had laid out particular parts and obligations as instructional leaders should complete in the schools inside the accompanying limit: 1. General instructional roles and responsibilities; 2. Curriculum-planning and implementation;3. assessment; and 4. Facilitate Professional Development (PD) programs (EMSSD, 2010, pp.1-6).

In the Performance Management System (PMS) the principals are required to give 65% of their educational time on instructional projects (MoE, 2011). To guarantee ideal utilization of instructional time and nature of educating learning, principals are told to screen teaching learning in their schools (MoE, 2005). Hence, the principal has to play important roles in providing quality education through quality teaching –learning process, utilizing time productively and viably, supporting progressing proficient advancement for educators, diverting assets to help multifaceted arrangement and making an atmosphere of uprightness, request and consistent change. Much has been made and said as for immensity of instructional leadership, notwithstanding, what principals do on a regular preface as an instructional pioneer, and how and when the imperative manages and talks convinced instructional issues have not been researched in Bhutan. The researcher proposed to study the principals' actions in their instructional leadership practices.

2.5   LEADERSHIP THEORIES

2.5.1   Contingency theory and situational leadership theory

Northouse (2013) draws a difference between contingency theories and situational leadership. Contingency theory of leadership presumes that there is no most ideal approach to lead; the leader's ability to lead is subject to leader's preferred style, characteristics of the followers and other situational factors. Contingency and Situational both focus on the importance of situations. Situational theory believes that a leader should look at the situation at present and adapt to it. Contingency Theory believes that for the right situation right leader should be there.

Situational leadership theory accepts a glance at leadership to the extent how the leadership changes their authority styles to best serve the prerequisites of the condition and their organization style is contingent to the situation. The two hypotheses recognize the relevant issues and the situational factors in the interest of the leader; leadership turns into a procedure of common impact among leader, supporters and the situation. The possibility of shared impact, as indicated by Hallinger (2005), is suitable

considering the aberrant idea of leadership of principal. The principal showcases leadership style through hierarchical and situational choices as per school setting. All things considered the principal can discover their leadership style and practices impact by variety of institutional elements that require the principal to adjust their objectives and practices keeping in mind the end goal to be effective. In the school circumstance, the effective principal uses scope of leadership styles and strategies relying upon the situational variables to lead the school effectively.

Syque (2007), situational hypotheses center for the most part around the practices which the leader ought to embrace and apply in view of situational factors though contingency theories speculations go up against situational factors like leadership aptitudes and capacity and some different factors inside the given circumstance. Peretomode (2012) proclaims that situational theories can relate directly to the leadership quality and work as per the emotional capacity. The kind of steps taken to suit working environment has an impact on the level of situation and mood of the leader thereby effecting the overall development of the system and depicting the kind of leadership. These institutional elements may require the principal to adjust their objectives and practices with the end goal to be effective. In the school circumstance the effective principal utilizes scope of initiative styles and strategies depending of the situational variables to effectively lead the school.

2.5.2. Instructional leadership through contingency and situational leadership theory

Perspective of instructional leadership through the contingency and situational leadership theories is all the greater and more versatile. Instructional leadership addresses a continuum of leadership regards, feelings, and practices principals move depending upon the setting they work (Hallinger, 2003). Instructional leadership turns into an adaptable model which can be connected in various school setting independent of size, statistic, level and association. The examination of these distinctions in settings is basic in understanding with respect to why a few principals can act successfully as instructional leaders. The principal shapes and advances instructional programs and

school atmosphere in the school through institutional choices and arrangements (contingency hypothesis) and principal activities in actualizing instructional programs can be either by mandate and participatory relying upon the condition (situational hypothesis). Both leadership theories empower us to see instructional organization as a lively and versatile thought which affect school relationship and also make and change to address the troubles of different school settings.

2.6   INSTRUCTIONAL LEADERSHIP MODEL

The study attempted to comprehend the instructional leadership by taking a gander at a few models of instructional leadership. The models give rules to the rehearsing instructional leader on their parts. Numerous researchers developed instructional leadership practices models that principals show to upgrade scholarly standard in school (Hallinger & Murphy, 1987).

Sim (2011) likewise did a study among the Malaysian secondary schools' principals' instructional leadership. The objective of the investigation was to break down the instructional position of administration and the movement of basic initiative limits using the PIMRS instruments from the view motivation behind the educators. The findings from the study showed that Malaysian principals practiced seven elements of instructional leadership roles adequately.

With the model, Hallinger (2005) describes instructional program using three estimations: Defining the school mission, managing the instructional program and advancing the school learning environment are besides separated into 10 instructional leadership limits discussed in this investigation as headship practices.

The principals depend upon to this model to sort out their teaching - learning practices amid their administration at the school. Measurement for describing school mission verbalizes the focal's part to perceiving these domains of advancement and developing specific execution targets to address the necessities generally in the accomplice. (Hallinger, 2005). The scattering of targets to individual from staff, students

and guardians over social occasion or gatherings is specified as communicating objectives.

Curriculum management and guidelines refers to the essential's incorporation in the instructive modules and direction (Hallinger, 2005). The part of principal here contains evaluating and managing direction, organizing curriculum, observing of student progression. In supervising and assessing guideline the instructors are helped by principal assisting teachers through classrooms visit toward adjustment of their instructional practices to the established objectives (Hallinger, 2005).

Curriculum coordination refers to the principal's part in curricular making focuses of the school functional by immovably altering taught content in the classrooms and achievements exam used with the teachers by the school as a group.

Evaluating students' advancement refers to both consistent and principal muse rule-based test to evaluate teachers' sufficiency, schoolroom rule, student's inadequacy and targets setting subsequently (Hallinger, 2005).

School climate promotion refers to the principal ensuring time of instructional, advancing teachers' expert improvement, being noticeable inside the school, boosting teachers as well as urging students to upgrade academic values (Hallinger, 2005). In this measurement, the principal in a roundabout way directs instructional programs to make sound academic condition. Hallinger (1983, 1990) stated that PIMRS was a research instrument designed to assess the principal instructional leadership that met general standards of validity and reliability.

Hallinger (2011) carried out the review of 135 empirical studies that had used PIMRS and concluded that PIMRS has consistently yielded valid and reliable data on principal instructional leadership. This was additionally reaffirmed by Hallinger, Wang, and Chen (2013) in their Meta-Analysis of Reliability thinks that PIMRS was the generally utilized tools to survey the main instructional leadership in which both the adaptations had yielded the substantial and solid information reliably inside their

particular purposes. The model is extremely far reaching and can be connected in any setting to extend the examination on instructional leadership practices.
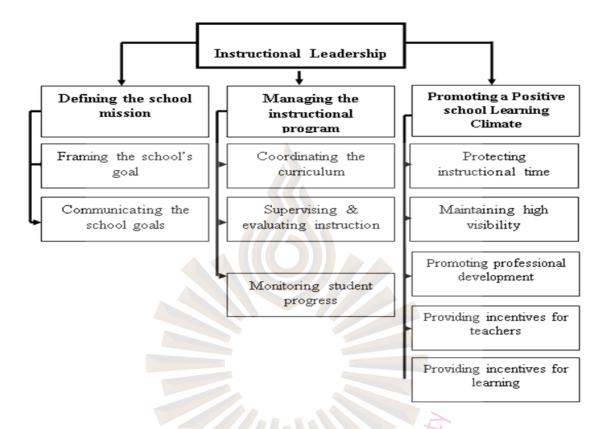
Figure 2.1 Instructional leadership model
Source: Adopted from Hallinger, 2005, p.225

This is a most generally utilized model to ponder the instructional leadership of the principal by the scholars (Hallinger, 2008). Hallinger (2005) reports that in excess of 100 investigations have been led utilizing this model. The model is exceptionally comprehensive and can be connected in my investigation on instructional leadership of principals in one of the southern districts in Bhutan.

2.7 PRINCIPAL INSTRUCTIONAL LEADERSHIP ROLES

A principal can assist by way of a reagent for teamwork between teachers and amongst the principal and teachers. Instructional leadership practice of principal (ILP) is basically expected on center to achieve the vision and rouse the teachers for

demonstrating their larger amount of quality and capacity to build up students' execution (Hallinger, 2011). Crucial to that instructional leadership role is making prospects for teachers to cooperate and learn from each other (Blasé, J., & Blasé, J., 1998; Marshall,2013; Sullivan & Glanz,2013). The role of principals drawn in the guidelines for principals (MoE, 2011) is corresponding with the instructional leadership functions proposed by (Hallinger & Murphy,1985). In accordance with the theoretical structure and the instructional leadership model set by Hallinger (2005), principal's parts are classified into three measurements: describing the school mission, dealing with the instructional program and building a conducive school culture.

2.7.1 Defining mission of the school

Personally, principal with the staffs works to set up institutional target prepared for development achievement of students' academic. According to Hallinger and Murphy (2012) design objectives should be confined in number, should be founded on and learnt by student accomplishment data, and should include unambiguous prospects for staff obligations proposed to accomplish the objectives. As per Leithwood et al. (2004) found that the leadership practices engaged with setting the school 's direction and mission represent the biggest extent of a leader 's affect. Cotton (2003) additionally expressed that active principal would utilize different abilities to understand the organizational objective by encircling all around coordinated objectives that are appropriately connected with every one of the partners. This dimension comprises of two sub administration purposes: framing goal of school and communicating the set goal.

2.7.1.1 Framing Goals of the school

School as a social framework has different angles like objectives, set up systems and standards to be set and look after. The instructional leader's fundamental basic task is setting up with formulating vision and mission of the school (Hallinger, 2005). The principal ought to make a road enabling all parties to meet up to build up objectives and clear school mission with spotlight on directions and students'

accomplishment. This mission would advance the arrangement of the considerable number of partners to the school's objectives and would give the feeling of reason to teachers and students and direct action towards instructional programs of the school.

2.7.1.2   Communicating goals of the school

Principal ought to support and successfully impart the set mission to the partners (Hallinger, 2003). An academic based objective should be set up by leaders and give help to achieve these objectives by connecting with staffs (Cotton, 2003). It is critically intended for the principal to viably impart as well as communicate the sense of duty regarding share instructional goals with the partners. Harris (2004) expressed that part demonstrating is the powerful intends to convey vision of the school which can be acknowledged to students and teachers through close communications. Pellicer (2007) expressed the security and the faithfulness inside the association would be helped by a mutual vision, whereby a feeling of unity is worked done over correspondence.

Principal conveys the instructional goals through embracing an entryway approach, where teachers will be able to completely collaborate their classroom guidelines through official or casual gatherings and energize teachers turn out with the sensible instructional methodologies that fit best into their teaching. Leithwood, Harris, and Hopkins (2008); Robinson et al., (2008); Sammons, Gu, Day, and Ko, (2011) expressed that sharing and communicating the school mission and objectives form the conveyance of teachers' direction. The principal coordinates the school towards a distinctive academic goal that would impact classroom guidelines of the teachers and learning of youngsters. At the point while principals convey and influence the instructional goals consistently the teachers get boosted to search for new and different instructional methodologies.

2.7.2   Managing the instructional program

The second measurement of instructional leadership is dealing with the instructional plan. It contains three sub leadership jobs: coordination of the curriculum, supervision and evaluation direction, and monitor students' progress. Hallinger (2013)

indicated, overseeing instructional program stresses on the part of the principal in 'taking care of the mechanical center' of the school. Instructional leader must not just visit classrooms as often as possible to screen direction and the conveyance of curriculum, the principal should likewise ignite, include, and rouse teachers and offer them input with respect to their practice. The most complicated task for the principal is dealing with the instructional plan because of absence of mastery and time (Hallinger, 2003). Stiggins and Duke (2008) assumed that an arranged principal ensures that examinations are of high caliber and used enough and that classroom assessments are the foundation of an extremely suitable system in the time of duty.

2.7.2.1 Coordination of the curriculum

One of the critical instructional administration practices is planning and overseeing educational modules. Once a principal work with the teachers to enhance the curriculum and instructional practice there is a positive impact on student learning (Grissom, Loeb, & Master, 2013). The remarkable element of the powerful schools is the more noteworthy measure of curricular synchronization. Effective principals comprehend that the way to enhancing their schools' effectiveness lies not with people talented in consistence with bureaucratic standards and techniques or in discourses about those principles, yet in effective utilization of time assigned for guideline (Blasé & Kirby,2000).The studies have uncovered that the principal must have a variety of abilities and capabilities keeping in mind the end goal to tackle the vibrant idea of this conduct and moreover they should have a sound learning of curriculum, assessment and guideline to help the guide teachers to release the better direction of the classroom.

2.7.1.2 Supervising and evaluate instructions

Supervision and evaluation of instruction is a necessary feature of instructional leadership. Supervision includes the immediate teaching observation and calls for impressive individual contact along with the educator and the leader. Supervision is an informal, cooperative relationship between the principal and teachers and evaluation as a formal hierarchical process between principal and individual

teachers (DiPaola & Hoy, 2014). Supervising as well as evaluating learning and teaching demands the school principal to be expertise in learning and teaching, and also a commitment to the school's improvement (Borba, 2009; Hallinger, 2008).

MacNeill, Cavanagh, and Silcox (2003) emphasizes that effective leadership must understand how students learn and have the freedom of designing, implementing, and assessing the educational activities so that all students' needs are met. The immediate and regular communication with the teachers has huge impact on teachers' discernments on talking about on teaching learning issues. But, the irregularity collaboration fabricates holes and diminishes an opportunity to talk about teaching learning issues. Leithwood et al. (2008) additionally found that school leaders enhance teaching and learning by implication through their impact on staff inspiration, working situations and responsibility.

2.7.1.3   Monitoring student progress

Monitoring is a continuous procedure, happening to create in the case of teaching and learning are occurring in an appropriate strategy (Bush, Joubert, Kiggundu, & Van Rooyen, 2010). In the education atmosphere, school achievement is characterized as guaranteeing accomplishment for each student. Observing student progress is a training that enables teachers to utilize students' accomplishment information consistently assess the adequacy of their teaching and settle on more instructional choices (Safer & Fleischman, 2005). Effective schools set down standard and consistent based testing. The test outcomes were utilized as a way to assess teaching and survey the shortcoming of the students which can be made accessible to teachers intended for exchange and give informative examination to assist educated instructional choices by the principal**.**

2.7.3   Creation of positive school culture

This field is in more extensive degree and plan, which has five occupation capacities fused. It is a road for instructional leader to make an academic press through

advancement of elevated outlooks and desires, tradition that cultivate and reward consistent learning and change. Sergiovanni (2007) Effective schools are considered. possessing a 'robust and purposeful culture allied with vision of academic excellence', where school leaders shape mutual relations with stakeholders based on care, respect and trust in order to improve a strong learning public (Leithwood, 2012).

Bottoms and Fry (2009) maintain that the instructional leaders will be able to change as well as shape school atmosphere and profoundly impact learner's accomplishment through positive school atmosphere alongside teachers. Cotton (2003) similarly expresses, the principal's commitment to the nature of the school atmosphere is apparently a composite of the considerable number of things he or she says or does. The principal as instructional leader assembles trust by being benevolent, open, real to life, dependable and able. All the job functions under this domain are discussed as follow: The school can create and advance positive school atmosphere in those zones, for example, ensuring instructional time, making principals 'visibility, giving incentives to teachers, promoting professional improvement and incentives for learning.

2.7.3.1   Protecting instructional time

Preserving time for instructional leadership means that principal must make hard choice about their priorities. Given the demand of daily events, principal must be organized, purposive and deliberate in their planning. DiPaola and Hoy (2014) sates that principal who aspire to instructional leadership must preserve a substantial portion of time for supervision and support of teaching and learning. They further assert that in order to facilitate learning, principals must devote majority of their time to instructional processes.

One common barrier that impact the consistent and practice of instructional leadership, is the time. It is difficult for principals to find time to focus on instructional leadership because they are often filled with managerial tasks, such as paper work, meeting, students' discipline, correspondences and community relationship.

2.7.3.2   Maintaining high visibility

.　　　Noticeable quality of principals in schools can redesign the connection among principals, educators, and understudies which have beneficial result on understudy conduct and classroom educating (Hallinger, 2005). The Principal must show the ability to accomplish a high state of relationship with students and teachers, through the misuse of break times to converse with students, teachers through classroom visits. It is basic to discuss school issues and guide the students persistently.

.　　　Tahir, Daud, Vazhathodi, Khan, and Haruzuan (2015) expressed that principals are occupied with managerial responsibilities consequently being away from instructional leadership practices. Principals' visibility has significant influence on teachers' perceptions as there is further extend of association, belief, regard that influences the teachers' inspiration, fulfillment, certainty and the belief that all is good.

According to Blasé, J., and Blasé, J. (1998), visibility of the principals can be built by meandering around the school when not occupied with dealing with the lessons in classes. Budhal (2000) likewise locate the reason for meandering around is to encourage students and teachers, to screen instruction, to be available and offer help and information of what is really going ahead in the school. The principals' essence empowers each teacher to try coordinated endeavors to convey quality teaching to the learners. Therefore, the research means to consider teachers' perceptions on principals making noticeable in the classroom formally or casually to examine academic issues with his teachers and learners.

2.7.3.3　Providing incentives for teachers

.　　　In the schools, motivations are given to toss the teacher's assurance and to improve profitability. Creating encouraging working climate, providing acknowledgment in favor of the finished assignments boosts the teachers. Giving pertinent motivators is one procedure a principal can receive to urge teachers to alter their practices of instructions. Hallinger (2005) expressed teachers are boost by principal through formal honors and by freely or independently elevating the teachers. Supporting

teachers of the activity well done before their friends is persuasive as it energizes whole teachers for growth and proceeded with development. Ingenuity of the teachers in the classroom is additionally impacted by the incentives. The principal's encouragement and praise and material rewards have overwhelming significance on teachers' perceptions. Additionally, boosted teachers are inspired to investigate and embrace innovative instructional methodologies to enhance learning of the students. Principals' capacity to supplement, recognize and compensate teachers has positive effect on the teachers' teaching and learning of the learners.

2.7.3.4 Providing incentives for learning

Principals might not have coordinate impact over student's accomplishment, but rather their leadership essentially impacts factors that are important to advance student's accomplishments (Hoy, W., Tarter, & Hoy, A., 2006). A positive educational environment can be made by the instructional leaders in which academic accomplishments are exceedingly esteemed by learners through the maintained fulfilling and acknowledgment framework. The students ought to be given the chances to perceive their accomplishments both inside the classroom and before the school as whole.

2.7.3.5 Promoting professional development

Promotion of teacher's professional development is one of the responsibilities of instructional leaders. Desimone, Smith, and Ueno (2006) states that principal's obligation to all teachers to give excellence professional development for teachers. In promoting professional development, instructional leaders facilitate by helping teachers in lifelong learning to identify meaningful and relevant opportunities for learning and offer resources and support to teachers which would make them to become more effective in the classroom (Blasé, J., & Blasé, J., 1998; DiPaola & Hoy, 2014). Heaven and Bourne (2016) expressed that in low-performing schools, school leaders are normally incapable in mentoring and providing help to enhance guideline,

and providing resources and bearing to learning of the teacher and inside and outside the school professional development.

2.8   FACTORS AFFECTING INSTRUCTIONAL LEADERSHIP PRACTICES

The instructional leadership practices are dictated by size of the school, populace of the student, leadership attributes and progressive setting (Hallinger & Murphy, 1985). The school setting influences instructional leadership of authority played by the principal concerning building mission and different obligations. Hallinger (2005) communicated that instructional leaders must modify their roles to the necessities, openings and requirements forced by the school setting. An accomplishment level of learner is mitigated frequently by the instructional leader direction and deal with the logical components.

2.8 1   School level

The school level is excessively influenced by instructional leadership viability. The bigger schools' principals were more often than not depend on more partaking, delegative style of leadership. Those principals share the obligation with teachers, heads of department, and subordinate principals notwithstanding the way that they keep up instructional spotlight on the school.

In the elementary schools, principals don't have the privilege to designate or the offer the administrative duties thereby hinders their practices of instructional leadership. Buckingham (2003) additionally expressed that in the small school where there is the non-attendance of helper staffs, influence the principal's job to work serious because of teaching and administration prerequisites and similar level of consistence necessities from all school regardless size and area. Therefore, it is intended to study the teachers' perceptions on instructional leadership practices in Bhutanese context in relation to the school levels.

2.8.2   Location of school

Principals' instructional leadership practices change by the kind of site (rural and urban) in light of the fact that the different opportunities are provided for different places. The principals working in better web availability have more edge than their accomplices in detached places because of the advancements which will help their leadership practices regarding data and most recent teaching advances. In this way, the location of the school has huge impact upon students' learning and accomplishments.

2.8.3 Demographic factors of the principal

Researcher uncovered the positive connection between specific demographic factors of principals with instructional leadership dynamism. Demographic factors like sex, age, and teaching experiences, years as vital impact instructional leadership (Hallinger, 2008). Age, sex and administrative setting has awesome bearing to the leaders for their leadership styles (Dadashi, Sharif, & Doost ,2012). Thrash (2015) finds no considerable contrasts amongst styles of the leadership in view of leadership experience and age of dignitaries of colleges. Gender orientation disparities in leadership have taken exceptional consideration amid the previous three decades and the possibility of ladies in leadership isn't such detached discernment; individuals have progressed toward becoming attached to the thought (Lucas, 2015).

The age of the principal and earlier experiences of teaching additionally impact the probability of principals going about as an instructional leader. According to Hallinger and Murphy (1985), The younger the principal the more likely he or she would exercise instructional leadership. Hallinger (2005) expressed that the proper and individual components influence the instructional leadership. It has profound ramifications for the act as instructional leader of school principals. The impact these variables utilize to instructional leadership practices of principals in the school is fundamental to the reason for this investigation.

2.9. HINDRANCES TO PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES

The challenge that goes together with the instructional leadership is that principal's role has become very complex often requiring great deal of skills and effort than in the past. Research indicated that satisfying the role of the instructional leadership may be the most difficult task a principal face. Bush and Heystek (2006) demonstrates that numerous principals disregard their IL part and undertakings, less on the grounds that they do not know about its significance but since of intrusions of regulatory and administrative issues (Blasé, J., Blasé, J., & Philips, 2010). Therefore, use of IL techniques was frequently diminished by the principals' expertise in time administration. The findings uncovered that, for these principals, IL included defining clear objectives, dealing with the educational modules, and checking and assessing instructing and learning. The principals grasped those activities to progress teaching and learning in their schools.

As per Glanz (2006), instructional pioneers need to acclimate themselves with essential ideas relating to educational programs improvement. Hallinger and Murphy (2012) list planning the educational programs as one of the activity elements of an instructional pioneer. To do this, the leader would need to be kept educated of educational modules changes occurring. The principals agonize from the responsibilities overload as the result instructional leadership drifts to the background when managerial tasks become a struggle for the principals. Principals have to face many challenges interjected within their working circle on daily basis which hinder their instructional behaviors (Hallinger & Murphy, 1987).

Marsh (2000) claimed that instructional leadership role is not suitable for the principals considering the high-stake responsibility and management necessities. Blasé (2001) shared the same notion that many school leaders spend their daily time on the management of other administrative works which are unrelated to teaching. The factors draining the instructional leadership as identified by Blasé are absence of time, weight from the bosses, individual issues, negative musings and pessimistic behavior of the principals.

Cuban (1988) argued that even if principals were enthusiastic about the instructional leadership roles, their keenness were precluded by the realities of the school organization often wielding them from control and influence considered essential by the instructional leadership model. Instructional leadership is seen as an instructive idea with little significance to the substances of the principalship. And yet, instructional leadership as a model, is still advertised by educationist and the strategy creators (Klump & Barton, 2007) is still hyped by educationist and the policy makers (Klump & Barton, 2007). This ill -match between the model and the practice is the vital purpose of the study examining principals' instructional in one of the schools in southern districts in Bhutan.

2.10 RELATED RESEARCH STUDIES

In the mid-1980s research into instructional leadership started vigorously as a feature of the school adequacy development (Hallinger, 2005). Amid most recent 50 years several ways to deal with about leadership have risen (Northouse, 2014). In the midst of these, progressing ones are Instructional Leadership (IL) in training and Emotional Intelligence (EI) based organization styles.

Ali (2012), led an investigation in Ethiopia's Preparatory Schools in South Wollo Zone, to examined the existing status of effectiveness instructional leadership and explored the debilitating factors the provision of instructional leadership. The findings from the study revealed that most principals were not effective either in each dimension or the overall instructional leadership functions. Of the personal characteristics treated, only experience as leader and credits taken in educational fields shown to have significant relationship with instructional leadership effectiveness.

According to Chimombo (2014), a contextual investigation of instructional leadership in Malawain Secondary School likewise has comparable discoveries that Malawi has been one of the nations that have occupied with the enormous change of its school administration keeping in mind the end goal to reestablish in its school the way of life of teaching and learning and with the school-based administration changes which

suggests an expansion of the school management bodies and administration groups'
duties. In a similar contextual analysis, Akinyi and Onyango (2014) discovered that
numerous Kenyan schools were given satisfactory instructional materials by their
principals had better performance in the schools.

Kwinda (2002) has completed an examination on role of school principals'
instructional leadership in Thohoyandou district with the reason to discover the role of
instructional leadership and the relationship between role of staff advancement and
instructional leadership. The study revealed that principals often failed to develop staffs
adequately and the staff development directives were not implemented properly in the
schools.

Pearisco (2011) did an investigation on secondary school serving financially
impeded and English students at California to see the effectiveness of principals'
instructional leadership practices and convictions of good educational practice.
Principals are the most imperative element of the school viability. The study revealed
that effective high school principals are actively performed all facets of instructional
leadership and effective high school principals are united in the belief of producing
student achievement and accountability.

Sim (2011) carried out a research study amongst principals of secondary school
in Malaysia on instructional leadership. The investigation was directed to analyze the
instructional leadership roles and the exercise of leadership functions using the PIMRS
instruments from the view point of the teachers. The findings from the study indicated
that Malaysian principals exercised seven functions of instructional leadership roles
effectively and established the prevalence of connection between principals'
instructional leadership and students' academic accomplishment.

Firmaningsih-Kolu (2015) led an investigation on instructional leadership role
of principal at schools in Indonesia. This examination researched the two principals and
teachers about the instructional leadership role of a principal. This study focuses on the
principal as main individuals in the school. This examination demonstrated that most

principals and teachers strengthened the execution of instructional leadership seriously in Indonesian training framework. It demonstrated that the principal's instructional leadership participate effectively, when they enhance according to the reasonable school's instructional goals with great collaboration amongst all the stakeholders.

The literature on instructional leadership and organization has since quite a while ago perceived leadership of principal in educational as a basic factor change and instructional change of school (Day, Leithwood, & Sammons, 2008; Hallinger & Heck, 1996; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis et al., 2010). Combined with the extended obligation of schools in an outcome-based period, ask about on instructional leadership has experienced a checked improvement throughout the last late three decades.

The review of literature on instructional leadership reveals numerous things around the research designs, discoveries of the instructional leadership research. The research designs mostly consist of quantitative, qualitative and mixed methods in few cases. The discoveries indicated that instructional leaders employ meandering influence the school outcome through giving vision and advancing a positive learning atmosphere. There is unassuming empirical evidence that recommend effect on instructional leaders' immediate supervision and management of curriculum on students' achievements. The efficiency of the instructional leader is affected by many factors which make it inapplicable in heap of context. This evidence encouraged the purpose and essential questions and the research design study among principals on principals' instructional leadership practices in one of the southern districts in Bhutan.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter clarifies about the research respondent's general data and methodology in the accompanying succession:

3.1   THE RESPONDENTS' GENERAL INFORMATION

The respondents in this study comprised of 31 school principals from one of the southern districts in Bhutan. All of them responded to the questionnaires which gave the figure of 100% return rate.

Table 3.1 Frequencies and percentage of demographic factors of the respondents (n=31)

Age		
Personal Factors	N(frequency)	Percentage
31-40	12	38.7
Above 40	19	61.3

Table 3.1 Frequencies and percentage of demographic factors of the respondents (n=31)
(Cont.)

Highest Academic Qualification		
Personal Factors	N(frequency)	Percentage
B.Ed.	14	45.2
MA/M. Ed	17	54.8

Experiences as a principal in years		
Personal Factors	N(frequency)	Percentage
1-10	15	48.4
Above 10	16	51.6

School level		
Institutional Factors	N(frequency)	Percentage
PS	19	61.3
SS	12	38.8

Location		
Institutional Factors	N(frequency)	Percentage
Rural	26	83.9
Urban	5	16.1

3.2 RESEARCH DESIGN

The research study was carried out to study the school principals' perceptions towards instructional leadership practices: A case study from the southern district in Bhutan. This study used both quantitative and qualitative approaches as findings based on one approach could not make reliable generalization. With the use of both approaches it had the advantage of interviewing the respondents in person and interpretation of the data were able to add further reliability and validation. Depending on only quantitative can be challenging as under the animosity of the responses, absolute genuineness and

earnestness of responses cannot be confirmed. Thus, qualitative approach can supplement the quantitative study.

3.3. POPULATION

3.3.1. Quantitative Method

3.3.1.1 Population

Total of 31 school principals were employed in this study. The school comprised of classes from pre-primary to higher secondary school.

Table 3.2. Target population (N) of Principals in Southern District in Bhutan.

Sl.no	Names of the District	Population
1	Samdrup Jongkhar	31
	Total	31

3.4. RESEARCH INSTRUMENTS

3.4.1 Quantitative method

Part I: This section intended to gather personal information of principals such as age, location, school level, educational qualification and experience.

Part II: To study the level of principals' perception towards instruction leadership behaviors, survey questionnaire on Principals Instructional Management Rating Scale (PIRMS) designed by professor Philip Hallinger (2005) was used. The PIMRS has been utilized widely for the most recent three decades by various educational systems and in excess of 200 exact examinations led in 22 nations

(Hallinger, 2011). E-mail permission for the use of the PIMRS was received from Hallinger on April 20, 2018 (See Appendix B).

Table 3.3 Division of Principals Instructional Management Rating Scale Questionnaire
        (PIRMS)

Ten Dimensions of Instructional Leadership Practices	Number of items	Question numbers
i. Frame school goals	5	1,2,3,4,5
ii. Communicate the school goals	5	6,7,8,9,10
iii. Supervise & evaluate instruction	5	11,12,13,14,15
iv. Coordinate the curriculum	5	16,17,18,19,20
v. Monitor student progress	5	21,22,23,24,25
vi. Protect instructional time	5	26,27,28,29,30
vii. Maintain high visibility	5	31,32,33,34,35
viii. Provide incentives for teachers	5	36,37,38,39,40
ix. Promote professional development	5	41,42,43,44,45
x. Provide incentives for learning	5	46,47,48,49,50

Table 3.4 Based on the Five Likert's scale the respondents marked each of the items.
        The measurement scale is as follows:

Level of Perception	Score
Almost Always	5
Frequently	4
Sometimes	3
Seldom	2
Almost Never	1

Vipinosa, L.D (2016) criteria was employed to interpret the means score of the responses. It is classified into five levels as follows:

Width of class interval $= \frac{Highest\ score - Lowest\ score}{Number\ of\ levels} = \frac{5-1}{5} = \frac{4}{5} = 0.8$

Table 3.5 The range of mean score interpretation

Score Range	Statement	Practice level
4.21 – 5. 00	Principals' Instructional leadership practices	Highest
3.41 – 4.20	Principals' Instructional leadership practices	High
2.61 – 3. 40	Principals' Instructional leadership practices	Moderate
1.81 – 2.60	Principals' Instructional leadership practices	Low
1.00 – 1.80	Principals' Instructional leadership practices	Lowest

Source: Adapted from Vipinosa (2016)

3.4.2 Qualitative method

In this method four principals participated voluntarily as key informants for interview. Through the interview, it was expected to acquire additional information on instructional leadership behaviors. The selection criteria for the key informants was that the principal should be currently serving the school.

3.5 QUALITY OF RESEARCH INSTRUMENT

3.5.1 Validity

The validity of the questions was ensured through a detailed scrutiny of content coverage and relevancy, language accuracy and suitability, feedbacks and recommendations by three experts' Item- Object Congruence (IOC). The items with validity score of 0.5 – 1.00 was used for the survey questionnaire.

3.5.2   Reliability

A pretest to determine the reliability of items of instructional leadership was conducted with 31 Principals of another districts of Bhutan (the school excluded in this study). To calculate the reliability test, Cronbach's Alpha Coefficient (1951) was used. The questionnaire items were validated by three experts. Table 3.8 shows the result of the validity and reliability.

Table 3.6 Validity and Reliability Item-Object Congruence (IOC) and Cronbach's
        Alpha value (Reliability)

Variables	IOC	Cronbach's Alpha Value
Instructional Leadership behaviors		
i. Frame school goals	1.00	4.41
ii. Communicate the school goals	1.00	4.63
iii. Supervise & evaluate instruction	1.00	4.17
iv. Coordinate the curriculum	1.00	4.19
v. Monitor student progress	1.00	4.36
vi. Protect instructional time	1.00	4.12
vii. Maintain high visibility	1.00	3.95
viii. Provide incentives for teachers	1.00	4.11
ix. Promote professional development	1.00	4.37
x. Provide incentives for learning	1.00	4.18

The table above confirmed that all the items under the variables had an IOC of 1.00 and was validated by three experts. The pretest confirmed that the variables are reliable with Cronbach's Alpha Coefficient value for instructional leadership behaviors was 0.925.

3.6   DATA COLLECTION:

Following procedures were used to collect the necessary data:

3.6.1 The consent to carry out the research was sought from the MoE and the Chief District Education office in Samdrup Jongkhar district.

3.6.2 All the principals in the schools were informed through emails and personal calls.

3.6.3 The researcher visited the schools to conduct survey for the quantitative data from the 31 principals.

3.6.4 For the qualitative data 4 principals were interviewed, the participants were scheduled for interview in advance.

3.7   STATISTICS AND DATA ANALYSIS:

3.7.1 For quantitative data analysis the statistical package was employed.

3.7.2 The general information of Principals was analyzed by frequency and percentages.

3.7.3 Means and standard deviation was used to analyze the principal's perception towards instructional leadership practices.

3.7.4 The level of instructional leadership behaviors of principals as perceived by the teachers was computed by mean and standard deviation.

3.7.4 The interviewed data was analyzed by employing content analysis.

CHAPTER 4

FINDINGS

The chapter examined the level and differences of school principals' perception on instructional leadership practices in one of the southern districts in Bhutan and identified the hindrances in performing effective principals' instructional leadership practices. The collected data from questionnaire and interview were analyzed and presented in the following sequences:

4.1 Research participants' profile and coding

4.2 Level of principals' perception towards instructional leadership practices

4.3 Analysis of differences in principals 'perception towards instructional leadership practices based on personal and institutional factors

4.4 Hypotheses tests summary

4.5 Hindrances to principals' instructional leadership practices

4.1   RESEARCH PARTICIPANTS' PROFILE AND CODING

The experiences of participants leadership varied as they began educating at various occasions and involved distinctive positions like school heads. For moral reasons, the accompanying codes were utilized for the participants: 4.1.1 Principal A: In 1997, he started his teaching career at a school in the southern region and was later became a principal of a Primary school in 2005. He has a degree from Samtse College of education, Bhutan. And master degree from Paro College of Education, Bhutan

4.1.2 Principal B: started teaching from the year 2001 and got promoted to the position of principalship in the year 2008. He has a degree of Bachelor of Geography and master degree from Paro College of Education, Bhutan.

4.1.3 Principal C: In the year 1999, he started his teaching career at Zhemgang primary school. He got his Bachelor degree from Samtse College of education and master degree from Lovely Professional University, Punjab, India.

4.1.4 Principal D: In the year 2005 he started his teaching career at a different school in the same area. He got his Bachelor degree from Samtse College of education, and also holds master degree in Educational Leadership and Management from Paro College of Education, Bhutan.

4.2 SCHOOL PRINCIPALS' PERCEPTION LEVEL OF INSTRUCTIONAL LEADERSHIP PRACTICES

In this segment the primary research question was tended to discover the level of instructional leadership practices seen by school principals in one of the southern districts in Bhutan. The PIMRS surveys were utilized to gather information. The respondents were requested to show how frequently they exhibited the 10 instructional leadership capacities. The information gathered was categorized through descriptive statistics based on standard deviation and mean.

The separate findings and the comparing examination were exhibited under the consequent functions. The rating scale was divided into 5 perception levels to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as low and 1.00-1.80 as lowest.

4.2.1 Function I: Framing school goals

The respondents in this function were requested to show in what courses and by what strategies they structured and set up the academic based goals for the school.

Table 4.1 Function I. Mean and standard deviation: (n=31)

I. Framing School Goals	$\overline{X}$	S D	Practice Level
1.Develop a focused set of annual school-wide goal	4.03	.669	High
2.Frame the school's goals in terms of staff responsibilities for meeting	4.06	.680	Highest
3.Use needs assessment or other systematic methods to secure staff inputs on goal development	3.58	.807	High
4.Use data on student academic performance when developing the school's academic goals	3.65	1.199	High
5.Develop goals that are easily translated into classroom objectives by teachers	3.42	1.232	High
Average	3.74	.917	High

The mean scores and the standard deviations of the first leadership function, structuring school goals and related items were displayed in Table 4.1. The general mean score of this function was 3.74 at a high level. Item 2, frame the school's goals in terms of staff responsibilities for meeting was at the maximum level with the mean score of 4.06. Item 5, Develop goals that are easily translated into classroom objectives by teachers was at the minimal with mean score of 3.42 at the high state.

4.2.2 Function II: Communicating school goals

The second function required the principals to indicate how often they articulated and communicated the instructional goals of the school and expressed the commitment to share the goals of the school to the concerned stakeholders.

Table 4.2 Function II. Mean and standard deviation: (n=31)

II. Communicate the School Goals	$\overline{X}$	S D	Practice Level
6. Communicate the school's mission effectively to all the stake holders	4.16	.688	High
7. Discuss the school's academic goals with teachers in the beginning of the academic session	4.35	.915	Highest
8. Keep school's academic goals as base while making curricular decisions with teachers	3.84	.934	High
9. Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)	3.77	.845	High
10. Refer to the school's goals or mission with Students in the beginning of the academic year	3.81	1.014	High
Average	3.98	.879	High

Table 4.2 presents the means and standard deviations of this functions and its related items. The overall mean score was 3.98, which specified being experienced frequently at the high level. The item with the highest mean score of 4.35 at highest level was discussing the school's academic goals with teachers in the beginning of the academic session. The item with the lowest mean score of 3.77 at the high level was ensuring that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress).

4.2.3   Function III: Supervising & evaluating instructions

This function required the respondents to dispatch how often they administered and assessed instructions and supported teachers to deliver their classroom directions effectively.

Table 4.3 Function III. Mean and standard deviation: (n=31)

IV. Supervising and Evaluating Instructions	$\overline{X}$	S D	Practice Level
11. Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the Principal, vice principal, or teacher-leaders)	3.77	1.023	High
12. Draw upon the results of school-wide testing when making curricular decisions	3.58	.848	High
13. Monitor the classroom curriculum to see that it covers the school's curricular objectives	3.26	.999	Moderate
14. Assess the overlap between the school's curricular objectives and the school's achievement tests	3.26	.965	Moderate
15. Participate actively in the review of curricular materials	2.94	.854	Moderate
Average	3.36	.937	Moderate

Table 4.3 indicates the means and the standard deviation of this sub leadership function and its related items of managing and appraising instructions. The overall mean score was 3.36 at the moderate level. The highest tended item was with mean score of item 11(3.77) at the high level. The least practiced item was statement number 20 with a mean score of 2.94 at the moderate level.

4.2.4 Function IV: Coordinating the curriculum

This function mandated the principals to designate the amount of time they applied in making the curriculum more effective and meaningful.

Table 4.4 Function IV. Mean and standard deviation: (n=31)

III. Coordinating the Curriculum	$\overline{X}$	S D	Practice Level
16. Make sure that classroom priorities of teachers are consistent with the goals and direction of the school	4.29	.938	Highest
17. Review student work products when evaluating classroom instruction	3.35	1.082	High
18. Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	3.68	.791	High
19. Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	3.06	.929	Moderate
20. Sincerely point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)	3.48	.926	High
Average	3.57	.933	High

The means and standard deviations of this function and its related items are presented in the Table 4.4. The overall mean score of this function was at the high level with the mean score of 3.57. The item with the highest mean score of 4.29 at the high level ensured that classroom priorities of teachers were consistent with the goals and direction of the school. Pointing out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations) was the lowest with the mean score of 3.06 at moderate level.

4.2.5 Function V: Monitoring student progress

The respondents in this function were requested to imply how often they used test results to evaluate teachers' instruction and students' learning and similarly how it was made accessible to teachers for conversation and deliver informative analysis to aid

them take informed instructional results.

Table 4.5 Function V. Mean and standard deviation: (n=31)

V. Monitor Student Progress	$\overline{X}$	S D	Practice Level
21. Meet individually with teachers to discuss students' progress	3.16	.898	Moderate
22. Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	3.81	.980	High
23.Use tests and other performance measure to assess progress toward school goals	3.58	1.025	High
24. Share to teachers about school's performance results during meetings	4.39	.715	Highest
25. Share school's academic progress to students	3.90	.831	High
Average	3.64	.889	High

The overall mean score of this function is shown in Table 4.6 which was 3.64 at the high level. The item with the highest mean score of 4.39 at the highest level was sharing to teachers about school's performance results during meetings. The least practiced item was meeting individually with teachers to discuss student progress with the mean score of 3.16 at the moderate level.

4.2.6 Function VI: Protecting instructional time

The purpose of PIMRS mandates the principals to manage the allocated time effectively for instruction to facilitate the teachers to design and carry out their instruction satisfactorily.

Table 4.6 Function VI. Mean and standard deviation: (n=31)

VI. Protect Instructional Time	$\overline{X}$	S D	Practice Level
26. Limit interruptions of instructional time by public address announcements	3.58	1.025	High
27. No students are not called to the office during instructional time	3.45	1.060	High
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	2.74	1.064	Moderate
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	4.00	.730	High
30. Limit the intrusion of extra- and co-curricular activities on instructional time	3.52	1.029	High
Average	3.45	.981	High

The comprehensive mean score of this function was 3.45 at high level. The item with the highest mean score of 4.00 at the high level was encouraging teachers to use instructional time for teaching and practicing new skills and concepts. The lowest rated item with the mean score of 2.74 at moderate level ensured those tardy and truant students to take specific consequences for missing instructional time as indicated in Table 4.6 above.

4.2.7 Function VII: Maintaining high visibility

This function obligated the respondents to express how often they led the regular academic actions and how recurrent they engaged themselves in teaching learning process at the school.

Table 4.8 Function VII. Mean and standard deviation: (n=31)

VII. Maintain High Visibility	$\bar{X}$	S D	Practice Level
31. Informally take time to talk with students and teachers during recess and breaks	3.39	.882	Moderate
32. Discuss school issues with teachers and students by visiting classrooms	3.06	1.063	Moderate
33. Partake in extra- and co-curricular activities	3.48	1.151	High
34. Be in the classes for teachers until a late or substitute teacher arrives	2.58	1.025	Low
35. Instruct students or deliver direct instruction to classes	3.06	.727	Moderate
Average	3.11	.969	Moderate

Table 4.7 above presents the means and standard deviations of this function and its associated items. The overall mean score of this function was 3.11 at moderate level. The highest practiced item was partaking in extra and co-curricular activities with mean score of 3.48 at the high level. The least practiced item with the mean score of 2.58 at the low level was covering classes for teachers until a late or substitute teacher arrives.

4.2.8 Function VIII: Providing incentives for teachers

This part of the PIMRS mandated the principals to address how frequent they initiated teacher's quality professional development by planning staff development programs at the school or by setting professional development goals, fostering innovation and use of technology as well.

Table 4.8 Function VIII. Mean and standard deviation: (n=31)

VIII. Provide Incentives for Teachers	$\bar{X}$	S D	Practice Level
36. Support superior performance by teachers in staff meetings, newsletters, and/or memos	3.55	.958	High

38. Recognize teachers' excellent performance by writing memos for their personnel files	3.45	.995	High
39. Reward various efforts by teachers with opportunities for professional recognition	3.39	1.022	Moderate
40. Make professional growth opportunities for teachers as a reward for special contributions to the school	3.65	.798	High
Average	3.48	.989	High

Table 4.8 displays the means and the standard deviations and its associated items. The overall mean score was 3.48 at the high level. The most commonly practiced item with the mean score of 3.65 at the high level was making professional growth opportunities for teachers as a reward for special contributions to the school. The least practiced item with the mean score of 3.39 at the moderate level was commending teachers privately for their efforts or performance and rewarding various efforts by teachers with opportunities for professional recognition.

4.2.9 Function IX: Promoting professional development

The respondents in this function was inquired to specify how often they incentivized teachers by providing conducive working atmosphere, providing acknowledgment for the completed tasks or aptly rewarding teachers to boost their morale and productivity.

Table 4.9 Function XI. Mean and standard deviation: (n=31)

IX. Promote Professional Development	$\bar{X}$	S D	Practice Level
41. Confirm that in-service activities attended by staff are constant with the school's goals	3.97	1.016	High
42. Enthusiastically support the use in the classroom of skills acquired during in-service	4.06	.892	High

training			
43. Acquire the participation of the whole staff in important in-service activities	3.97	.836	High
44. Spearhead teacher in-service activities concerned with instruction	3.61	1.116	High
45. Establish aside time at faculty meetings for teachers to share ideas or information from in activities	3.58	.886	High
Average	3.83	.949	High

The total mean score of this function was 3.83 at the high level as specified in the Table 4.9. The item with the highest mean score of 4.06 at the high level was enthusiastically support the use in the classroom of skills acquired during in-service training. The item with the lowest mean score of 3.58 at the high level was establishing aside time at faculty meetings for teachers to share concepts or information from in activities.

4.2.10 Function X: Providing incentives for learning

This function required the respondents to share how often they created encouraging academic atmosphere in the school to uplift children's learning.

Table 4.10 Function X. Mean and standard deviation:(n=31)

X. Provide Incentives for Learning	$\overline{X}$	S D	Practice Level
46. Identify students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	3.45	1.016	High
47. Honor students in assemblies for academic accomplishments or for behavior citizenship	3.97	.983	High

48. Identify superior student achievement or improvement by seeing in the office the students with their work	3.58	.992	High
49. Communicate with parents for improved or exemplary student performance or contributions	3.74	1.064	High
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class	3.84	.860	High
Average	3.71	.983	High

Table 4.10. presents the means and standard deviations of this function and its items. 3.71 at the high level was the overall mean score of this function. The statement with the highest mean score of 3.97 at the high level was honoring students in assemblies for academic accomplishments or for behavior citizenship. The statement with the lowest mean score of 3.45 at the high level was identifying students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter.

4.2.11 Summary of school principals' perception on instructional leadership practices

Ten instructional leadership functions' overall means and standard deviations were shown in Table 4.11

Table 4.11 Mean and standard deviation of overall level of instructional practices: (n=31)

Sl. No	Instructional leadership functions	$\overline{X}$	S D	Practice level
1	Communicating the school goals	3.98	.879	High
2	Promoting professional development	3.83	.949	High

3	Framing the school goals	3.74	.917	High
4	Providing incentive for learning	3.71	.983	High
5	Monitoring student progress	3.64	.889	High
6	Coordinating the curriculum	3.57	.933	High
7	Providing incentives for teachers	3.48	.989	High
8	Protecting instructional time	3.45	.981	High
9	Supervising & evaluating instructions	3.36	.937	Moderate
10	Maintaining high visibility	3.11	.969	Moderate
	Total	3.58	.942	High

The ten instructional leadership functions 'overall mean score was 3.58 at the high level. This assigned principals were vivaciously associated with instructional leadership practices. The highest function mean score with 3.98 at the high level was communicating school goals. The least practiced function was maintaining high visibility with the mean score of 3.11 at the moderate level. The results correspondingly exposed that principals were involved more in official and unintended instructional leadership functions.

4.3 ANALYSIS OF PRINCIPALS' PERCEPTION TOWARDS INSTRUCTIONAL LEADERSHIP PRACTICES BASED ON PERSONAL AND INSTITUTIONAL FACTORS

Table 4.12 Difference of ILP based on age: (n=31)

Functions	20-30 years		Above 31 years		t	P-value
	$\bar{X}$	SD	$\bar{X}$	SD		

1. Framing the school goals	3.66	.937	3.78	.871	-.371	.713
2. Communicating the school goals	3.87	.856	4.05	.664	-.648	.522
3. Supervising & evaluating instructions	4.00	.603	3.81	.711	.743	.463
4. Coordinating the curriculum	3.20	.689	3.44	.911	-.777	.443
5. Monitoring student progress	3.54	.721	3.52	.735	.057	.955
6. Protecting instructional time	3.41	.792	3.63	.969	-.643	.525
7. Maintaining high visibility	3.25	.621	3.21	.751	.153	.880
8. Providing incentives for teachers	3.83	.834	3.73	.962	.256	.777
9. Promoting professional development	3.54	.450	3.65	.928	-.403	.690
10.Providing incentive for learning	3.70	.689	3.60	.980	.317	.753
Average	3.6	.719	3.64	.848	-.131	.672

The t-test output in the above Table 4.12 for the age groups indicated the statistically insignificant differences among age groups was higher than.05 level (P=.672). This denoted that there were no variations in the instructional leadership practices of the principals based on age.

Table 4.13 Difference of ILP based on experience :(n=31)

Functions	1-10 years	Above 11years	T	P-value

	$\bar{X}$	SD	$\bar{X}$	SD		
1. Framing the school goals	3.53	1.008	3.93	.727	-1.286	.209
2. Communicating the school goals	3.80	.840	4.15	.597	-1.367	.182
3. Supervising & evaluating instructions	3.03	.718	3.65	.831	-2.225	.034
4. Coordinating the curriculum	3.30	.702	3.75	.683	-1.809	.671
5. Monitoring student progress	3.83	.672	3.93	.680	-.428	.010
6. Protecting instructional time	3.13	.915	3.93	.704	-2.752	.081
7. Maintaining high visibility	3.03	.718	3.40	.638	-1.530	.137
8. Providing incentives for teachers	3.36	.812	3.84	.676	-1.782	.085
9. Promoting professional development	3.56	.1.083	3.96	.670	-1.252	.221
10. Providing incentive for learning	3.46	.934	3.81	.793	-1.113	.275
Average	3.40	.731	3.83	.699	-1.554	.190

As presented in Table 4.13, there was statistically insignificant difference between the principals' year of experiences and their instructional leadership practices since P-value was higher than .05 level. The number of experiences did not impact instructional leadership practices.

Table 4.14 Difference of ILP based on academic qualification: (n=31)

Functions	B.Ed.	MA/M. Ed	t	

	$\bar{X}$	SD	$\bar{X}$	SD		P-value
1. Framing the school goals	3.85	.534	3.64	1.100	.652	.519
2. Communicating the school goals	4.10	.446	3.88	.910	.842	.406
3. Supervising & evaluating instructions	3.60	.615	3.73	.931	1.57	.126
4. Coordinating the curriculum	4.07	.625	3.14	.819	.024	.166
5. Monitoring student progress	3.53	.603	3.52	.687	1.41	.359
6. Protecting instructional time	3.71	.801	3.41	.972	.932	.981
7. Maintaining high visibility	3.25	.549	3.20	.811	.173	.864
8. Providing incentives for teachers	3.71	.671	3.52	.856	.658	.516
9. Promoting professional development	3.96	.414	3.61	.1.152	.1.06	.259
10. Providing incentive for learning	3.78	.544	3.52	1.067	.814	.422
Average	3.75	.580	3.51	.815	.707	.461

Table 4.14 indicated statistically insignificant difference between the principals' highest academic qualification and their instructional leadership practices as p-value was .461 which was higher than .05 level.

Table 4.15 Difference of ILP based on school level :(n=31)

Functions	Primary		Secondary		t	P-value
	$\bar{X}$	SD	$\bar{X}$	SD		

1. Framing the school goals	3.55	.724	4.04	1.054	-1.534	.136
2. Communicating the school goals	3.89	.678	4.12	.829	1.845	.405
3. Supervising & evaluating instructions	3.31	.548	3.91	.973	-.325	.747
4. Coordinating the curriculum	3.86	.749	3.41	.834	-1.939	.062
5. Monitoring student progress	3.34	.578	3.83	.848	-.193	.848
6. Protecting instructional time	3.50	.816	3.62	1.047	-.372	.712
7. Maintaining high visibility	3.13	.495	3.37	.932	-.951	.350
8. Providing incentives for teachers	3.68	.605	3.50	1.000	.641	.526
9. Promoting professional development	3.76	.694	3.79	1.195	-.084	.933
10. Providing incentive for learning	3.63	.597	3.66	1.213	-.108	.915
Average	3.56	.648	3.72	.992	-.302	.563

Table 4.15 exhibited statistically insignificant difference between the primary and secondary school principals for the reason that P-value was more than .05 level in term of their instructional leadership practices. This means that both the secondary and primary principals had no difference in the level of instructional leadership practices. Both demonstrated almost the same level of instructional leadership practices.

Table 4.16 Difference of ILP based on school location :(n=31)

Functions	Rural		Urban		T	P-value
	$\bar{X}$	SD	$\bar{X}$	SD		

1. Framing the school goals	3.75	.851	3.70	1.151	.114	.910
2. Communicating the school goals	4.03	.747	3.70	.670	.940	.355
3. Supervising & evaluating instructions	3.42	.648	3.80	.8361	.3141	.756
4. Coordinating the curriculum	3.90	.744	3.00	.224	.047	.304
5. Monitoring student progress	3.57	.688	3.30	.908	.785	.439
6. Protecting instructional time	3.57	.783	3.40	1.474	.398	.694
7. Maintaining high visibility	3.26	.620	3.00	1.387	.790	.436
8. Providing incentives for teachers	3.71	.586	3.10	1.387	1.671	.105
9. Promoting professional development	3.90	.721	3.10	1.474	1.903	.067
10. Providing incentive for learning	3.69	.762	3.40	1.387	.684	.500
Average	3.68	.715	3.35	1.189	.864	.456

The statistically insignificant difference was observed between the rural and urban school principals regarding their instructional leadership practices with P-value higher than .05 level. The findings demonstrated both rural and urban area had no difference level of instructional leadership practices and this means it was all not the same.

4.4   HYPOTHESES TESTS SUMMARY

The t-test was used to test research hypotheses. The significance levels were set a $p < .05$. The results indicated statistically insignificant differences in the principals'

instructional leadership practices as measured by PIMRS based on their age, year of experience, school level, school location and academic qualification. Accordingly, the status of the hypotheses is presented below:

Table 4.17 Summary of the hypotheses tested

Sl. No	Hypotheses	Results
1	There is a significant difference of principals' instructional leadership practices based on age	Statistically insignificant
2	There is a significant difference of principals' instructional leadership practices based on year of experience	Statistically insignificant
3	There is a significant difference of principals' instructional leadership practices based on highest academic qualification	Statistically insignificant
4	There is a significant difference of principals' instructional leadership practices based on school location	Statistically insignificant
5	There is a significant difference of principals' instructional leadership practices based on school level	Statistically insignificant

4.5 HINDRANCES TO INSTRUCTIONAL LEADERSHIP PRACTICES OF THE PRINCIPALS

After the quantitative phase, 4 principals were interviewed on voluntarily basis. The interviewees involved 4 principals as key informants as only four of principals voluntarily participated for interview. The interviews were intended to discover the hindrances to instructional leadership practices of the principals. The collected data were sorted out based on content analysis. The succeeding sections presented data analyses. To maintain confidentiality and anonymity, interviewees were allocated with pseudonym.

Q1.   What is your definition of instructional leadership?

According to respondents, an instructional leadership is termed as manager and administrator who promote teaching and make learning environment conducive

.

"Instructional leadership is a debatable term as some regard it management and view it as administration. To me instructional leadership is the multi-actions that the principal takes as a leader and a manager promoting teaching-learning demonstrated on encouraging learning climate to meet the academic requirement of the children in the school."

(Principal B)

"To me instructional leadership is not different from management and administration. Instructional leadership focuses more on academic outcome of the Learners.

(Principal C)

Q.2   How do you set your school goals?

As per the research participants, they set their school goals in the beginning of the academic session involving all teachers during staff meeting and present to other stake holders during Parents-Teacher meeting

.

"Principal and school management with series of staff meeting such as discussion, planning and analyzing the pros and cons of the set goals, thereby School goals are set. Teachers are involved in goal setting to make aware of the

set goals so that they can function smoothly to achieve the set goals."

(Principal D

"The school goals were disseminated through staff meetings, PTM, SMB through power point presentation and discussed the strategies."

(Principal C)

"Teachers have more PD programs available compared to principals. The following are some of the PD programs for teachers: master's degree both in and out of the country, Lead teacher learning course, undergraduate and postgraduate courses, Distance Education learning, PhD learning."

(Principal A)

Q3.   What is your function as an instructional leader?

According to the interviewees instructional leaders' roles has become more complex and burdened over the years. They need to take their roles seriously, by planning collectively, provide guidance and essential resources, encourage team progress, initiate professional development for teachers by planning staff development programmes in the school, monitor and administer teachers' work and improve academic performance of the students. Apart from all those responsibilities, principals needed to exemplify what the other stakeholders assumed from teachers and students beside safeguarding effective teaching and learning in the school.

"We are asked to deliver necessary resources to facilitate teachers' instructions in the classrooms and also visit classes to be acquainted of what is happening and mediate where required."

(Principal B)

"We are well abreast with the curriculum changes and implementation when we teach. Moreover, he or she will have the hands-on experience of the class condition to enable them to deliver well-versed guidance when teachers confront complications in the classroom.

(Principal C)

Q.4   What features engage a person to be a successful instructional leader?

As per the respondents, successful instructional leader should possess professional attributes like good information about instruction and curriculum, observing teaching and providing appropriate feedback, evaluating student progress and promote PD by giving opportunities for teachers to explore and share thoughts on curriculum execution.

> "The significant personal attributes needed to be an effective instructional leader is being approachable and fair, being empathetic, thoughtful and a lifelong learner who makes all conclusions based on the needs of the learners and teachers."

(Principal C)

> "Above all the principals should be the epitome of virtues as the teachers and students look upon them for guidance and the conducts of the principal too should be an exemplary one, be it teaching, reliability, or meeting the goals."

(Principal A)

> "Assign each teacher with clear instructional responsibilities, identify the challenges teachers face in implementing the goals, provide instructional support by conducting SBIP o need basis and Review performance of the staff and provide feedback on monthly basis."

(Principal D)

Q.5   What are the steps taken to promote professional development program?

According to research participants, steps taken to promote PD program by attending in long-term and short-term training but pointed out that their chances of participating in workshop during winter vacation had been slim in comparison to teachers due to rarity of the program conducted by Ministry of education for principals.

"NBIP, DBIP and SBIP are the three types of PD program catering principals SBIP is conducted in schools to solve the need of the individual teachers. NBIP and DBIP are conducted based on the national need or when there is change in curriculum; selected or identified or subject teachers are invited to attend the PD program."

(Principal D)

"Teachers have more PD programs available compared to principals. The following are some of the PD programs for teachers: master's degree both in and out of the country, Lead teacher learning course, undergraduate and postgraduate courses, Distance Education learning, PhD learning."

(Principal A)

Q6.   What are the hindrances to principals' instructional leadership practices?

According to the respondents, they pointed out the hindrances such as, limited professional development opportunities, multiple role and responsibilities, limited instructional resources, under staffed, large student number, lack of time for instructional leadership heavy workload, inadequate support for professional development, mismatch of expectations and priorities. The principals of the small rural schools experienced more impediments than their counterparts in large and urban schools.

"I am a full-time teacher; I have to teach due to shortage of teacher. There is plentiful of management work, countless extra-curricular activities, paperwork and reports to be carried out. Limited accessibility to electronic communication further complicates my problems."

(Principal D)

"All the stakeholders expect too much from the principals and on other hand the responsibilities which are not related to teaching-learning diverts the principal from their instructional leadership roles. He also reiterated that the idea of

principal as the sole provider of instructional leadership is imprudent and unreasonable."

<div align="right">(Principal B)</div>

Q7.   What must be done to overcome the hindrances to instructional leadership?

As per the research participants, when enquired about overcoming the hindrances, principals consistently conveyed that it is essential for them to be supported adequately and relaxed from administrative works. The participants recommended some ideas to curtail the hindrances to instructional leadership by providing enough instructional resources, encouraging principals to build knowledge and obtain skills, sustaining and encouraging the professional development over time and focusing on principals' priority areas.

"It is quite tough to achieve the instructional leadership purposes unless we are adequately reinforced and freed from the administrative functions. In addition, I too feel that principals need to be consulted while reviewing the curriculums and other policies."

<div align="right">(Principal C)</div>

"Principals need to be encouraged to build knowledge and acquire skills provide enough instructional resources, promote the professional development over time and focus on principals' priority areas, organizing instructional leadership training that support teaching-learning processes, partnering with schools to promote instructional programs, mobilizing and involving parents actively in

school programs, involving principals in the discussion concerning them,   and evaluate the principals objectively."

<div align="right">(Principal B)</div>

The utilization of both quantitative and qualitative information offered the expansive and top to bottom point of view of principals with respect to instructional leadership practices in one of the southern districts in Bhutan. The information gathered from the PIMRS in the quantitative stage gave the pattern and the level of instructional leadership and variables that seemed to influence instructional leadership. The researcher illustrated some critical findings about the principals' instructional leadership practices. The quantitative information showed that principals were effectively engaged with a few areas of instructional leadership, especially in framing and communicating goals, promoting professional development and protecting instructional time. The data also revealed that there was no impact of individual and institutional factors on the principals' instructional leadership practices.

The meetings with the principals uncovered that instructional leadership was being rehearsed in every one of the schools in the midst of normal and extraordinary hindrances. They additionally recognized giving resources as one imperative capacity of the instructional leadership which was not reflected in the PIMRS.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 DISCUSSION

This study observed the existing level of principals' instructional leadership practices in one of the southern districts in Bhutan and the effects of personal and institutional factors debilitating principals' instructional leadership practices. The data were obtained via questionnaire and interviews. The statistical investigation of the information was done in light of percentage, frequency distribution, mean, standard deviation, and t-test. This chapter contains the discussion, conclusion, and the recommendations. The results emerged from the discussions and the inferences are stated in the following order.

5.1.1 Level of school principals' perception towards instructional leadership practices

5.1.2 Analysis of differences in school principals' perception towards instructional leadership   practices based on personal and institutional factors

5.1.3 Hindrances to principals' instructional leadership practices

5.1.1 Level of school principals' perception towards instructional leadership practices

Principals' instructional leadership is a dynamic factor for any school to thrive academically. The school leaders should have essential comprehensive knowledge and visions about an instructional leadership function. As Rooney (2009) stated "schools are often the long shadows of their principals and the school looks and feels like its leader". This study examined the ten instructional leadership functions using the PIMRS. The ten functions consisted of: 1) framing school goals, 2) communicating school goals, 3) supervising and evaluating instructions, 4) coordinating curriculum, 5) monitoring student progress 6) protecting instructional time,7) maintaining high visibility, 8) providing incentives for teachers, 9) promoting professional development and 10) providing incentives for learning (Hallinger & Murphy,1985). There was consistent rating among the principals despite the differences in their individual subscale scores.

The first question desired to study the instructional leadership being practiced by the principals of one of the southern districts in Bhutan. The overall mean of 3.58 was stated as the high level of instructional leadership practices. The principals carried out sub leadership functions of communicating school goals, protecting instructional time and promoting professional development. They also performed the sub leadership function to manage instruction, monitor student progress, organize curriculum, provide incentives for teachers, sustain high visibility and provide encouragements for learning as well. The results revealed that principals practiced all the ten instructional leadership functions signifying their acquaintance with the instructional leadership functions and awareness of the teaching learning processes in the schools as authenticated by the qualitative phase. These results made parallel closely to study with the views of Hallinger (2005); Hallinger and Murphy (1987); Heck and Hallinger (2010); Supovitz, Sirinides, and May (2010), who specified that leadership had the main catalyst to accomplish good academic goals, instructional leadership must be given more significance in the schools. This study confirms the findings of the previous results.

5.1.2 Analysis of differences in school principals' perception towards instructional leadership practices based on personal and institutional factors.

The second research question required to evaluate the differences in the level of principals' perception towards instructional leadership practices based on the personal and institutional factors such as age, and year of experience, academic qualification, school level, school location and t-test was used to test the significance. The test results showed that while instructional leadership practices were common among the principals regardless of their age, and the year of experience, academic qualification, school level and school location, the frequency to which they practiced diverged. The finding did not adhere to (Hallinger, 2005, 2008; Hallinger & Murphy, 1985), who declared that principal's age, gender, teaching experience and years influenced instructional leadership. Bakar and Mustaffa (2013) stated that there was insignificant relationship among age representative residency, and organizational responsibility in Malaysia. Similar discoveries were exposed by Mathieu, Fabi, Lacoursière, and Raymond (2016) that age, gender and education level had no association with hierarchical duty, work fulfilment and pioneers' conduct in Canadian association.

The major differences were not noticed in the age variables and leadership practices. The result showed that principals of all ages were drawn more towards the instructional leadership practices and the difference of means between the ages variables were not statistically significant at 0.05 level. This outcome contradicted to the findings of Bush (1997); Hallinger and Murphy (1985) who declared that younger principals tend to take up the instructional leadership roles more seriously than their counter part.

The test between the groups was insignificant with significant value not at .05 levels. This showed that years of experiences did not impact leadership practices. A questionable association between the instructional leadership and principal's year of experience were found by some researchers (Hallinger et al., 1996). The findings adhered to Thrash (2015) who affirmed absence of huge contrasts among the leadership styles in view of age and leadership experience of dignitaries of universities. Correspondingly, Mathieu et al. (2016) uncovered that age, gender and level of education had no relationship with progressive obligation, work satisfaction and pioneers' lead in Canadian affiliation. It was evident from the encounters that individual

factors, for example, age, and long stretches of experience did not recognize the principals' instructional leadership.

The research question considered the differences in the level of principals' instructional leadership practices based on institutional factors: The test revealed the fact that school level and location did not affect the instructional leadership practices of principals. The results were in line with the work of Hallinger and Murphy (1987), who stated that school characteristics like school size and school level determined how principals enacted the jobs.

The difference in the level of principals' instructional leadership between the primary and secondary schools was not at .05 levels as shown by the *t*-test analysis. The principals in secondary schools performed the instructional leadership functions better than their counterpart with average mean of 3.72 and 3.56 respectively. The insignificant disparity might be because of the way that Bhutanese primary schools are by and large under-staffed and does not have the privilege to delegate or offer the administrative duties with other supplementary staffs, which accordingly hindered their instructional leadership practices. Buckingham (2003) endorsed with this statement that the nonappearance of assistant makes the activity of the principal thorough because of teaching and other administration necessities and a similar level of satisfaction prerequisites from all schools independent of the level.

The number of students was perhaps directly proportional to number of teachers. However, the findings revealed that principals working in both the schools (primary and secondary) were frequently involved in the instructional leadership practices. Cotton (2003) stated that the level of school determines the effectiveness of principals' instructional leadership and the principals working in the secondary schools practiced more instructional leadership than principals in the smaller schools. This repudiated the findings of Holmes (1993) and Ovard (1966), which expressed that secondary school leaders committed additional time on instructional leadership roles than the primary school leaders. Despite what might be expected, Kmetz and Willower (1982)

complemented that primary principals committed additional time on instructional projects than the secondary principals. On the other hand, Wahlstrom and Louis (2008) believed that school level does not influence effectiveness of the principals' instructional leadership but the researcher contended this statement because in Bhutanese context, the school level matter when it came to facilities and school personnel. The secondary schools in Bhutan are regularly settled contrasted with the primary schools regarding staff, facilities, resources and the workload of the secondary and primary principals as well. Owing to time constraints and the same level of management requirements, primary principals are also the full-time teachers which limit their involvement in instructional programs as mentioned by the participants in the qualitative phase.

It should be noted that rejection of all the hypotheses did not imply adverse effects. Instead, it was an indication of existence of a very good instructional leadership practices despite differences of the personal and institutional factors. Owing to the geographical size of our country spatial interaction within its boundary had not been so difficult. Whether you are just 30, 50 or even higher in age, while it comes to management, it's all the way same. Age does not affect any policies to run the school. Rather, the mood of administration and the way school functions remain the same because all policies, plans and documents are drafted, evaluated and circulated in schools in Bhutan. The school principals simply follow the policies and eventually evaluate for performances.

People say number of services in teaching makes a hell difference in terms of academic performance and academic achievement but I never saw the differences. I am already 19 years in teaching career and I feel the same. Even the fresh graduates entering into teaching profession learn and become like us. In school, we become birds of same feathers. No matter how old you are in teaching profession, number of services in teaching does not affect the overall performances.

The minimum qualification requirement for school head is bachelor's degree and now it has been uplifted to Masters. However, bachelor and master's qualification

doesn't make huge difference in terms of managing the school. Qualification with B.Ed. and masters are in same line when it comes to administration of school.

With the development in IT and fast communication devices, everything has become cheap, near and resourceful. The location of school doesn't make difference as all places are connected with internet, telephone. People can download and work on their required subject from anywhere in the world. So, whether you are at rural or in urban, the working conditions are the same.

In school, when one does the roles and responsibilities, the size and level of grades do not make difference. In any ways, the school is an organization that aims at one outcome. The outcome of academic performance with wholesome entuned in every successful student. Be it small primary school or a big tertiary school, the roles and responsibilities are the same.

The findings of principal instructional leadership practices in light of school location did not yield a huge distinction between the urban and rural schools and it demonstrated that both were frequently associated with instructional leadership practices. This finding contradicts the viewpoint of Chadwick and Howley (2002), who stated the existence of different issues that a principal face at remote school that were being posed by geographical isolation. Today every nook and corner of the country is well connected by roads and network accessibility has improved the ease of access to resources to a great height. Network connectivity has enabled leadership practices in lined with the requirement of 21st century education encompassing latest information and infusion of technologies in teaching.

5.1.3 Hindrances to principals' instructional leadership practices

Four principals were interviewed to find out about the instructional hindrances and how it was being addressed. Principalship was a demanding job amidst limitations and expectations as they needed to demonstrate a high level of proficiency in teaching pedagogies and the curriculum provided effective whole school leadership and required

the ability to handle a range of taxing priorities within the limitation of staffs and resources.

The hindrances to the instructional leadership in rural schools were considerable but were of no different from other schools. The respondents expressed their inability to meet the instructional leadership requirement due to versatile roles, shortages of teaching staff, scarcity of relevant instructional resources, lack of time for instructional leadership, heavy workload, limited support for professional development, mismatch between expectations and priorities, limited electronic communication .Flath (2015) and Fullan (2011) see absence of training, set of working duties, lack of time to sharpen the instructional activities and pile of printed materials as genuine reasons of disregarding instructional position of authority of HoDs (Heads of the Departments). Similarly, a study conducted by Howel (1981) found that most vital redirected one-fourth of their working time to work as instructional leaders and three-fourth as managerial leaders.

The respondents identified the common ideas in overcoming the problems such as providing enough instructional resources and teachers, sustaining and promoting the professional development and focusing on principals' priority areas, organizing instructional leadership training on mastery of experiences in implementing strategies that support teaching-learning processes, partnering with schools to promote instructional programs, involving principals in the discussion, facilitating network connectivity among the schools and districts and frequent monitoring visit by the concerned authorities, which would facilitate them to undertake the instructional leadership role effectively to their satisfaction and alter existing barriers to instructional leadership . The respondents required the more prominent consideration towards instructional administration from the concerned experts and recommended that the idea and routine with regards to instructional leadership in schools to feature the principal as a facilitator of instructional leadership rather a sole supplier.

The discussions above provided the constructive information to wrap up the relative instructional leadership practices of principals. The findings revealed that principals frequently practiced instructional leadership and were aware of their

leadership roles but it was not surprising to note that they discharged their leadership roles in the face of hindrances.

The discussion likewise stressed the need to strengthen and maintain instructional leadership to accomplish the objectives of teaching and learning as opposed to disregarding it on the pretext of time shortage. Mazarella (1983) announced that the principals must not disregard their opportunity in concentrating on educating and learning as it was the key player of the educational system and instructional leadership can be still effective in spite of complex role of principals.

5.2   CONCLUSION

This study was primarily carried out to review the existing level of school principals' perception towards instructional leadership practices in one of the southern districts in Bhutan and to compare the difference in the school principals' perception towards instructional leadership practices based on personal and institutional factors and to classify the factors debilitating principals' instructional leadership as well.

The study used mixed method to response the three research questions. The data for the study were collected through PIMRS questionnaire and personal interviews. A sample consisted of 31 principals.

A computer program, and t-test were applied to discover the distinction in school principals' observation towards instructional leadership practices in light of obtained demographic data and content analysis in the qualitative phase was utilized to interpret the recorded meetings. Both the phases of the study revealed findings relating to the practices and issues principals' instructional leadership practices. The main findings of this study are:

1) The mean of 3.58 indicated the high level of principals' instructional leadership practices.The sub functions of framing and commuincating school goals are

on the high end of frequently be practiced(M=3.98) while sub maintaining high visibility (M=3.11) was at the low end of occasionally being practiced. The outcome portrayed that principals in Southern districts in Bhutan mostly engaged in formal and indirect instructional leadership functions.

2) To determine the differences in school principals' perception towards instructional leadership practices the test of significance was conducted based on personal factors and it was discovered that differences in principals' leadership practices concerning the age and year of experience was not at .05 level, while gender had shown no major differences.

3) The test of significance was conducted to find out the differences in school principals' perception towards instructional leadership practices based on institutional factors and there were no significant differences based on all the three institutional factors as it was not at 0.5 levels. Both the principals of rural and urban schools rated almost the same in all the ten sub instructional leadership functions.

4) The hindrances to the instructional leadership practices faced by the principals were found out too from the study. The hindrances were numerous roles, time constraints, workload, limited instructional resources, lack of time, teacher shortages, inadequate support for professional development, mismatch between expectations and priorities.

5) The need to provide resources had been identified as one of the vital leadership functions of instructional which was not included in the PIMRS.

As the primary role of schools is providing learning through effective teaching, principals are expected to provide effective instructional leadership to achievement the school goal. However, the study discovered that principals have given little attention to majority of their functions.

To conclude the differences in the instructional leadership practices based on

personal and institutional factors, it has been found that both personal and institutional factors does not significantly discriminate principals' instructional leadership practices.

The study attempted to find out hindrances to instructional leadership practices and consequently, it was found out that the inability of most principals to provide instructional leadership efficiently was owing to numerous roles and responsibilities, time constraints, limited professional development opportunities, inadequate resources, under staffed and geographic location, work overload, inadequate instructional resources, lack of time, teacher shortages, inadequate support for professional development, disparity of expectations and priorities.

The personal characteristics of the principals and institutional factors are not the attributes of efficient principal instructional leadership practices but it is essential that all stakeholders should give more resources and provide timely professional development which consequently will aid the principals in performing their duties to the optimal level.

5.3   RECOMMENDATIONS

5.3.1   Recommendation for Chief District Education Officers and Policy makers

Although principals efficiently managed the instructional programs in the schools through their leadership, they struggled in fulfilling instructional leadership requirements as mandated owing to various reasons. Consequently, to facilitate and support principals to fulfill the instructional leadership requirements, the following suggestions were made to:

1) Equip principals with advanced skills and knowledge on regular basis.

2) Frame a policy that mandates the availability of necessary resources in the school irrespective of context

3) Study and explore the feasibility of resources mobilization to enhance the professional development opportunities both in and out of district.

4) Pool the best practices of the school principals and prioritize the needs and then invite experts to provide necessary training in the district.

5.3.2   Recommendation for the principals

The inequality of focus on the instructional leadership functions was found out from the study. The principals engaged more in the broad and indirect instructional leadership functions though other functions plays a vital role in teaching and learning processes. As such, the following were suggested:

1) It is necessary for the principals to give a full attention to teaching-learning process and prioritize other requirements though they are expected to handle multiple tasks.

2) Principals should be flexible and acknowledge the restrictions in order to carry out their instructional leadership practices enthusiastically.

3) Principals should work in consultation with district education officers for smooth and better organization.

5.3.3   Recommendation for future research studies

This study could not include the inputs from the teachers as it was limited only to the principals. As a result, further research is recommended in the following areas:

1) The future research should carry out an exploratory research to examine how the principals balance the instructional leadership roles and the management requirements.

2) The future research should conduct a study on need assessment to confirm the current situation on principals' instructional leadership practices and identify the gap between what exists and what is needed in order to fulfill instructional leadership practices.

3) The aspiring researchers may duplicate this study and conduct a national wide study to examine principals' instructional leadership practices in the nation by including other stakeholders like district education officers, teachers, and support staff, including size of school in each participants' school.

This chapter fulfilled the study on principals' perceptions towards instructional leadership practices in one of the southern districts in Bhutan and the subjects about the instructional leadership were recognized. The recommendations for principals and chief district education officers and other stakeholders were made as well for future studies regarding instructional leadership. The study was in Bhutanese setting and the findings add Bhutanese points of view to the group of researchers on principals' perception towards instructional leadership and the investigation in this way could be connected in the distinctive settings.

REFERENCES

Adesina, S. (2011). *What is educational management?* Enugu, Nigeria: Fourth Dimension.

Agezo, C. K. (2010). Female leadership and school effectiveness in junior high schools in Ghana. *Journal of Educational Administration, 48* (6), 689-703.

Akinyi, O. D., & Onyango, Y. (2014). Role of Principals Instructional Leadership Style in Facilitating Learning Materials and Co-Ordination of Personnel on Students' Performance. *International Journal of Humanities and Social Science Invention, 3* (3), 51-55.

Ali, Y. (2012). *Effective's of principal instructional leadership in preparatory schools in South Wollo zone.* Ethiopia: Addis Ababa University.

Antoniou, P. (2013). Development of Research on School Leadership Through Evidence based and Theory-Driven Approaches: A Review of School Leadership Effects Revisited. *School Effectiveness and School Improvement, 24* (1), 122-128.

Bakar, H., & Mustaffa, C. (2013). Organizational communication in Malaysia organizations: Incorporating cultural values in communication scale. *Corporate Communications an International Journal, 18* (1), 87-109.

Barber, M., Whelan, F., & Clark, M. (2010), *Capturing the Leadership Premium.* Retrieved from http://mckinseyonsociety.com/capturing-theleadership-premium/

Blase, J. (2001). *Empowering teachers: What successful principals do* (2nd ed.). California: Corwin Press.

Blase, J., & Blasé, J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Blase, J., & Kirby, P.C. (2000). *Bringing out the best in teachers*: *What effective principals do*? (2nd ed.). California: Corwin Press.

REFERENCES (CONT.)

Blase, J., & Roberts, J. (1994). The micro politics of teacher work involvement: Effective principals' impacts on teachers. *The Alberta Journal of Educational Research, 40* (1),6794.

Blasé, J., Blasé, J., & Philips, D. (2010). *Handbook of school improvement*. Thousand Oaks, California: Corwin.

Borba, M. F. (2009). What 's teaching got to do with it? *Leadership, 38* (5), 16-37.

Bottoms, G., & Fry, B. (2009). *The district leadership challenge: Empowering principals to improve teaching and learning.* Atlanta, GA: Southern Regional Education Board.

Buckingham, D. (2003). The rural principal ship: For better or worse. *In Gold Matters,Australian Primary Principals Association, 4*(2), Retrieved from http://www.appa.asn.au/uploads/gold

Budhal, R. S. (2000). *The Impact of the Principal's Instructional Leadership on the Culture of Teaching and Learning in the School* (Unpublished Doctoral dissertation), Durban: Unisa.

Bush, J. (1997). *Instructional leadership role of the elementary school assistant principals perceived by elementary school assistant principals* (Unpublished Doctoral dissertation). Wayne State University, Detroit, MI.

Bush, T. (2015). Understanding instructional leadership. *Educational Management Administration & Leadership, 43* (4), 487-489.

Bush, T., & Heystek, J. (2006). School leadership and management in South Africa: principals' perceptions. *International Studies in Educational Administration, 3* (3), 63–76.

Bush, T., Joubert, R., Kiggundu, E., & Van Rooyen, J. (2010). Managing teaching and learning in South African schools. *International Journal of Educational Development, 30* (2), 162–168.

Chadwick, K., & Howley, C. (2002). Networking for the nuts and bolts: The ironies of professional development for rural principals. *Journal of Research in Rural Education, 17* (3), 2-27.

Chimombo, J. (2014). *Transition from Primary to Secondary Education: A Paradox for Malawi.* Zomba, Malawi: Chancellor College.

Cotton, K. (2003). *Principal and student achievement: What the research say.* Alexandria, Virginia, USA: Association for Supervision and Curriculum Development.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika,16* (3), 297-334.

Cuban, L. (1988). *The managerial imperative and the practice of leadership in schools.* Albany, NY: SUNY Pre.

Dadashi, M. A., Sharifi, M. A., & Doost, K. E. (2012). Evaluation the affecting factors on the leadership style of managers in the Agricultural jihad in Guilan province. *International Research Journal of Applied and Basic Sciences, 3* (6), 1288-1295.

Day, C., Leithwood, K., & Sammons, P. (2008). What we have learned, what we need to know more about. *School Leadership and Management, 28* (1), 83-96.

Desimone, L. M., Smith, T. M., & Ueno, K. (2006). Are teachers who need sustained, content focused professional development getting it? An administrator's dilemma. *Educational Administration Quarterly*, *42* (2), 179-215.

DiPaola, M., & Hoy, W. K. (2014). *Improving Instruction Through Supervision, Evaluation, and Professional Development.* Charlotte, NC: Information Age Publishing.

Drukpa, Z. (2013). *School leadership and development: The role of head teachers.* Thimphu: Centre for Bhutan Studies and GNH Research.

Education Monitoring Division. (2017). *School Performance Ranking, 2017 Academic Session.* Ministry of Education, Thimphu: Author.

EMSSD. (2010). *Transition of Principal's role from administrator to instructional leader.* Thimphu: EMSSD, Ministry of Education.

Firmaningsih-Kolu, Y. (2015). *The role of principal's instructional leadership at schools in Indonesia*. University of Jyväskylä: Department of Education.

REFERENCES (CONT.)

Flath, B. (2015). The principal as instructional leader. *ATA Magazines*, *69* (3), 19-22, 47-49.

Fullan, M. (2011). *The new meaning of educational change*. New York: Teachers College Press.

Glanz, J. (2006). *What every principal should know about instructional leadership.* Thousand Oaks: Corwin.

Grissom, J. A., Loeb, S., & Master, B. (2013). Effective Instructional Time Use for School Leaders: Longitudinal Evidence from Observations of Principals. *Educational Researcher, 20* (10), 1-12.

Gulcan, M. G. (2012). Research on Instructional Leadership competencies of school principals. *Education*, *132* (3) ,625-635.

Hall, G., & Hord, S. M. (2011). *Implementing change: Patterns, principles, and potholes.* Upper Saddle River: Pearson Education Inc.

Hallinger, P. (1983.). *Principal instructional Management rating scale*. Palo alto. Stanford University Press.

Hallinger, P. (1990.). *Principal Instructional Management Rating Scale*, Sarasota, FL: Leading Development Associates.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, *33* (3), 329–352.

Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy *that refuses to fade away. Leadership and Policy in Schools, 4* (3), 221-239.

Hallinger, P. (2008). *Methodologies for studying school leadership: A review of 25 years of research using the Principal Instructional Management Rating Scale.* New York: American Educational Research Association.

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration, 49* (2), 125–142.

Hallinger, P. (2013). *Measurement properties of the Principal Instructional Management Rating Scale.* Hong Kong: Hong Kong Institute of Education.

REFERENCES (CONT.)

Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership and student achievement. *Elementary School Journal, 96* (5), 498-518.

Hallinger, P., & Heck, R.H. (1996). *Reassessing the principal's role in school effectiveness. A review of empirical research, 1980 – 1995.* Retrieved from https://doi.org/10.1177/0013161X96032001002

Hallinger, P., & Murphy, J (1983). The superintendent's Role in Promoting Instructional Leadership. *Administrators Notebook*, *30* (6), 1-4.

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *Elementary School Journal*, *86* (2), 217-224.

Hallinger, P., & Murphy, J. (1987). Assessing and developing principal instructional leadership. *Educational Leadership*, *45* (1), 54 – 61.

Hallinger, P., & Murphy, J. (2012). Running on empty? Finding the time and capacity to lead learning. *NASSP Bulletin, 97* (1), 5–21.

Hallinger, P., & Walker, A. (2014). *Exploring whole school vs. subject department improvement in Hong Kong secondary schools: School improvement and school effectiveness.* Retrieved from http://www.philliphallinger.com

Hallinger, P., Wang, W., & Chen, C. (2013). Assessing the Measurement Properties of the Principal Instructional Management Rating Scale: A Meta-Analysis of Reliability Studies. *Education Administration Quarterly*, *49* (2), 272-309.

Harris, B. (2004). Leading by heart1. *School Leadership & Management, 24*(4), 391–404. doi:10.1080/13632430410001316507

Heaven, G., & Bourne, P. A. (2016). Instructional Leadership and Its Effect on Students' Academic Performance. *Review Pub Administration Manag*, *4,* 197.

Heck, R. H., & Hallinger, P. (2010) 'Collaborative leadership effects on school improvement'.*The Elementary School Journal, 3* (2), 1–28.

Holmes, G. (1993). *Essential School leadership; developing vision and purpose managemen*t. London: kogan page limited.

Howell, B. (1981). Profile of principalship. *Educational Leadership*, *38* (4), 333-336.

REFERENCES (CONT.)

Hoy, A., & Hoy, W. (2009). *Instructional leadership: A research-based guide to learning in schools.* Boston, MA: Pearson Education, Inc.

Hoy, W. K., Tarter, C. J., & Hoy, A. W. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal*, *43* (3), *425-446.*

Jawas, U. (2014). I*nstructional leadership in Indonesian school reform: local perception and practices.* Retrieved from http://www.canberra.eu.au/rese archepository/file/ded168c-1fb64b1281d7bf6eb7e5e4d4/1/full_text.pdf

Klump, J., & Barton, R. (2007). Building instructional leadership. *Principal's Research Review, 2* (5), 1-6.

Kmetz, J. T., & Willower, D. J. (1982). Elementary school principals' work behavior. *Educational Administration Quarterly, 18* (4), 62-78.

Kwinda, A. J. (2002). *The instructional leadership role of the school principal in Thohoyandou*. South Africa: University of South Africa.

Leithwood, K. (2012). *The Ontario leadership framework 2012: With a discussion of the research foundations.* Toronto, ON: The Institute for Education Leadership.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. School Leadership and Management, *28* (1), 27-42.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Executive summary*. New York: Wallace Foundation.

Louis, K. S., Leithwood, K., Wahlstrom, K., Anderson, S., Mascall, B., Michlin, M., & Thomas, E. (2010). *Learning from districts' efforts to improve student achievement. Report to the Wallace Foundation*. Retrieved from http://education.umn.edu/CAREI/ Leadership/Reports.html

Lucas, J. W. (2015). Status processes and the institutionalization of women as leaders. *American Sociological Review, 68* (3), 461-475.

MacNeill, N., Cavanagh, R. F., & Silcox, S. (2003). Pedagogic principal leadership. *Management in Education, 17* (4), 14-17.

REFERENCES (CONT.)

Marsh, D. D. (2000). Educational leadership for the twenty-first century: Integrating three essential perspectives. In *the Jossey-Bass reader on education leadership* (p. 126-145). San Francisco: Jossey Bass.

Mathieu, C., Fabi, B., Lacoursière, R., & Raymond, L. (2016). The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. *Journal of Management &Organization, 22* (1), 113-129.

Marshall. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration and close the achievement gap* (2nd ed.). San Francisco, CA: Jossey-Bass.

Mazarella, J. A. (1983). Instructional leadership: Profile of a high school principal. *OSSC Bulletin, 26* (5), 36.

McDougall, D., Saunders, M., & Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at Getting Results schools. *International Journal of Disability, Development and Education, 54* (1),51-89.

McEwan, E. K. (2009). *10 traits of highly effective schools*: *Raising the achievement bar for all students.* Thousand Oaks, CA: Corwin Press.

McIver, M., Kearns, J., Lyons, C., & Sussman, M. (2009). *Leadership: A McREL report prepared for Stupski Foundation's Learning System.* Retrieved from www.mcrel.org/~/media/iles/McREL/Hmepage/Products/01_99/prod59_Stup ki_Leadership.ashx

Mestry, R., Moloi, K. C., & Mahomed, A. N. (2007). Perspective on zero tolerance to discipline: Towards maintaining a nurturing and secure school environment, *African Review, 4* (2), 97-97.

Ministry of Education (2005). *Bhutanese school management guidelines and instructions*. Thimphu: Author.

Ministry of Education (2011). *Nurturing green schools for green Bhutan: A guide to school management.* Thimphu: Author.

Ministry of Education. (2012). *Nurturing green schools for green Bhutan-a guide to school management.* EMSSD: Department of school education, Thimphu.

REFERENCES (CONT.)

Ministry of Education. (2017). *Statistical book of year 2017.* Thimphu: Bhutan Statistical of Bhutan.

Namgyel, S. (2011). *Quality of education in Bhutan: Historical and theoretical understanding matter.* Thimphu: DSB Publication.

National Assembly of Bhutan Secretariat. (2006). *Translation of the resolutions of the 85th session of the national assembly of Bhutan.* Thimphu: Bhutan Assembly of Bhutan Secretariat.

Neumerski, C. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly, 49 (2),* 310-347.

Nkobi, O. (2008). *Instructional leadership for quality learning: An assessment of the impact of the primary school management development project in Botswana.* London: SAGA Publication Ltd.

Nomnian, & Arphatthananon, T. (2018). School Administrators' Competencies for Effective English Language Teaching and Learning in Thai Government Primary Schools.*IAFOR journal of Education,6* (2),51-70.

Northouse, P. G. (2013). *Leadership: Theory and Practice* (6th ed.). Thousand Oaks, CA: Sage Publications.

Northouse, P. G. (2014). *Leadership: theory and practice* (6th ed.). NewDehli: Sage Publication.

Ovard, G. F. (1966). *Administration of Change in Secondary Schools.* New York: The Macmillan Company.

Pearisco, F. J. (2011). *A study of principal's instructional leadership behaviors and beliefs of good pedagogical practice among effective California high school serving Socioeconomically disadvantaged and English learners.* Liberty University: Department of School Education.

Pellicer, L. O. (2007). *Caring enough to lead: How reflective practice leads to moral leadership.* Thousand Oaks: SAGE.

REFERENCES (CONT.)

Peretomode, V. F. (2012). *Theories of management: Implications for educational administration.* Benin City: Justice Jeco Publishing Global.

Pietsch, M. (2015). *The Impact of Leadership Styles on Teaching Practices: A two-step nested factor SEM*. Presentation at the International Congress for School Effectiveness and Improvement, Cincinnati, OH.

Policy & Planning Division. (2017). *Annual Education Statistics*. Thimphu: PPD, MOE.

Purinton, T. (2013). Is instructional leadership possible? What leadership in other knowledge professions tell us about contemporary constructs of school leadership. *International Journal of Leadership in Education: Theory and Practice, 16* (3), 279-300. doi:10.1080/13603124.2012.732244

Phillips, J. A. (2012). *Manager-Administrator or Instructional Leader: Shift Role of the principal*. Retrieved from http://www.learningdomain.com/PrincipalInstructLea er.htm

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44* (5), 635–674.

Rooney, J. (2009). Who evaluates the principal? *Educational Leadership*, *67* (3), 89-90.

Royal Council of Bhutan. (2012). *National education framework: Shaping Bhutan's future*. Thimphu: The School Education and Research Units, Royal Council of Bhutan.

Royal Government of Bhutan. (2017). *Atlas of Bhutan: Land use and cover 2016 statistics.* Thimphu: Forest Resources Management Division, RGoB.

Safer, N., & Fleischman, S. (2005). Research matters: How student progress monitoring improves instruction. *Educational Leadership, 62* (4), 81-83.

Sammons, P., Gu, Q., Day, C., & Ko, J. (2011). Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England. *International Journal of Educational Management, 25* (1), 83-101.

REFERENCES (CONT.)
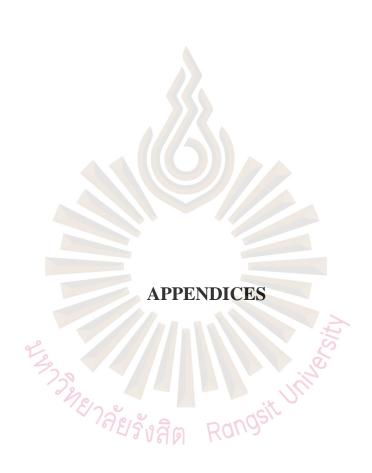
Schermerhorn, J. R., Hunt., & Orborn, R. N. (2008). *Organizational Behavior* (8th ed.). NewYork: John Wiley & Sons Inc.

Sekhu, M. S. (2011). *Practices of primary school principals as instructional leaders: Implications for leaders' achievement* (Unpublished Doctoral dissertation). University of Pretoria, Pretoria.

Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles.* Thousand Oaks, CA: Corwin Press.

Sim, C. Q. (2011). Instructional leadership among principals of secondary schools in Malaysia. *International Research Journal, 2* (12), 1784-1800.

Stiggins, R., & Duke, D. (2008). Effective instructional leadership requires assessment leadership. *Phi Delta Kappan, 90* (4), 285-291.

Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques* (4th ed.). Thousand Oaks, CA: Sage.

Supovitz, J., Sirinides, P., & May, H. (2010). How Principals and Peers Influence Teaching and Learning. *Educational Administration Quarterly, 46* (1), 31– 56.

Syque, R. (2007). *Leadership vs. management.* Retrieved from http://ugspace.ug. edu.gh/bitstream/handle/123456789/21239/Workload%20%20occupational%2 0Stress%20The%20Moderating%20Role%20of%20Leadership%20Syes%20n %20Selected%0Banks%20in%20Ghana_June%202016.pdf?sequence=1

Tahir, L., Daud, K., Vazhathodi, S., Khan, A., & Haruzuan, M. S. M. (2015). The benefits of headship mentoring: An analysis of Malaysian novice headteachers' perceptions. *Educational Management Administration and Leadership, 44* (3), 420-450. doi:10.1177/1741143214549973

Thrash, A. B. (2015). Leadership in Higher Education. *International Journal of Humanities and Social Science, 2* (13), 56-78.

Vipinosa. (2016). Does an Ideal Teacher Make an Effective educator? An Evaluation of Work Values and Teaching Effectiveness. *Researchers World. Journal of Arts, Science & commence,9* (1),91-95.

REFERENCES (CONT.)

Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist, 62* (1), 17-24.

Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly, 44* (4), 458-495.

Ylimaki, R., & McClain, L. (2005). Instructional leadership at the crossroads: Unintended outcomes of current reading policies. *Leadership and Policy in Schools, 4* (4), 261-280.

Zam, D. (2010). *Development of education: National reports of Bhutan*. Thimphu: PPD, MOE.

APPENDICES

APPENDIX A

SCHOOL PERFORMANCE RANKING DISTRICT WISE, 2017

Sl.no	Dzongkhag	Cl-III	Cl-VI	Cl-X	Cl-XII	EPS	GNH	Total	Average	Ranking
1	Trashi Yangtse	99.73	88.8	71.1	79.84	96.87	98.58	534.92	89.153	4
2	Gasa	99.69	83.79	76.4	0	95.08	96.09	451.04	90.208	8
3	Samdrup Jongkhar	99.69	83.28	73	62.77	92.13	95.09	505.99	84.332	15
4	Lhuntse	99.44	91.86	85.1	89.35	97.81	99.42	562.94	93.823	1
5	Bumthang	99.3	80.64	76.9	75.98	98.58	97.94	529.31	88.218	7
6	Pemagatshel	99.02	88.98	81.8	73.44	97.66	99.02	539.89	89.982	2
7	Haa	98.78	88.36	74.7	72.1	98.03	99.53	531.52	88.587	6
8	Zhemgang	98.34	77.55	77.599	91.35	96.17	97.4	460.81	92.162	3
9	Sarpang	97.85	86.05	69	70.61	96.77	98.48	518.8	86.467	12
10	Thimphu	97	82.58	72.1	70.41	96.56	98.54	517.22	86.203	11
11	Paro	96.85	78.34	72.9	60.83	94.43	96.95	500.33	83.388	19
12	Trongsa	95.12	80.7	80.1	80.83	92.06	93.27	522.12	87.02	9
13	Mongar	93.81	71.88	77.6	74.34	91.42	94.41	503.44	83.907	17
14	Trashigang	93.5	80.29	87.5	79.23	96.57	97.46	534.57	89.095	5
15	Punakha	92.28	71.15	81.6	86.21	92.92	95.48	519.62	86.603	10
16	Chukha	92.07	77.67	70.3	70.13	95.98	97.37	503.52	83.92	18
17	Samtse	89.21	70.16	67.4	60.02	90.96	93.51	471.29	78.548	20
18	Tsirang	88.07	75.3	76.2	82.49	97.03	97.65	516.72	86.12	13
19	Wangdue Phudrang	87.93	74.49	73	77.34	95.53	96.95	505.2	84.2	16
20	Dagana	91.53	85.1	78.4	62.37	96.18	97.54	511.15	85.192	14

Overall School performance Ranking, 2017 Academic session, Dzongkhag wise

Education Monitoring Division (EMD,2017) Department of School Education, Ministry of Education, Thimphu

APPENDIX B

SCHOOLS IN ONE OF THE SOUTHERN DISTRICTS IN BHUTAN.

Sl. No	Schools	Teachers	Students
1	Gomdar CS	22	700
2	Martshala CS	22	192
3	Minjiwoong CS	28	634
4	Orong CS	23	448
5	Karmaling HSS	13	350
6	Dungsum HSS	21	215
7	Garpawoong MSS	20	361
8	Jomotshangkha MSS	23	379
9	Phuntshothang MSS	41	966
10	Samdrup Jongkhar MSS	24	352
11	Pemathang LSS	14	315
12	Orong LSS	17	399
13	Bazoor PS	6	111
14	Dewathang PS	31	803
15	Dungmanma PS	3	39
16	Dungkarling PS	2	45
17	Jangsa PS	4	36
18	Khoyar PS	7	141
19	Khameythang PS	2	37
20	Lauri PS	7	157
21	Martshala PS	10	467
22	Monmola PS	3	74
23	Rikhey PS	7	92
24	Rishore PS	2	38
25	Sarjung PS	6	100
26	Samdrup Jongkhar PS	27	612
27	Wangphu PS	6	189
28	Wooling PS	6	122
29	Yarphu PS	7	126
30	Zamtari PS	3	63
31	Zangthi PS	3	49
	Total	**410**	**8610**

Source: (Annual Education Statistics, 2017, PPD, Ministry of Education, Bhutan)

APPENDIX C

PERMISSION LETTER

Dear Dorjee

I have waived the usual fee of $125 for your use of the PIMRS. Note however, that all conditions of use still apply to you (i.e., supplying me with your final soft copy of the study and raw data file).

You now are able to access various PIMRS resources on my website at http://philiphallinger.com/tool/survey/pimrs/a/researcherLogin-2.html.

Enter the following requested information:

- Research User ID: **PIMRS**
- Your Password: **9303347**
- Name: Your **FirstName LastName**
- Email: Your **email address**
- Click the *Submit button*

The webpage contains a variety of resources including:

- Forms of the English language PIMRS for your copying and adaptation
- Translated versions of the PIMRS for Malay, Chinese, Arabic, Thai, Persian, Amharic, Portuguese, Spanish, Turkish, Vietnamese

- Support resources including the Technical Report (new), User Manual (old)
- PIMRS related articles and book chapters
- Other instructional leadership articles

- List and zipped PDF files of 4

For full and up-to-date information on the PIMRS and its use as a research and evaluation tool, please see my latest book, Assessing Principal Instructional Leadership with the PIMRS. The book contains useful information for researchers on the scale including its development, use, validity and reliability. The book also details how to use the short form and plan research with the instrument. For more info, go to: http://www.springer.com/cn/book/9783319155326. Note that although the book is expensive, you can purchase individual chapters.

Please keep in mind the conditions of your purchase including sending me: 1) a copy of the translated PIMRS (if applicable), 2) a copy of your RAW DATASET, and 3) a pdf copy of your completed study.

Please also note that the user is required to include ALL questions including demographic questions (i.e., gender, years of experience, years of teaching experience, school level) included in the PIMRS unless otherwise waived by the publisher.
If you need any assistance, please contact me directly.

Best of luck.

Dr. Philip Hallinger
TSDF Chair Professor of Leadership
College of Management, Mahidol University
Thailand: +668 1881 1667
Distinguished Visiting Professor
University of Johannesburg, South Africa
www.philiphallinger.com
www.researchgate.net/profile/Philip_Hallinger/contributions

On Fri, Apr 20, 2018 at 11:10 AM, Dorjee Wangchuk <khalingpa75@gmail.com> wrote:

APPENDIX D

RESEARCH INSTRUMENTS (PIMRS)

PRINCIPAL INSTRUCTIONAL MANAGEMENT
RATING SCALE

Principal Form

Published by:

Dr. Philip Hallinger

199/43 Sukhumvit Soi 8

Bangkok, 10110 Thailand

www.philiphallinger.com

Hallinger@gmail.com

Principal Form 2.1

Survey Questionnaire

Instruction(s): The purpose of this survey is to identify Principals' perceptions towards Instructional Leadership Practices in one of the southern districts in Bhutan. Please read the statement carefully and rate it accordingly. The confidentiality of your answer will be strictly safeguarded as per the Research Ethics. Therefore, the findings from your responses do not bear any implication and risk in future. **Please kindly tick the appropriate box in providing your response to all questions asked:**

PART I

Q1. School Level:
    1. PS
    2. SS
		Q.2 Highest Academic Qualification:
		    1. B. Ed
		    2. MA/M. Ed	

Q.3 Location/Area:
    1.Rural
    2.Urban
		Q.5 Age
		    1. 30-40
		    2. Above 41	

		Q.6 Experiences as a Principal
		    1. 1- 10 years
		    2. Above 11 years	

Note: PS-Primary School   **SS**- Secondary School

PART II: This is a questionnaire designed to provide a profile of your leadership. It consists of 50 behavioral statements that describe principal job practices and behaviors. You are asked to consider each question in terms of your leadership over the past school year. Kindly **tick** in the space that appropriately describes your view about the specific job behavior or practice as you conducted it during the past school year. For the response to each statement:

5 represents Almost Always

4 represents Frequently

3 represents Sometimes

2 represents Seldom

1 represents Almost Never

In some cases, these responses may seem awkward; use your judgment in selecting the most appropriate response to such questions. Please Tick only one number per question. Try to answer every question.

Thank you

what extent do you . . .?

	Almost Never	Seldom	Sometimes	Frequently	Almost always
	1	2	3	4	5
I. FRAME SCHOOL GOALS					
1.Build up a centralized set of annual school goals					
2.Frame the school's goals in line with staff responsibilities for achieving them					
3.Use needs assessment methods to secure staff input on goal development					
4.Based on student performance data develop the school's academic goals					
5.Develop goals that are easily translated into classroom objectives by teachers					
II. COMMUNICATE THE SCHOOL GOALS					
6.Communicate the school's mission effectively to all the stake holders					
7.Discuss the school's academic goals with teachers in the beginning of the academic session					
8.Keep school's academic goals as base while making curricular decisions with teachers					
9.Ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)					
10.Refer to the school's goals or mission with Students in the beginning of the academic year					
III. SUPERVISE & EVALUATE INSTRUCTION					
11.Make sure that classroom priorities of teachers are consistent with the goals and direction of the school					
12.Review student work products when evaluating classroom instruction					
13.Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)					
14.Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations)					
15.Sincerely point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations)					

	Almost Never	Seldom	Sometimes	Frequently	Almost Always
	1	2	3	4	5
IV. COORDINATE THE CURRICULUM					
16.Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the Principal, vice principal, or teacher-leaders)					
17.Draw upon the results of school-wide testing when making curricular decisions					
18.Monitor the classroom curriculum to see that it covers the school's curricular objectives					
19.Assess the overlap between the school's curricular objectives and the school's achievement tests					
20.Participate actively in the review of curricular materials					
V. MONITOR STUDENT PROGRESS					
21.Meet individually with teachers to discuss students' progress					
22.Discuss academic performance results with the faculty to identify curricular strengths and weaknesses					
23.Use tests and other performance measure to assess progress toward school goals					
24.Share to teachers about school's performance results during meetings					
25.Share school's academic progress to students					
VI. PROTECT INSTRUCTIONAL TIME					
26.Limit interruptions of instructional time by public address announcements					
27.No students are not called to the office during instructional time					
28.Ensure that tardy and truant students suffer specific consequences for missing instructional time					
29.Encourage teachers to use instructional time for teaching and practicing new skills and concepts					
30.Limit the intrusion of extra- and co-curricular activities on instructional time					
VII. MAINTAIN HIGH VISIBILITY					
31. Informally take time to talk with students and teachers during recess and breaks					
32. Discuss school issues with teachers and students by visiting classrooms					

	Almost Never	Seldom	Someti	Freque	Always Almost
33. Partake in extra- and co-curricular activities					
	1	2	3	4	5
34. Be in the classes for teachers until a late or substitute teacher arrives					
35. Instruct students or deliver direct instruction to classes					
VIII. PROVIDE INCENTIVES FOR TEACHERS					
36. Support superior performance by teachers in staff meetings, newsletters, and/or memos					
37. Commend teachers privately for their efforts or performance					
38. Recognize teachers' excellent performance by writing memos for their personnel files					
39. Reward various efforts by teachers with opportunities for professional recognition					
40. Make professional growth opportunities for teachers as a reward for special contributions to the school					
IX. PROMOTE PROFESSIONAL DEVELOPMENT					
41. Confirm that in-service activities attended by staff are constant with the school's goals					
42. Enthusiastically support the use in the classroom of skills acquired during in-service training					
43. Acquire the participation of the whole staff in important in-service activities					
44. Spearhead teacher in-service activities concerned with instruction					
45. Establish aside time at faculty meetings for teachers to share ideas or information from in activities					
X. PROVIDE INCENTIVES FOR LEARNING					
46. Identify students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter					
47. Honor students in assemblies for academic accomplishments or for behavior citizenship					
48. Identify superior student achievement or improvement by seeing in the office the students with their work					
49. Communicate with parents for improved or exemplary student performance or contributions					
50. Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class					

Semi- Structure Interview questions

Section A:

Demographic information of the interview participants or questionnaire respondents

Direction: Tick or fill in as appropriate: (Interviewer should collect this information before the conversation)

Date of Interview:

Time of Interview:

Place of Interview:

1. Qualification: (a) B.Ed.

    (b)M. Ed/MA

2. Age range: (a) 30-40 years

    (b)   Above 41years

3. Level of school/Institute you   work: (a) PS

    (b) SS

4. Experiences: (a) Less than 10   years

    (b) More than 11   years

5. Location of your school: (a)   Urban

    (b)   Rural

INTERVIEW QUESTIONS FOR PRINCIPALS

1.What is your definition of instructional leadership?

2. How do you set your school goals?

3.What is your function as an instructional leader?

4. What features engage a person to be a successful instructional leader?

5.What are the hindrances to principals' instructional leadership practices?

6.What must be done to overcome the hindrances to instructional leadership?

7.What are the steps taken to promote professional development program
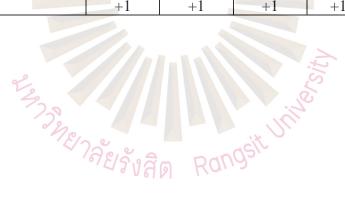
APPENDIX E

IOC OF RESEARCH INSTRUMENTS

Item Objective Congruence (IOC) of Instructional leadership Questionnaire

Behaviors and practices of the principals	Expert 1 +1	Expert 2 +1	Expert 3 +1	IOC +1	Remarks
I.FRAME SCHOOL GOALS					
Question 1	+1	+1	+1	+1	Congruent
Question 2	+1	+1	+1	+1	Congruent
Question 3	+1	+1	+1	+1	Congruent
Question 4	+1	+1	+1	+1	Congruent
Question 5	+1	+1	+1	+1	Congruent
II. COMMUNICATE THE SCHOOL GOALS					
Question 6	+1	+1	+1	+1	Congruent
Question 7	+1	+1	+1	+1	Congruent
Question 8	+1	+1	+1	+1	Congruent
Question 9	+1	+1	+1	+1	Congruent
Question 10	+1	+1	+1	+1	Congruent
III. SUPERVISE & EVALUATE INSTRUCTION					
Question 11	+1	+1	+1	+1	Congruent
Question 12	+1	+1	+1	+1	Congruent
Question 13	+1	+1	+1	+1	Congruent
Question 14	+1	+1	+1	+1	Congruent
Question 15	+1	+1	+1	+1	Congruent
IV. COORDINATE THE CURRICULUM					
Question 16	+1	+1	+1	+1	Congruent
Question 17	+1	+1	+1	+1	Congruent
Question 18	+1	+1	+1	+1	Congruent
Question 19	+1	+1	+1	+1	Congruent
Question	+1	+1	+1	+1	Remarks
Question 20	+1	+1	+1	+1	Congruent
V. MONITOR STUDENT PROGRESS					
Question 21	+1	+1	+1	+1	Congruent
Question 22	+1	+1	+1	+1	Congruent
Question 23	+1	+1	+1	+1	Congruent
Question 24	+1	+1	+1	+1	Congruent
Question 25	+1	+1	+1	+1	Congruent
VI. PROTECT INSTRUCTIONAL TIME					
Question 26	+1	+1	+1	+1	Congruent
Question 27	+1	+1	+1	+1	Congruent
Question 28	+1	+1	+1	+1	Congruent
Question 29	+1	+1	+1	+1	Congruent
Question 30	+1	+1	+1	+1	Congruent
VII. MAINTAIN HIGH VISIBILITY					
Question 31	+1	+1	+1	+1	Congruent

Question 32	+1	+1	+1	+1	Congruent
Question 33	+1	+1	+1	+1	Congruent
Question 34	+1	+1	+1	+1	Congruent
Question 35	+1	+1	+1	+1	Congruent
VIII. PROVIDE INCENTIVES FOR TEACHERS					
Question 36	+1	+1	+1	+1	Congruent
Question 37	+1	+1	+1	+1	Congruent
Question 38	+1	+1	+1	+1	Congruent
Question 39	+1	+1	+1	+1	Congruent
Question 40	+1	+1	+1	+1	Congruent
IX. PROMOTE PROFESSIONAL DEVELOPMENT					
Question 41	+1	+1	+1	+1	Congruent
Question 42	+1	+1	+1	+1	Congruent
Question 43	+1	+1	+1	+1	Congruent
Question 44	+1	+1	+1	+1	Congruent
Question 45	+1	+1	+1	+1	Congruent
X. PROVIDE INCENTIVES FOR LEARNING					
Question 46	+1	+1	+1	+1	Congruent
Question 47	+1	+1	+1	+1	Congruent
Question 48	+1	+1	+1	+1	Congruent
Question 49	+1	+1	+1	+1	Congruent
Question 50	+1	+1	+1	+1	Congruent

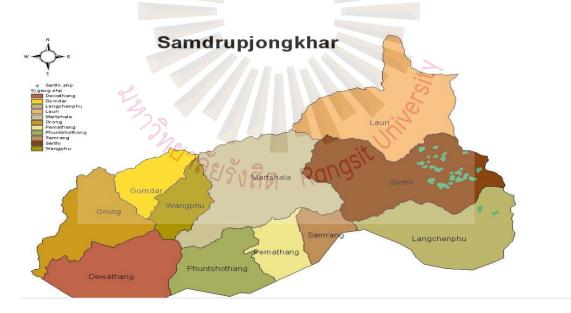**APPENDIX F**

RESEARCH LOCATION
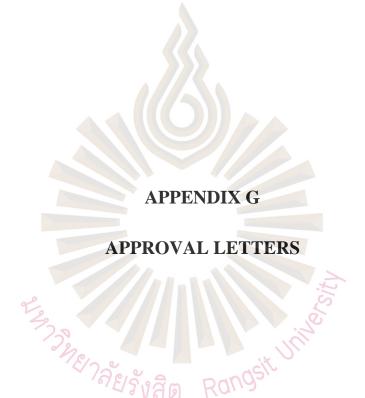
RESEARCH LOCATION

A MAP OF BHUTAN

Figure 1.1 A map of Bhutan showing the research site.

Source: Royal Government of Bhutan (RGoB), 2017

Picture Courtesy: https://www.google.co.th/search?q=District+map+of+Samdrup+ vJongkhar &rlz=1C1CHBF_enTH760TH760&tbm=isch&source=iu&ictx=1&fir=cx_wXBMAgsUThM %253A%252CVaeGdgRIcLimIM%252C_&usg=AFrqEzd28rQiZj2zw9zBnOPfHOlb3c6p8w &sa=X&ved=2ahUKEwjNsZjYj5DdAhVKrY8KHbHIAOYQ9QEwAHoECAYQBA#imgrc= cx_wXBMAgsUThM:

APPENDIX G

APPROVAL LETTERS

དཔལ་ལྡན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education
Department of School Education
School Planning and Coordination Division

ཤེས་རིག
--Rethinking Education--

MoE/DSE/SPCD/SLCU(2.1)2018/ 70 1

17th May, 2018

The Chief Dzongkhag/Thromde Education Officers
Dzongkhag/Thromde Administration
Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro and Dagana.

Subject: An approval to carry out data collection.

Sir(s) Madam(s),

The Dean of Faculty of Education, Rangsit University, Thailand has written to the department to seek permission for 11 Bhutanese M.Ed candidates to collect data for their thesis.

In this regard, the Department of School Education is pleased to accord an approval for the candidates to collect data from the schools allocated to them as per the attached letter from the Dean.
Therefore, you are requested to kindly facilitate them to carry out the data collection without disturbing the normal school routine.

The letter dated 10th May and 14th May, 2018 from the Dean of Faculty of Education, Rangsit University, Thailand is attached for your reference please.

Thanking you,

Sincerely yours,

(Karma Tshering)
Director General

CC:
1. The Dasho Dzongdag/Thrompoen, Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro, Dagana for kind information
2. Assistant Professor Anchalee Chayanuvat, Ed.D. the Dean of Faculty of Education, Rangsit University for kind information
3. The Offtg. Chief Program Officer, SPCD for information
4. M.Ed candidates for information and follow up

དཔལ་ལྡན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education

DZONGKHAG EDUCATION SECTOR, SAMDRUP JONGKHAR

Ref.no/SDA/EDN/ (01)/2017-2018/5345

7ᵗʰ *June 2018*

Principals,

All Schools,

Samdrup Jongkhar

Subject: **Notification**

Sirs,

The following former Principals are pursing the Masters degree and they are granted to visit schools to collect data to complete their thesis as per the approval of Dasho Dzongdag, Dzongkhag Administration.

1) Mr. Cheki Gyeltshen
2) Mr. Dorjee Wangchukk

Therefore, requested all individuals to render necessary support to them during their visit to your school.

(Rinchen Gyeltshen)
Chief DEO

CC:-

1. Office copy.
2. Person concerned

The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 14 May 2018

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

The Faculty of Education for the M. Ed. Program in Curriculum and Instruction would like to request your permission for four Trongsa Penlop Scholarship M. Ed. candidates to collect data in Bhutan for their Thesis from May-June 2018. The details of the candidates are shown below:

Sl. No	Name of Student	Research School	Research Title
1	Dorji Wangchuk K	Samdrup Jongkhar District	School Principals' Perceptions towards Instructional Leadership Practices: A Case Study from Southern District
2	Ngawang Tenzin	Kamji Central School	ESL Learning Strategy among Grade Nine Bhutanese Secondary School Students in Chukha, Bhutan
3	Dawa Gyeltshen	Kengkhar Lower Secondary School	The Use of Media to Reduce ESL Students' Speaking Anxiety: A Case study of Grade Five Bhutanese Students in Mongar District
4	Kuenzang Wangchuk	Nobding Lower Secondary School	The Impact of Collaborative Strategic Reading on ESL Reading Comprehension of Grade Seven Bhutanese Students in Wangdue Phodrang District

Thank you for your kind consideration.

Truly yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Faculty of Education
Rangsit University
Muang-Ake. Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND

Tel +662-997-2222 ext. 1275, 1276
Fax +662-997-2222 ext. 1277

BIOGRAPHY

Name	Dorjee Wangchuk k
Date of Birth	June 7, 1975
Institutions Attended	National Institute of Education, Samtse, Bhutan
	Primary Teaching Certificate,1999
	Samtse College of Education, Bhutan
	Bachelor in Education, 2015
	Rangsit University, Thailand
	Master of Education in Curriculum and Instruction 2018
Scholarship	Trongsa Penlop Scholarship (TPS)
Address	Khaling, Trashigang: Bhutan
	E-Mail: khalingpa75@gmail.com
Position & Office	Principal
	Sarjung Primary School, Samdrup Jongkhar, Bhutan