Bhutanese School Principals' Discernments towards Instructional Leadership Practices

K. Dorjee Wangchuk[1*] and Choden[1]

[1]*Katsho Lower Secondary School, Haa, Bhutan.*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

The authors report a study in which they examined how the principals utilize to analyze the level and contrast of principals' discernments towards instructional leadership practices based on individual and institutional factors along with identification of hindrances to leadership practice in Bhutan. The quantitative and qualitative approaches were deployed for this research. 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 Principals Instructional Management Rating Scale questionnaires and semi-structured interviews and analyzed using mean, standard deviation, t-test, and content analysis. The respondents consisted of 31 principals. These 31 principals are the representative of Instructional leadership from one of the districts in Bhutan.

The findings of this study 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 (Principals Instructional Management Rating Scale) almost at high level and overall mean generated was also high (3:58). Distinguished obstacles to instructional leadership were various roles, time limitations, work over-burden, lacking guidelines resources, shortages of teacher, restricted bolster for professional advancement, jumble between expectations and priorities. Within the light of the above findings, researcher would like to conclude

Corresponding author: Email: dorjee@education.gov.bt;

that building learning culture not only depends on individual academic qualification but also the working environment and attitude of the academic committee towards student centered learning beneath the supervision of effective instructional leadership.

1. INTRODUCTION

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. In 1914, the first school in Bhutan was introduced in Haa District, the western part of Bhutan [1]. 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 [2]. Instructional Leadership is quite possibly the most suffering develops in the moving typology of leadership models [3]. Besides, educational leadership is still considered as an important emphasis that value a great deal amongst educational scholars. Instructional leadership is a feature connected with effective schools by progressing quality of educating and enhancing student learning [4] Greatness of instruction is the best significance for the instructional principal. 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 [5] 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 [6] proved that instructional leadership has a direct influence on a teaching practice. Instructional leaders ought to work hard, and perform well because a principal must be capable, apt, should be able to associate and interface formally and casually to teachers .In addition, instructional leaders must be able to carry out the particular approaches and strategies which are the most effective to enhance students' achievement [7].

According to [8] "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. Education Ministry is additionally responsible for choosing universal grant for, designing and executing policy of higher education, and coordinating with the Royal University of Bhutan [9]. Districts and gewogs, as per the decentralization policy, are endowed with managing basic, higher secondary and continuing education, primarily concentrating on construction and maintenance of the school and executing of national policies .To achieve these errands, the school principals in sub-district level play pivotal role in executing curriculums and national polices.

As per [10], instructional leadership includes principals becoming driving students who effectively team up with other school leaders and sustain a learning community that backings and further develops student's accomplishment. Along these lines, the job of the head in educational administration is basic for a school. This position of authority in the school is neither new nor direct. It is advancing step by step, and it isn't restricted to the head. 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 principal's face criticism from different sectors of the population for playing lesser role as instructional leaders.

[11] in their research states that, "research and relationship between principal's instruction and school effectiveness remains a challenge, due to its shallow definition on roles, instructions and other leadership theories". 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 [12].

The fact is, experimental investigations have demonstrated that instructional leadership has established ideas to promote enhanced academic progress, particularly by students and school as a whole [13]. Therefore, it is vital to examine how Bhutanese school principals 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 are seldom practiced because there are some differences of opinions related to roles and the amount of workload entrusted to the principals. [14] states that instructional leadership is critical in the realization of effective schools; it is seldom practiced by the principals.

Thus, this research is designed to study the instructional leadership practices discernments by principals in Bhutan. The results provided the level of instructional leadership practices and allow better understanding of instructional leaders and also a possible support to enhance academic outcome of the students and professional development of teachers.

1.1 Research Objectives

To study the level of Bhutanese school principals' discernments towards instructional leadership practices.

To compare the differences of Bhutanese school principals' discernments towards instructional leadership practices on personal and institutional factors.

To identify the difficulties of Bhutanese school principals' discernments towards instructional leadership practices.

1.2 Hypothesis

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

There is also a considerable inconsistency in Bhutanese school principals' discernments

towards instructional leadership practices based on level of school and location of school.

There are hindrances to Bhutanese school principals' discernments towards instructional leadership practices.

1.3 Conceptual Framework of the Research

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 [15], 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 [16], the success of the school is determined by the leadership and management skill of the school principals. Actions and the context that they shape teachers, parents, and students make teaching and learning possible in the school. [17] States that the instructional leader plays a vital role in ensuring the quality education by improving teacher competencies to improve student achievement. The researcher also assumes that principals are adequately oriented and they are effectively implementing their instructional roles and responsibilities.

2. RESEARCH METHODOLOGY

2.1 Research Design

The first part of the instrument was intended to gather personal information of principals while the second one was to study the level of principals' instruction leadership behaviors through survey questionnaire on Principals Instructional Management Rating Scale which included ten dimensions and 50 functions. This research used both quantitative and qualitative

approaches as the findings based on one approach is not authentic enough to make reliable generalization. Thus, with the use of both the approaches, lapses of one can be supplemented by the other and the reliability can be strengthened.

2.2 Sampling

The subject consisted of 31principals of Bhutanese schools ranging from pre-primary to higher secondary school.

2.3 Research Instruments

The first part of the instrument was intended to gather personal information of principals while the second one was to study the level of principals' instruction leadership behaviors through survey questionnaire on Principals Instructional Management Rating Scale which included ten dimensions and 50 functions.

2.4 Research Procedure

Qualitative data were collected through the interviews of four principals as additional information on instructional leadership behaviors. The items with validity score of 0.5 – 1.00 were used for the survey questionnaire. To determine the reliability of items of instructional leadership, pretest was conducted to 31 Principals of other districts of Bhutan. Approval to carry out the research was sought from the MoE.

Quantitative data analysis was done through the statistical package. The general information of Principals was analyzed by frequency and percentages. The level of instructional leadership behaviors perceived by the principals was computed by mean and standard deviation. The interviewed data was analyzed by employing content analysis.

2.5 Scope of the Study

[19] 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 Bhutanese school principal's discernments towards instructional leadership practices in Bhutan based on instructional leadership model postulated by [20], researcher adopted principal's instructional management rating scale questionnaires were used after the

grant of email permission from author to use. 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.

2.6 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.

2.6.1 Definitions of ten sub instructional leadership functions

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

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

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.

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.

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.

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

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

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.

Providing incentives for learning: refers to an inducement or supplemental reward that serves as a motivational device for intended learning.

Protecting instructional time: refers to preserving time for instructional leadership that principal must make hard choice about their priorities.

Vipinosa, L.D [21] criteria was employed to interpret the means score of the responses.

It is classified into five levels as follows:

$$\text{Width of class Interval} = \frac{\text{Highest score} - \text{Lowest score}}{2! \text{ Number of Levels}} = \frac{5-1}{5} = \frac{4}{5} = 0.8$$

3. RESULTS AND DISCUSSION

The data collected from questionnaire and interview were analyzed and presented in the following sequences:

3.1 Level of Principals' Discernments towards Instructional Leadership Practices

The ten instructional leadership functions 'overall mean score was 3.58 at the high level. This designated that principal's involvement in leadership practices were vigorous. 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.
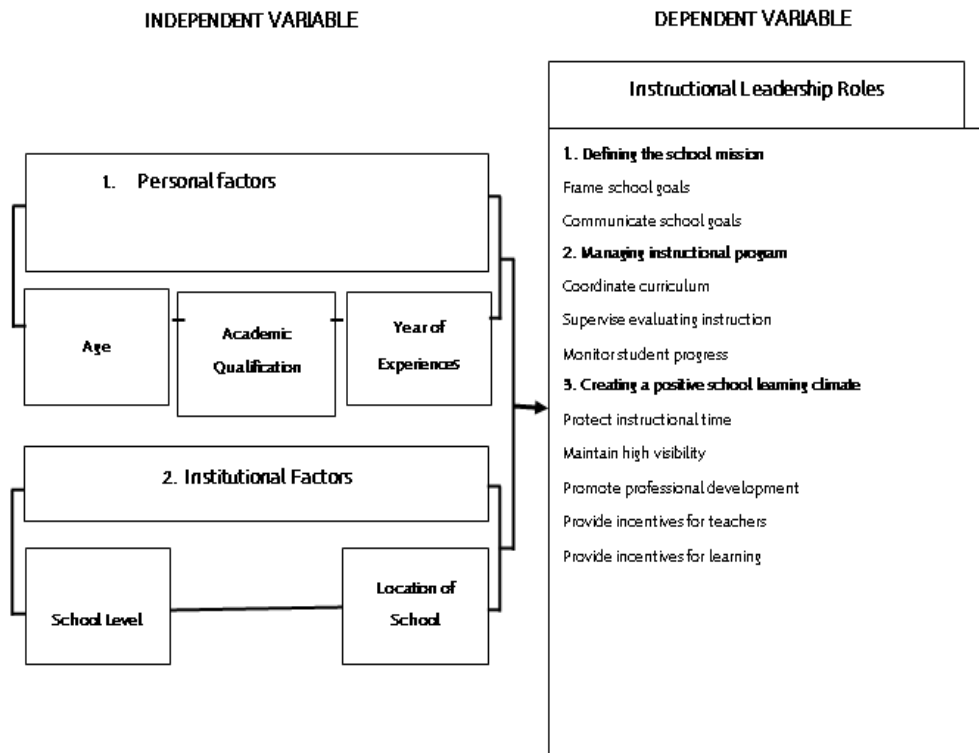
Fig. 1. Conceptual framework
Source: Adapted from Professor Hallinger [18]

Table 1. Division of principals instructional management rating scale questionnaire

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 2. 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

Table 3. 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

Adapted from vipinosa, L.D [21]

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

The t-test output for the age groups indicated the statistically insignificant differences among age groups is higher than.05 level (t=-.131). This denoted that there were no variations in the instructional leadership practices of the principals based on age. There was 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. There was insignificant difference between the principals' highest academic qualification and their instructional leadership practices as *P*-value was .461 which was higher than .05 level.

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. There was 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.

3.1.2 Hindrances to Bhutanese school principals' discernments towards instructional leadership practices

The respondents pointed out number of obstacles such as, limited professional development opportunities, multiple role and responsibilities, limited instructional resources, under staffed and challenging geographical location, large student number, heavy workload,

inadequate support for professional development, mismatch of expectations and priorities.

4. DISCUSSION AND CONCLUSION

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, sustain high visibility, provide incentives for teachers 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.

Instructional leadership practices for the personal and institutional factors (age, and year of experience, academic qualification, school level, school location and for significance test), t-test was used. The test results showed instructional leadership practices were common among the principals regardless of the personal and institutional factors, the frequency to which they practiced diverged [22] stated that not much of a difference among age representative residency, and organizational responsibility in Malaysia had no significant relationship. Similar discoveries were shown by [23] also shows that there was no association with hierarchical duty, work fulfillment and pioneers' conduct in Canadian association as per the age, gender and education level.

The major differences were not discovered in the age variables and leadership practices, both young and old principals were more drawn in the instructional leadership practices and the difference of means between the ages variables were not statistically significant at 0.05 levels. The test between the groups was insignificant with significant value not at .05 levels. The findings stick on [24] confirmed the absence of differences among leadership styles based on age and experience of Deans of Universities. It was obvious from the above discussion that personal factors such as age and year of experience have not distinguished the principals' instructional leadership.

The test revealed the fact that school level and location did not affect the instructional leadership practices of principals. 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 secondary principals performed the instructional leadership functions than their primary counterpart with average mean of 3.94 and 3.54 respectively.

Additionally, the principal can form an instructional leadership team collaborating with other schools in the district. [25] define this team as the "Network for the instructional leadership team." According to the authors, this kind of leadership approach brings variety in coaching and guides teachers for various classroom approaches as experts from the different schools with different expertise work on that team. The motto of creating a leadership team in a school is to support the classroom teachers for their useful classroom instructions. As the team leader, the principal should ensure that every classroom teacher is getting coordinated and balanced support from the instructional team members.

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. The findings based on school location did not yield significant differences between the rural and urban schools and it indicated that both were frequently involved in instructional leadership practices. This finding contradicts the viewpoint of [26], who stated that the existence of different issues that a principal's face at remote school that are being posed by geographic isolation.

Four principals were selected for the interview to find out about the instructional hindrances faced by them and how it is being addressed.. The respondents expressed their inability to meet the instructional leadership requirement due to versatile roles, shortage of teaching staff, scarcity of relevant instructional resources, lack of time for instructional leadership, heavy workload, and limited support for professional development, divergence between expectations and priorities, limited electronic communication. It also revealed that principals frequently practiced

Table 4. 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

instructional leadership and were aware of leadership roles but it was not surprising to note that they discharged their leadership roles in the face of hindrance. The outcome portrayed that Bhutanese principals mostly engaged in formal and indirect instructional leadership functions.

It was discovered that differences in principals' leadership practices concerning the age, academic qualification and year of experience was not at .05 level. The test of significance noticed no significant differences based on all the three institutional factors as it was not at 0.5 levels. The principals of both rural and urban schools rated almost the same in all the ten sub instructional leadership functions. The hindrances faced by the principals were numerous roles, time constraints, work overload, limited instructional resources, lack of time, teacher shortages, inadequate support for professional development, mismatch of expectations and priorities. [27] 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 Heads of the Departments. Fostering relationship with content experts outside of the school, [28]: The principal should make a good connection with the content experts outside of the school. This relationship will help the principal in including experts in the instructional leadership team. Researchers concluded that one of the leadership styles that have garnered interest in the principal job and its different dimensions to improve students' academic performance is instructional leadership, [29]. Instructional leadership investigators agree that teaching and achievement are the core of instructional leadership, [30].

5. 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 in Table 4.

6. RECOMMENDATIONS

6.1 Recommendation to Chief District Education Officer

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

6.1.1 Recommendation to 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 work in consultation with district education officers for smooth and better organization.

6.1.2 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 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.

CONSENT

Respondents' written consent has been collected and preserved by the authors.

ACKNOWLEDGEMENT

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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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		.2 Highest Academic Qualification: 1. B. Ed 2. MA/M. Ed	
Q.3 Location/Area: 1. Rural 2. 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 zthe 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					

	Almost Never	Seldom	Sometimes	Frequently	Almost always
	1	2	3	4	5
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)					
IV. COORDINATE THE CURRICULUM					
16.Make clear who is responsible for coordinating the					

	Almost Never	Seldom	Sometimes	Frequently	Almost always
	1	2	3	4	5
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					

	Almost Never	Seldom	Sometimes	Frequently	Almost always
	1	2	3	4	5
with students and teachers during recess and breaks					
32. Discuss school issues with teachers and students by visiting classrooms					
33. Partake in extra- and co-curricular activities					
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					

	Almost Never	Seldom	Sometimes	Frequently	Almost always
	1	2	3	4	5
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 [　　　　　]

Above 41years [　　　　　]

3. Level of school/Institute you work:

(a) PS [　　　　　]

(b) SS years years [　　　　　]

4. Experiences:

(a) Less than 10 ☐

(b) More than 11 ☐

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