



Teachers' Perceptions about Principal's Instructional Leadership Practices under Trashy Yangtse District in Bhutan

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Author's contribution

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

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ABSTRACT

This study aimed to explore the teachers' perceptions about principals' instructional leadership practices in the schools. A total of 202 teachers working in 30 schools in Bhutan were involved as the research sample. The researcher used mixed method design to explore the study. The survey structured questionnaire and semi-structured interview tools were administered to collect data from the sample group. As for the data analysis, the findings were analyzed using descriptive statistical analysis and thematic analysis. The findings of the study indicated that teachers tend to develop positive perception toward their principals' instructional leadership practices in the schools. Further analysis of teachers' perception in relation to their demographic and institutional factor indicated insignificant leadership practices.

Keywords: Leadership; teaching; teachers; school community; school goals.

1. INTRODUCTION

The instructional leadership is a driving force in the system to establish a culture of high

expectation for the learners, faculties and its community. The teachers in the school community have equal opportunity to play in implementing the instructional roles of principals.

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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 [1]. They are also expected to study and help implement the national policies besides planning and implementation of school curriculum.

A shift in the principal's role was initiated from the beginning of 1990s, which expected that principals provide instructional leadership. However, the concepts of instructional leadership remained vague and there was no system wide headway. Principals did not focus to monitor or set expectation for high quality instruction delivery from the use of teachers' time in the classroom instruction.

The significant number of law 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 [2]. Many other informal observations were made and critiqued the behavioural aspects of the students. A number of actions were taken to address the issues. The curriculum, pedagogy, facilities and administration and management of the schools are areas included in the actions taken.

With the primary focus of the school leadership in National Education Framework (NEF): Shaping Bhutan's Future 2012 which was derived from His Majesty's Vision and the Constitution of Bhutan was selecting the best people and ensuring right people to become principal, develop their instructional leadership skill and have them trained intensively to do their work well [3].

The Ministry of Education mandated instructional leadership as the main function of the school principals from 2010. The principals are expected to devote themselves to instructional leadership roles that would enable them to carry instructional programs effectively in the school. However, the researcher presumes that the instructional leadership practices designed by the Ministry are seldom practiced because there are some differences of opinions related to roles and the workload vested upon the leadership practices of the principal. The researcher also assumes that the training and experience of principals and climate and culture of the schools are some barriers to be considered in carrying out instructional roles successfully.

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 Bhutanese principals have the tendency to perform administrative duties and compromise the 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. Hence, it motivated the researcher to examine the level of what principals do on a day to day basis as an instructional leader and how and when the principal engages with the teachers to address specific instructional issues that impact the teachers' performances and student achievement level.

2. RESEARCH OBJECTIVES

The main aim of this research is to find out the teachers' views on principals' instructional leadership practices in the schools. The objectives of this study are as follows:

- a. To understand the teachers' perception about principals' instructional leadership in terms of framing school goals and communicating those goals to teachers and stakeholders concerned.
- b. To understand the teachers' perception about principals' instructional leadership in terms of implementation of curriculum instruction and monitoring of student progress in school.
- c. To understand the teachers' perception about principals' instructional leadership practices in terms of protecting instructional time and maintain high visibility in the schools.
- d. To understand how institutional factors affects teachers' perceptions of principals' instructional leadership practices.

3. LITERATURE REVIEW

Schlechty [4] states that "The leader is a person who is in the position to influence others to act and who has, as well, the moral, intellectual, and social skills required to take advantages of that position, while leadership is defined as "process whereby an individual influence a group of individual to achieve a common goal" [5].

Leadership may be understood as influence but the notion is neutral which does not recommend what goals should be sought through process. However, leadership has to be constructed and grounded in firm personal and professional values. Day, Harris and Hadfield's [6] research in 12 effective schools in England and Wales found that 'good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school'.

The leaders in the schools play a major role in communicating and contributing to a collective goal with their co-workers in schools with their instructional leadership capability. According to Sim [7] instructional leadership is the leadership concerning teaching and learning process by involving interaction between teachers, students and the curriculum. Similarly, the Ministry of Education [8] defines "Instructional leaderships are those actions that a principal takes or delegates to others, to promote growth in student learning".

Andrew and Soder [9] found that, "Schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibited significantly greater gains scores in achievement in reading and mathematics than did average and weak instructional leaders".

A research study on perceptive of teachers about instructional supervision and behaviors that influence preschool instruction discovered that the instructional supervisor's interactions with teachers as evaluator and supporter helped to shape the teachers' self-concept related to instructional practices and curricular implementations [10]. The study found out that there were strong emotional reactions to instructional supervisor's behaviors, both negative and positive.

Clark, Martorell, and Rockoff [11] also found a positive relationship between principal experience and school performance, particularly for math test scores and student absences, and that policies which cause principals to leave their jobs early are harmful to school performance.

3.1 Principals' Instructional Leadership Behaviour

The principals must exercise a series of specific instructional behaviors to become an effective

leadership. Northouse [12] highlights five leadership forces as below:

- Technical forces: To become good manager with good planning, organizing and coordinating.
- Human forces: A human relation skills with good motivational techniques.
- Educational forces: It include diagnosing educational problems, evaluate educational programs, develop curriculum and implement staff development programs.
- Symbolic forces: It exhibits symbolic pedagogy, commitment and a role model for other colleagues.
- Cultural forces: It incorporate strengthening values and beliefs in the school and building tight bond between teachers, students and community.

They demonstrate a commitment to academic goals; they create a climate of high expectations, they functions as instructional leaders, they are forceful and dynamic leaders, they consult effectively with others, they create order and discipline, they marshal resources, they evaluate their results [4]. As instructional leaders in the school, the principals need to participate in different instructional activities for his successful leadership role. With the philosophy of leadership in practice the principals' level of instructional gets enhanced. Steiner and Kowal [13] also state that a natural way for the leaders to take on the role of instructional leader is to serve as a 'chief coach for teachers by designing and supporting strong classroom level instructional coaching.

There are two considerate theories related to the leadership development; contingency theory and situational theory. Northouse [12] has drawn a difference between contingency theories and situational leadership as follows:

- Contingency theory of leadership presumes that there is no best way to lead; the leader's ability to lead is subject to leader's preferred style, characteristics of the followers and other situational factors. According to Fiedler and Garcia [14], contingency theory articulates leadership effectiveness in terms of leaders' characteristics and situation
- Situational leadership theory looks at leadership in terms of how the leadership adapts their leadership styles to best serve

the needs of the situation and their leadership style is contingent to the situation.

Both theories acknowledge the contextual issues and the situational factors on behalf of the leader; leadership becomes a process of mutual influence among leader, followers and the situation. The idea of mutual influence, according to Hallinger [15], is appropriate taking into account the indirect nature of principal leadership.

Instructional Leadership through the lens of contingency and situational leadership theories is more dynamic and flexible. It represents a continuum of leadership values, beliefs, and behaviors principals move along depending on the context in which they operate [14].

3.2 Instructional Leadership Model

Duke [16] stated that instructional leadership models serves as the framework for describing

the expected principal behavior associated with the success of teachers and students at school. Many researchers constructed models on instructional leadership behaviors that principals display to enhance academic standard in school [16].

Hallinger and Murphy [17] developed a prominent model of instructional leadership, which Leithwood and Duke [18] claimed the most fully tested and empirically studied of instructional leadership model. This is a most widely used model to study the instructional leadership of the principal by the researchers Hallinger [19]. Hallinger [19] reports that more than 100 studies have been conducted using this model.

With the model, Hallinger and Murphy [16] define instructional leadership using three dimensions: Defining the school mission, managing the Instructional program and promoting the school learning climate. The instructional leadership model can be described as shown in the Fig. 1.

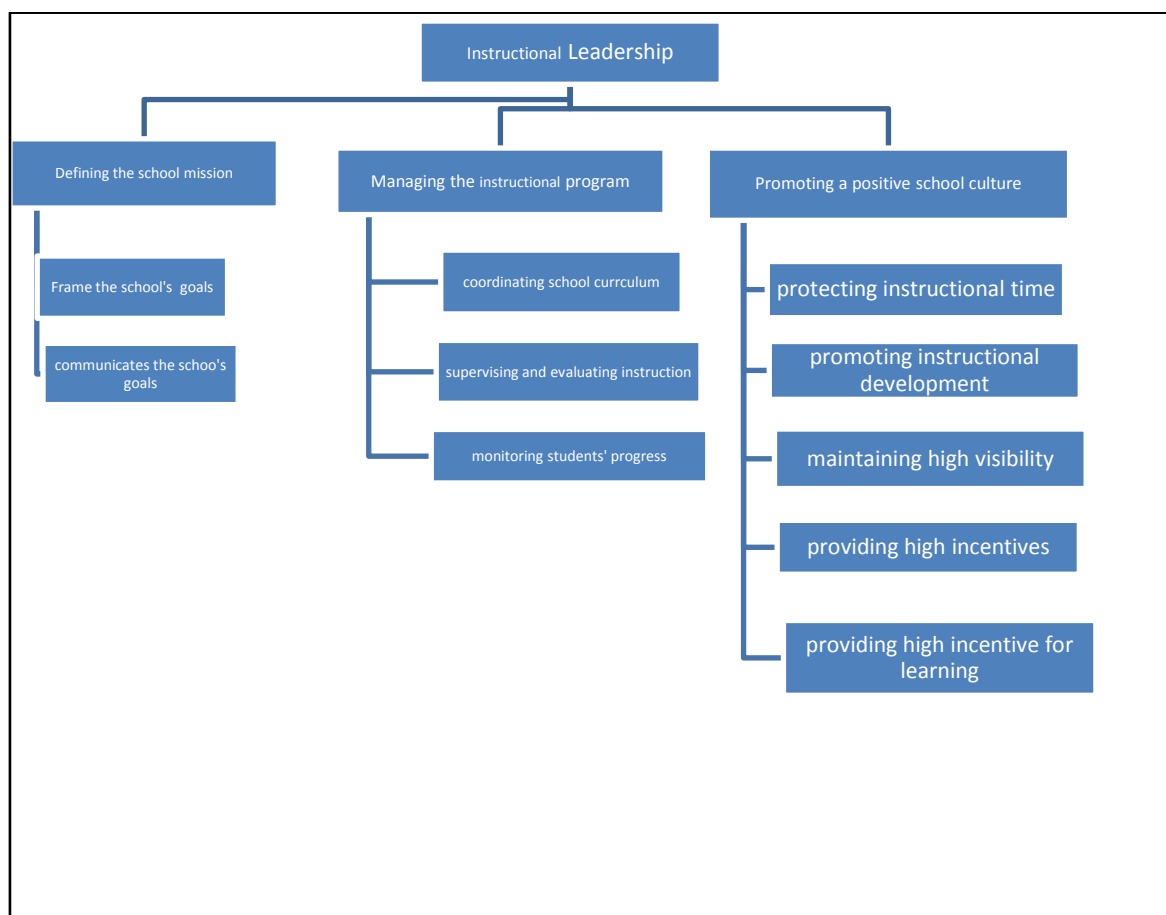


Fig. 1. Instructional leadership model

3.3 Defining School Mission

In line with the conceptual framework and the instructional leadership model posited by Hallinger and Murphy [16], principal's roles are categorized into three dimensions: defining school mission, managing instructional programs and developing school culture.

Under defining school mission, the principal works closely with the staffs to set up institutional goal geared towards the enhancement of students' academic achievement. According to Leithwood, K.A. [20] found that the leadership practices involved in setting the school's direction and mission account for the largest proportion of a leader's impact. Cotton [21] also stated that an effective principal would employ various skills to realize the organizational goal by framing well directed goals that are properly reached out to all the stakeholders. This dimension consists of two sub leadership functions as framing goals and communicating the school's goals.

Brown and Anfare [22] stated that having well directed goals as per felt needs and having the mechanisms to realize them is the essence of a successful school. The most important task of an instructional leader is establishing and articulating the school vision and mission [23]. With a clear set goal, the principal play a role to sustain and effectively communicate the set mission to the stakeholders [14]. Pellicer [24] stated the bond and the loyalty within the organization would be boosted by a shared vision, whereby a sense of oneness is built through communication. Sheppard [25] also mentioned the existence of relationship between the dissemination of school goal by principal and teachers' classroom innovativeness.

3.4 Managing the Instructional Program

Managing the instructional program is the second dimension of instructional leadership. It comprises of three sub leadership functions as coordinating the curriculum, supervising and evaluating instructions and monitoring student progress.

The salient feature of the effective schools is the greater amount of curricular synchronization. According to Blasé and Kirby [26] "Effective principals understand that the key to improving their schools' effectiveness lies not with persons skilled in compliance with bureaucratic rules and procedures or in discussions about those rules,

but in effective use of time allocated for instruction" (p.75). Cuban [27] states that principal plays a prominent role as an expert consultant in pedagogy that facilitates teachers' improvement in teaching, understanding the formal curriculum and ensuring that the curriculum is taught as expected.

Likewise, supervision also involves the direct monitoring of instruction and calls for considerable personal contact between the teacher and the instructional leader. The direct and frequent interaction with the teachers has significant affect on teachers' perceptions on discussing on teaching learning issues. School leaders improve teaching and learning indirectly through their influence on staff motivation, commitment, and working conditions.

Finally, monitoring student progress is a practice that helps teachers use students' performance data continually evaluate the effectiveness of their teaching and make more informed instructional decisions [28]. The principal as the instructional leader can make the test results available to teachers for discussion and to provide interpretative analysis for teachers to help take informed instructional decisions.

3.5 Promoting a Positive School Culture

This domain is in broader scope and intent, which has five job functions incorporated. It is an avenue for instructional leader to create an academic press through development of high standards and expectations, a culture that foster and reward continuous learning and improvement. Bottoms and Fry [29] maintain that the instructional leaders can change and shape school climate and deeply influence student achievement by creating positive school climate along with teachers. Cotton [21] also states, "the principal's contribution to the quality of the school climate is arguably a composite of all the things he or she says or does". All the job functions under this domain are discussed as follow:

3.5.1 Protecting instructional time

Marcoulides and Heck [30] found that protecting instructional time was important form of influence on teachers' instructional behavior. The studies revealed that one of the key elements of principals' leadership behavior is valuing and protecting time. Elmore [31] also argues that

“principals need to buffer away distractions from teachers to allow them to concentrate on teaching and learning”. The instructional leader should limit the interferences for teachers and reinforce the time on instructional planning. This will not only raise the teachers’ morale but would also motivate teachers to try some classroom innovation.

3.5.2 Providing incentives for teachers

Hallinger and Murphy [17] stated that principal incentivize teachers by formal awards and by publicly or individually praising the teachers. Approving teachers of the job well done in front of their colleagues is effective as it encourages all teachers for improvement and continued growth. Teachers’ innovativeness in the classroom is also influenced by the incentives. The principal’s encouragement and praise and material rewards have overwhelming significance on teachers’ perceptions. When teachers are incentivized, they are further motivated to explore and adopt new instructional strategies to optimize students learning.

3.5.3 Provide incentives for learning

Principals may not have direct influence over student achievement, but their leadership significantly influences factors that are necessary to promote students achievements [32].The instructional leader can create a positive academic atmosphere in which academic achievements are highly valued by students through the sustained rewarding and recognition system. The students should be provided the opportunities to recognize their achievements both within the classroom and before the school as whole.

3.5.4 Promoting professional development

One of the vital functions of the instructional leadership is the promotion of teachers’ professional development. It is the duty of principals at all level of education to provide quality professional development for teachers [33]. Desimone [34] stated that teachers use high-order instructional strategies as the result of professional development initiated by the principal. Similarly, Blasé and Blasé [35] mentioned that principals promote professional development by supporting collaboration among teachers, developing coaching relationships among teachers, providing feedback of strengths and weakness to heighten up the teacher’s

teaching styles and ideas related to teaching learning process.

3.5.5 Maintaining high visibility

The principal’s visible refers to the fact that principal is available at school most of the school time. Whitaker [36] stated that principal’s visible presence does not mean staying in office, but immersing himself or herself in the teaching and learning activities of the school. Principals’ visibility has significant influence on teachers’ perceptions because when principals make themselves available there is more scope of interaction, feeling of trust, respect which affects the teachers’ motivation, satisfaction, confidence and the sense of security.

According to Blasé & Blasé [35] principals can demonstrate their visibility by wandering around the school when they are not engaged in handling the lessons in classes. Similarly, Budhal [37] also view the purpose of wandering around is to motivate teachers and learners, to monitor instruction, to be accessible and provide support and knowledge of what is actually going on in the school. The principals’ presence stimulates every teacher to make concerted efforts to deliver quality teaching to the students. Therefore, the research intends to study teachers’ perceptions on principals making visible in the classroom formally or informally to discuss academic issues with his teachers and students.

3.6 Factors Affecting Instructional Leadership

The instructional leadership behavior is determined by school size, student population, leadership qualities and organizational context [17]. Hallinger [23] stated that “instructional leaders must adjust their roles to the needs, opportunities and constraints imposed by the school context”. The students’ achievement level is often dictated by how well the instructional leader mitigates and manage the contextual factors.

3.6.1 School level

Instructional leadership effectiveness is also influenced by the school level. For instance, a principal in primary school can directly involve in matters of curriculum and instruction whereas in larger school an instructional leader might have to delegate and assume a more indirect role [38].The principals in larger schools usually

resort to more participatory, declarative style of leadership. These principals share the responsibility with teachers, departmental heads, and assistant principals despite the fact that they maintain instructional focus on the school.

3.6.2 School location

Instructional leadership practices of principals vary by the type of campus (urban and rural) because the opportunity each location provides is different. The principals working in better internet connectivity have more edge than their counterparts in unconnected places due to the technologies which will aid their leadership practices in terms of information and latest teaching technologies. Therefore, the location of the school has significant effect upon students' learning and achievements.

3.6.3 Demographic factors of the principal

Researchers discovered the positive correlation between certain principals' demographic factors with active instructional leadership. Principal's demographic factors like age, gender and prior teaching experience, years as principal affect instructional leadership Hallinger [19] Principal's gender most often relate to active instructional leadership, this relationship was found in some of the earliest studies on instructional leadership. The consistent findings further revealed that female principals engage more actively in instructional leadership.

The principal's age and prior teaching experience also influence the likelihood of principals acting as an instructional leader. According to Hallinger and Murphy [39], "The younger the principal the more likely he or she would exercise instructional leadership" (p.15).

Hallinger [23] stated that the contextual and personal factors affect the instructional leadership. It has deep implications for the practice of school principals as instructional leader. The influence these factors exert on the instructional leadership practices of principals in the school is central to the purpose of this study.

4. RESEARCH METHODS

For this study, a total of 202 teachers working in 30 schools in Tashi Yangtse, Bhutan were involved as the research sample for the study. A purposive sampling technique was applied to select interviewees. The study included different

level of the schools with both rural and urban setting and it is reachable in respect to time and distance.

The researcher used mixed method design. *Concurrent mixed method* was used for this study to collect data. To obtain the data, the researcher used survey structured questionnaire and semi-structured interview. The researcher adopted the principal instructional management rating scale (PIMRS) version 2.0 survey questionnaire developed by Hallinger (2008), which encompassed almost all the instructional responsibilities carried out by the principals in the schools. The quantitative and qualitative data generated from the survey questionnaire and semi-structured interview respectively helped to explore on teachers' views on principals' instructional leadership practices in the schools.

4.1 Data Analysis

The researcher analyzed the survey questionnaire through computing in the statistical computer program SPSS v-19. The procedure was scoring numeric values on variables, cleaning data, and finally the data was computed in a form of frequency and percent tables, graphs and figures. While the qualitative data obtained from semi-structured interview was analyzed based on thematic analysis.

5. RESULTS AND DISCUSSION

The interpretation of result is based on the data collected by survey questionnaire, open comments and interviews. It consists of seven parts namely (1) Demographic information; (2) Teachers' perception in relation to framing and communicating school goals, (3) Supervise, evaluate and coordinate curriculum; (4) Monitor student progress and protect instructional time; (5) Maintain high visibility and provide incentives for teachers; (6) Promote professional development and provide incentive for learning; and (7) finally a Summary.

5.1 Demographic Information

5.1.1 Level of school

Out of 209 questionnaires distributed 202 (96.7%) respondents returned and 7 of them did not return making 3.3% non-response. As presented in the Fig. 2 the levels of schools: 84(41.6%) respondents account maximum from the primary schools and 3(1.5%) respondents

are from the Extended Classroom school which is minimal. A few respondents represented from middle secondary school and higher secondary school in the sample since the Dzongkhag had only one each.

5.1.2 Gender

Of total teacher population of 279 under TrashiYangtse Dzongkhag 202 (75.7%) were sampled in the study. Of these 148 (73.3%) were males and 54 (26.7%) females (See Table 1). All the teachers were included in survey except some Dzongkha language teachers with only Dzongkha background. Principals and officiating heads or teacher-in-charges were excluded in the survey.

The data shows that male teachers dominate and there is gender imbalance in the teacher population in TrashiYangtse Dzongkhag. The values associated with the feminine gender such as motherly care, love, affection, and gentleness would be missed by most our young children.

5.1.3 Qualification

The majority of teachers under TrashiYangtse Dzongkhag have a qualification of Bachelor of Education (B.Ed = 67.8%), 18.9% have a Primary Teacher Certificate (PTC). Only 11.4% have a Post Graduate Diploma Education (PGDE) while 5.9 % have Master of Education (M.Ed) or a Master of Art (MA). 5.9% includes other teachers such as National Contract Teacher (NCT) and Community Based Teacher (CBT).

By looking at the scenario, the country still needs to recruit teachers with the required professional qualifications. The students in Finland perform best in their international examination because of the teachers with minimum qualification of Master's degree [40]. The country has already initiated and in the process of upgrading her teachers' qualification through distance mode and full time course both in country and ex-country.

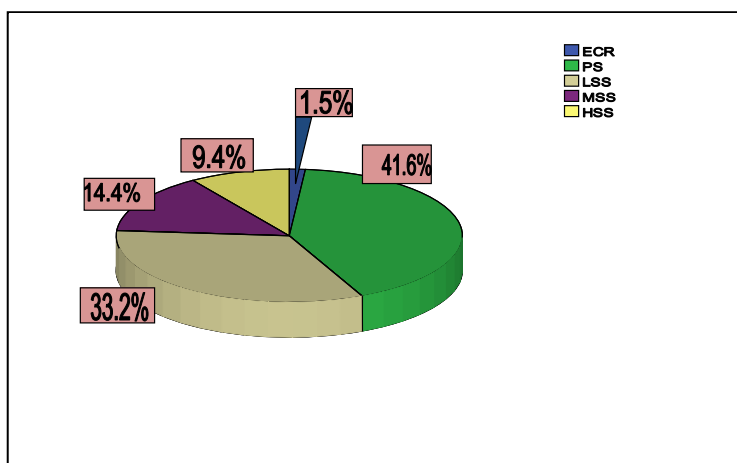


Fig. 2. Percent by the level of schools

Table 1. Percent of teachers by gender

	Frequency	Percent
Male	148	73.3
Female	54	26.7
Total	202	100.0

Table. 2. Percent of teachers by academic

		Age				Total
		20-30 yrs	31-40yrs	41-50yrs	51--Above	
Area	Rural	109(83.8%)	54 (83.1%)	4(100%)	3(100%)	170
	Urban	21(16.2%)	11(16.9%)	0	0	32
Total		130(100%)	65(100%)	4(100%)	3(100%)	202

Table 3. Respondent by qualification and age

Qualification	Prior teaching experience				Total
	1-5 yrs	6-10 yrs	11-15 yrs	16-Above	
PTC	0	5	10	3	18
B.Ed	92	40	3	2	137
PGDE	20	3	0	0	23
M.ED/MA	5	4	0	3	12
Others/ specify	12	0	0	0	12
Total	129	52	13	8	202

Of 137 respondents with B.Ed qualification, 132(96.4%) are below 10 years of teaching experience while 5 (3.6%) are above. All respondents with PTC qualification confirmed above 6 years experience in the school while respondents who are NCT and CBT are only below 5 years job experience.

5.1.4 Teaching experience

Of 202 respondents, 170 (84.2%) are serving in the rural area while 32 (15.8%) respondents are in the urban setting. The 129 (63.9%) respondents in the Dzongkhag is reflective of the huge number of teachers with minimum teaching experience below 5 years. 52(25.7%) respondents have 6-10 years of teaching

experience and 13(6.4%) respondents has 11-15 years of teaching experience. Only 8(4%) respondents with maximum teaching experiences of 16 years and above are in the rural area (See Table 4).

5.1.5 Age

The Dzongkhag has maximum young teaching force. 64.4% of the teachers are in the age range of 20- 30 years and followed by 32.2% of teachers who are 31-40years. Only 1.5% represents the teachers who are 51 years and above. Only few teachers will be superannuating in the next decade while the Dzongkhag will have sufficient numbers of teachers serving with young age.

Table 4. Respondent by area and prior teaching experience

Area	Prior teaching experience				Total
	1-5yrs	6-10yrs	11-15yrs	16-Above	
Rural	109	41	12	8	170
Urban	20	11	1	0	32
Total	129	52	13	8	202

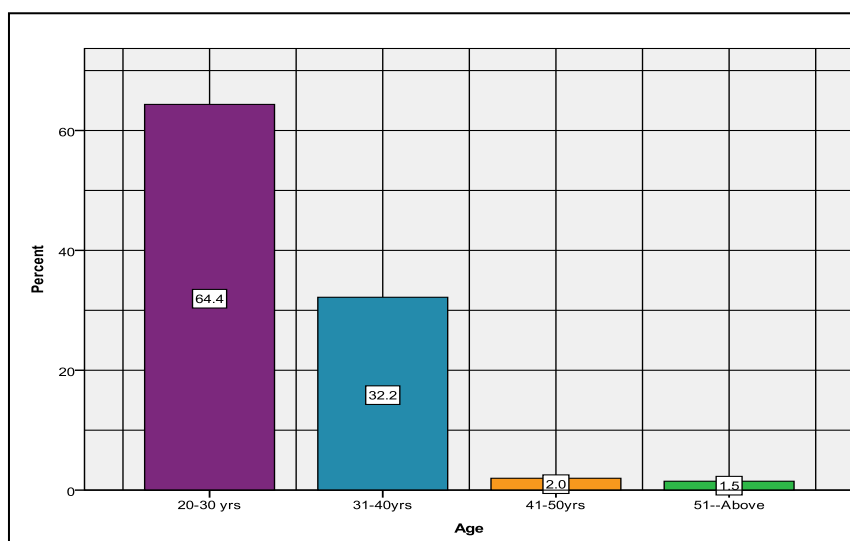


Fig. 3. Percent of teacher by age

Of 130, 109 (83.8%) participants are in the age range of 20-30 years are serving in the rural area while 21(16.2%) participants are in urban. However, it is interesting to note that participants above 41years are not in urban (See Table 4).

Of 181 permanent teachers, 162 (89.5%) have below 10 year's job experience and rest have above. 6 (3%) CBT and 3 (1.5%) Expatriate respondents have just five years experience (See Table 5).

5.1.6 Status as teachers

The Dzongkhag has maximum number of permanent teachers. Out of 202 teachers surveyed, 181(89.6%) represents permanent while 21(11.4%) are national contract teachers (5.9%), Community based teacher (3%) and expatriate (1.5%). The Fig. 4 showed 8.9% (5.8%+3%) of teachers recruited as NCT and CBT revealed that the students stills are deprived of trained teachers. The schools appear to have minimum expatriate teachers with 3(1.5%).

6. INTERVIEW PARTICIPANTS

Qualitative data was collected from 8 teachers, comprising two each from all level of schools, except Extended Classroom School. Interviews were conducted to authenticate the quantitative data; semi-structured interview questions were used to collect teachers' perceptions through different modes. The teacher interviewees are allotted with pseudonym name, as Int. R1, Int. R2, Int. R3, Int. R4, Int. R5, Int. R6, Int. R7, Int. R8 and they are acknowledged accordingly.

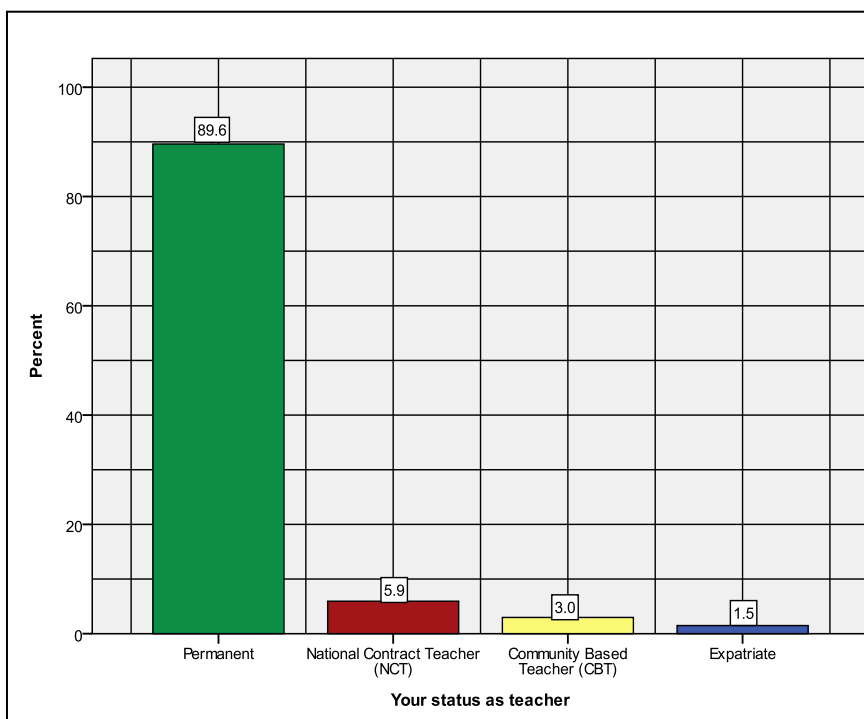


Fig. 4. Percent by status as teacher

Table 5. Respondent by status and teaching experience

		Prior teaching experience				Total
		1-5 yrs	6-10 yrs	11-15 yrs	16-Above	
Your status as teacher	Permanent	111	51	13	6	181(89.6%)
	National Contract Teacher (NCT)	9	3	0	0	12(11.4%)
	Community Based Teacher (CBT)	6	0	0	0	6(5.9%)
	Expatriate	3	0	0	0	3(1.5%)
	Total	129	52	13	8	202

6.1 Teachers' Perception Relating to School Goals

There is a general pattern of rating towards higher scale of "frequently" and, "Almost Always" in framing and communicating school goals as observed in Table 6(a). Out of ten items related to framing and communicating school goals, "Discuss the school's academic goals with teachers at faculty meetings" is rated almost always by 45.0% of respondents. Two of the respondents have not attempted the items: "Refer to the school's academic goals when making curricular decisions with teachers" and "Ensure that the school's academic goals are reflected in highly visible displays in the school".

By collapsing two scales each from upper lower (Table 6(b)) three items of framing and communicating goals remain top three as compared with "Almost Always" in Table 6(a).

The results of all the items displayed skews towards upper scales while the percent reflected for item: "Ensure that the school's academic goals are reflected in highly visible displays in the school," are relatively significant and require attention (refer Table 6(b)).

Qualitative data also seem to be in agreement with the proposed items related to framing and communicating school goals listed in Table 6(b). One of the interviewees confirmed:

We set our school goals in the beginning. We discuss in the general staff meeting. We set our goals based on the past performance of the students and the national goals. We target their marks to be above 60% and if the marks are below then we conduct weekly test to provide more practice. We share in assemblies and upload in the school website (Int. R1, 6/5/14).

Table 6(a). Teachers' perceptions relating to framing and communicating school goals

Framing and communicating school goals	AlmostNever %	Seidom %	Sometimes%	Frequently %	Almost always %
1. Develop a focused set of annual school-wide goals	1.0	1.0	12.9	47.0	38.1 (3)
2. Frame the school's goals in terms of staff responsibilities for meeting	1.0	.5	13.4	43.1	42.1 (2)
3. Use needs assessment or other systematic methods to secure staff inputs on goal development	.5	2.0	22.3	51.0	24.3
4. Use data on student academic performance when developing the school's academic goals	1.0	5.4	20.3	46.5	26.7
5. Develop goals that are easily translated into classroom objectives by teachers	1.5	2.5	17.3	50.0	28.7
6. Communicate the school's mission effectively	2.0	3.5	27.7	33.7	33.2
7. Discuss the school's academic goals with teachers at faculty meetings	.5	2.0	15.3	37.1	45.0 (1)
8. Refer to the school's academic goals when making curricular decisions with teachers	0	5.0	21.3	43.1	30.2
9. Ensure that the school's academic goals are reflected in highly visible displays in the school	3.5	10.4	24.3	32.2	29.2
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	1.5	5.4	28.2	39.1	25.7

Table 6(b). Teachers' perceptions relating to framing and communicating school goals (upper lower two scales)

Framing and communicating school goals	Almost Never + Seldom %	Sometimes%	Frequently + Almost always %
1. Develop a focused set of annual school-wide goals	2	12.9	85.1(2)
2. Frame the school's goals in terms of staff responsibilities for meeting	1.5	13.4	85.2(1)
3. Use needs assessment or other systematic methods to secure staff inputs on goal development	2.5	22.3	75.3
4. Use data on student academic performance when developing the school's academic goals	6.4	20.3	73.2
5. Develop goals that are easily translated into classroom objectives by teachers	4	17.3	78.7
6. Communicate the school's mission effectively	5.5	27.7	66.9
7. Discuss the school's academic goals with teachers at faculty meetings	2.5	15.3	82.1(3)
8. Refer to the school's academic goals when making curricular decisions with teachers	5	21.3	73.3
9. Ensure that the school's academic goals are reflected in highly visible displays in the school	13.9	24.3	61.4
10. Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	6.9	28.2	64.8

It seems the sharing of school goals is done through various ways and means ways as cited here: "We share through newsletters and notification. Principal shares through meeting and reflect in the school calendar" (Int. R3, 7/5/14).

6.2 Teachers' Perception Relating to Curriculum

The closer examination of data (See Table 7(a)) reveals that there are serious concern about day to day individual monitoring and observation of teachers' teaching and assessments. An average 22.3% respondent is positive with almost always and 36.6% respondent says frequently and 31.2% respondent says sometimes. 9.8% of the respondents have feeling of seldom or almost never.

However, qualitative data reveal quite a difference in the opinion about the supervision, evaluation and coordination of curriculum. According to Int. R3, "Principal supervises through Head of Department (HoD) meeting and he visits formally and informally in the class. Pre-conference and post- conference not happened

but he ask informally", and Int. R2 (6/6/14) shares, "We have monthly classroom observation by HoD. We have to prepare daily lesson plan and we get a sign from our HoD". "We usually have our teaching observation, principal usually observes how the teacher interacts in the class, how teaching flows in the class" (Int. R6,7/6/14). Therefore, it seems the ideas needs to be oriented to understand better and relevant to the participants.

By collapsing two scale each from the top and bottom (Table 7(b)) three items of supervising, evaluating and coordinating curriculum appear top three. The items to be given attention related to the supervising and evaluating curriculum in the group appear to be: "Conduct informal observations in classroom on a regular basis," "Point out specific strengths in teacher's instructional practices in post observation feedback," and "Point out specific weakness in teacher instructional practices in post observation feedback." 2 (1%) respondents have not attempted the item: "Facilitate planning of curriculum implementation strategies and planning of teaching resources."

Table 7(a). Teachers’ perceptions relating to supervising, evaluating and coordinating curriculum

Supervise, evaluate and coordinate curriculum	Almost	Never	Seldom	Sometimes	Frequently	Almost
	%	%	%	%	%	%
11. Ensures classroom priorities of teachers are consistent with the stated school goals.	.5	3	23.3	47.5	25.7	
12. Revise student work products when evaluating classroom instruction.	.5	5.4	26.2	40.6	27.2	
13. Conduct informal observations in classroom on a regular basis.	9.4	12.9	46.5	25.7	5.4	
14. Point out specific strengths in teacher’s instructional practices in post observation feedback.	5.9	15.3	43.1	29.7	5.9	
15. Point out specific weakness in teacher instructional practices in post observation feedback.	7.4	16.3	47.5	24.8	4.0	
16. Make clear who is responsible for coordinating the curriculum across grade levels.	.5	4	22.3	32.2	41.1	
17. Facilitate planning of curriculum implementation strategies and planning of teaching resources.	.5	.5	12.4	32.2	53.5	
18. Monitor the classroom curriculum in order to cover the school’s curricular objectives.	.5	2	29.7	46.5	21.3	
19. Assess the overlap between the school’s curricular objectives and the school’s achievement test.	1.0	3.5	38.1	44.6	12.9	
20. Participate actively in the review of curricular materials.	2.0	6.9	22.8	42.6	25.7	

6.3 Teachers’ Perception relating to Monitor Student Progress and Protect Instructional Time

The monitoring of student progress should provide the students to perform better in their academic performance and allows the teachers to facilitate planning of the curriculum implementation and assess the achievement of curricular objectives and ensuring use of instructional time meaningfully.

Table 8 (a) shows that 38.1%, 25.2% and 21.8% of respondents agreed saying Almost Always with the items No. 25, 23 and 22 respectively. The results generated are significant and contrasting between higher and lower scales between Almost Always and Almost Never. Only 12.9% said Almost Always with item No. 24 whereas 8.9% disagreed with Almost never. The items 29, 27 and 25 regarding protecting

instructional time also shows slightly more significant than monitoring students’ progress. While the choice for Almost Always to items 27 is 36.6%, but 10.9% said Almost Never. Refer the results generated in Table 8(a); there are serious problems in monitoring students’ progress and ensuring full instructional time, which would ultimately impact the students learning and coverage of syllabus. 1(0.5%) respondent not attempted for item, “Limit the intrusion of extra and co-curricular activities on instructional time.”

The interviewees’ opinions and comments differ in some ways and means however they tend to agree with some items. The following are some comments from the interviewees:

We share their results to them and compare with each other. For their parents we call their parent for result declaration day. We talk about their performance (Int. R2, 6/6/14).

Table 7(b). Teachers’ perceptions relating to supervising, evaluating and coordinating curriculum

Supervise, evaluate and coordinate curriculum	Almost Never + Seldom %	Sometimes %	Frequently + Almost always %
11. Ensures classroom priorities of teachers are consistent with the stated school goals.	3.5	23.3	73.2(3)
12. Revise student work products when evaluating classroom instruction.	5.9	26.2	67.8
13. Conduct informal observations in classroom on a regular basis.	22.3	46.5	31.1
14. Point out specific strengths in teacher’s instructional practices in post observation feedback.	21.2	43.1	35.6
15. Point out specific weakness in teacher instructional practices in post observation feedback.	23.7	47.5	28.8
16. Make clear who is responsible for coordinating the curriculum across grade levels.	4.5	22.3	73.3(2)
17. Facilitate planning of curriculum implementation strategies and planning of teaching resources.	1.0	12.4	85.7 (1)
18. Monitor the classroom curriculum in order to cover the school’s curricular objectives.	2.5	29.7	67.8
19. Assess the overlap between the school’s curricular objectives and the school’s achievement test.	4.5	38.1	57.5
20. Participate actively in the review of curricular materials.	8.9	22.8	68.3

Students’ academic performance in the school is discussed during review meeting. We share their performance in the class. About their term test and unit test, it happens through verbal communication during result day for the parent and students as well (Int. R3, 7/6/14).

Generally we discuss informally with teachers in the staffroom and formally we usually have teachers meeting where teachers along with principal and HoD basically discuss about student’s performance. Usually majority of dissemination of academic performance is done through parent teachers meeting, where teachers talk about the students’ achievements (Int. R67/6/14).

According to Int.R8 (20/5/14), “We discuss student’s marks, we write what to do. We give obtained mark from the first term, class test, and continuous marks and inform the students and display on the walls”. Opinions are differed among participants and most preferred using tests and informing academic performance rather

than understand the student progress, identifying strength and weakness, and finding remedial measure to excel better in academic performance.

By collapsing two scales (Table 8(b)) three items on monitoring student progress remain top three when Almost Always in Table 8(a) is compared. Similarly, the three items of protecting instructional time which appeared in top in Table 8(a) remain same in Table 8(b) without any significance in the lower scales. Item No.21, 24, 26 and 27 need attentions as this would affect the quality learning of students and teaching of the teachers as well.

6.4 Teachers’ Perception Relating to Maintain High Visibility and Provide Incentives for Teachers

Table 9(a) below is a summery result of principal maintains high visibility and provides incentives for teachers. Regard as the three top items on

the basis of the Almost Always alternatives. These items are very predominant perceptions expressed by the respondents in the field. "Participation in extra- and co-curricular activities", "Cover classes for teachers until a late or substitute teacher arrives", and "Reinforce superior performance by teachers in staff meetings, newsletters, and or memos" as each of them is rated by 47.5%, 30.2% and 28.2% of respondent respectively. However, majority of the respondents felt that visiting classroom, complimenting and acknowledging staff by the principals is low as only 10.4%, 8.4 % and 8.9% respectively reported. At a closer look, the respondents have varied perceptions with regard to item no. 32, 37, 38, 39 and 40. Some interview respondents seem rather practical as expressed here: "Most of the time he shares

thoughts during assembly hours and even by visiting class" (Int. R4, 7/6/14), and "In a small community like ours we are seven of us, we meet regularly, we are frank. He meets students whenever he gets time during intervals and lunch breaks" (Int. R8, 2/5/14).

Table 9(b) further compares the perception to maintain high visibility and to provide incentive to the teachers by "Age Range". The perceptions of different items in top three ranked by respondents. The item 33 has four variables followed by item 35 with three variables related to visibility of principal. The item 31 and 34 has two and one variable respectively. However, the item 32 is not in the top three with 25% to 55.4% only.

Table 8(a). Teachers' perceptions relating to monitor student progress and protect instructional time

Monitor student progress and protect instructional time	Almost Never %	Seldom %	Sometimes %	Frequently %	Almost always %
21. Meet individually with teachers to discuss student progress	4.5	6.9	37.1	36.6	14.9
22. Discuss academic performance results with the teachers to identify curricular strengths and weaknesses	.5	5.4	22.3	46.5	25.2
23. Use tests and other performance measures to assess progress towards school goals	2.5	2.5	23.3	50.0	21.8
24. Inform teachers of the school's performance results in written form.	8.9	10.4	36.1	31.7	12.9
25. Inform students of school's academic progress	.5	4.5	19.8	37.1	38.1
26. Limit interruptions of instructional time by public address announcements	4.5	8.4	27.2	35.6	24.3
27. Ensure that students are not called to the office during instructional time	10.9	9.4	14.4	28.7	36.6
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	2.5	7.4	34.2	36.6	19.3
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	0.0	2.0	13.4	34.7	50.0
30. Limit the intrusion of extra- and co-curricular activities on instructional time	1.0	5.0	24.8	37.6	31.2

Table 8(b). Teachers’ perceptions relating to monitor student progress and protect instructional time (upper lower two scales)

Monitor student progress and protect instructional time	Almost Never + Seldom%	Sometimes%	Frequently+ Almost always%
21. Meet individually with teachers to discuss student progress	11.4	37.1	51.5
22. Discuss academic performance results with the teachers to identify curricular strengths and weaknesses	5.9	22.3	71.7 (3)
23. Use tests and other performance measures to assess progress towards school goals	5	23.3	71.8 (2)
24. Inform teachers of the school’s performance results in written form	19.3	36.1	44.6
25. Inform students of school’s academic progress	5	19.8	75.2 (1)
26. Limit interruptions of instructional time by public address announcements	12.9	27.2	59.9
27. Ensure that students are not called to the office during instructional time	20.3	14.4	65.3
28. Ensure that tardy and truant students suffer specific consequences for missing instructional time	9.9	34.2	55.9
29. Encourage teachers to use instructional time for teaching and practicing new skills and concepts	2	13.4	84.7 (1)
30. Limit the intrusion of extra- and co-curricular activities on instructional time	6	24.8	68.8 (2)

Incentives for the teachers reflected low by the age group 20-30 years and 50 years and above, which appears to be an extreme case. Age group 31-40 years and 42-50 years rated 25% to 75% with the items in relation to the incentive for the teachers. The principal is expected to provide different mode of incentives to motivate the young teachers and seniors as well.

6.5 Teachers’ Perception Relating to Promote Professional Development and Provide Incentives for Learning

The study intended to investigate the teachers’ perceptions about principals’ role in promoting professional development for the teachers and providing incentives for students. Each part has five items each. The items 41 to 45 are related to promoting professional development while the items 46 to 50 are to provide incentive for learning. Table 10 below presents the perceptions of the teachers for these various items.

A large majority of the respondents rated in the upper scales such as Sometimes, Frequently

and Almost Always. Promotion of professional development has many challenges with the financial and material resources. However, it is noticed that the items rated in the upper scales and considered to receive some kind of professional development program for teachers and incentives for learning both for teachers and students.

The qualitative data seem to complement the quantitative data in these themes related to promotion of professional development and providing incentives for students learning. A number of opinions and comments appear to be relating to these ideas as Int. R1 (6/6/14) states, “We have cash prizes and certificates for class and subject toppers for term exams. We have monthly professional development program by different departments and HoDs arrange the resources and expertise”. In the same vein, Int.R4 (7/6/14) delineates, “At the end of each term we used to award their results. So at that time we provide prizes for 1st, 2nd and 3rd. We have all pre-planned program listed as per the plan, we conduct the PD program”. The following responses also support the theme:

Table 9(a). Teachers’ perceptions relating to maintain high visibility and provide incentives for teachers

Maintain high visibility and provide incentives for teachers					
	Almost Never %	Seldom %	Sometimes %	Frequently %	Almost always %
31. Take time to talk informally with students and teachers during recess and breaks	1.5	4.5	18.3	49.0	26.2
32. Visit classrooms to discuss school issues with teachers and students	3.0	11.9	39.6	34.7	10.4
33. Participation in extra- and co-curricular activities	1.0	5.0	8.4	38.1	47.5(1)
34. Cover classes for teachers until a late or substitute teacher arrives	2.0	9.4	28.2	30.2	30.2(2)
35. Tutor students or provide direct instruction to classes	.5	3.0	24.8	43.6	28.2(3)
36. Reinforce superior performance by teachers in staff meetings, newsletters, and or memos	5.0	7.4	33.2	38.1	16.3
37. Compliment teachers privately for their efforts or performance	8.4	9.4	32.7	41.1	8.4
38. Acknowledge teachers’ exceptional performance by writing memos for their personal files	9.9	13.9	38.1	29.2	8.9
39. Reward special efforts by teachers with opportunities for professional recognition	5.9	15.3	36.6	30.2	11.9
40. Create professional growth opportunities for teachers as reward for special contributions to the school	4.0	12.4	39.1	32.2	12.4

Mainly in the class we go for verbal rewards-good, excellent, and very good. In form of token reinforcement like who is high performer, those who do well in academic and in non-academic like sports, we give away certificate. We also have teacher meeting, headed by principal and academic head. Teachers try to bring certain issues for PD program (Int. R6, 7/6/2014).

We are awarding prizes like books for class toppers. We usually conduct School Based In-service Program (SBIP) and Clustered Based In-service Program (CBIP) and attend Dzongkhag Based In-service Program (DBIP) and National Based In-service Program (NBIP).CBIP has three schools, and whoever attend for new topics, conducts for us (Int. R8, 20/5/2014).

A respondent also differs that, “We have difficult in rewarding incentive for large number of students” (Int. R3, 7/6/14).

6.6 Summery

In the summary, the result of the study has provided many insights and multidimensional understanding on teachers’ perceptions about principal’s instructional leadership. The study shows there are younger, minimum experience and more men among the teachers in our system. Most of the schools are still in rural.

Overwhelming majority of the respondents rated upper scales of “Sometimes, Frequently and Almost always” indicating positive perception about principals’ instructional roles in the schools. There are however some areas of concern and needs attention, particularly the implementation of curriculum, monitoring student progress and providing incentives for both teachers and learning.

Generally both quantitative and qualitative data complemented each other. There was however slight differences in the teachers’ perception

about the principals' instructional roles when data was further analyzed through cross tabulations. Differences were observed especially by age and gender, experiences and qualification and the location of school.

it is presented under major three themes and concepts: Teachers' perceptions related to school goals; management of instructional program; and promoting positive school culture.

7. DISCUSSION OF RESULTS

Chapter five presents discussion and relates the information presented in the previous chapters. The study is mainly intended to find out teachers' perceptions on principals' instructional practices in the schools. Particularly, three dimensional of Hillinger model of instructional leadership with ten job functions were used to find out and discuss the teachers' perceptions: Defining the school mission, managing the instructional program and promoting the school learning climate in Bhutanese context. The ten job functions are clubbed and discussed under major themes and concepts.

The discussion is ensued under major themes and concepts drawn from the data collected and interpreted in the preceding chapter. Specifically

7.1 Teachers' Perceptions Related to School Goals

7.1.1 Frame school goals

This section discusses teachers' perceptions related to framing of school goals in particular. Five items are administered to find out perceptions of teachers. Basically, how and what bases are used and when and who are involved while framing goals were asked. Principal is expected to create avenue for all the stake holders to come together to plan and align towards school goals. Teachers, students and the community must have confidence that the daily activities of the school will function smoothly. All the stakeholders must be prepared and lend their hands effectively to organizing and fulfilling daily tasks.

Table 9(b). Choice of teachers' perceptions relating to maintain high visibility and provide incentives by age

Maintain high visibility and provide incentives for teachers	Almost Always + Frequently by Age Range			
	20-30	31-40	40-50	50-Above
31. Take time to talk informally with students and teachers during recess and breaks	74.4%(2)			
32. Visit classrooms to discuss school issues with teachers and students	41.1%	80%(2)	50%	66.7%
33. Participation in extra- and co-curricular activities	84.6% (1)	86.2%(1)	100%(1)	100%(1)
34. Cover classes for teachers until a late or substitute teacher arrives	59.2%	60.0%	100.0%(1)	66.7%
35. Tutor students or provide direct instruction to classes	70.0%(3)	75.4%(3)	75.0%(2)	66.7%
36. Reinforce superior performance by teachers in staff meetings, newsletters, and or memos	52.3%			
37. Compliment teachers privately for their efforts or performance	43.8%	58.5%	75%	33.3%
38. Acknowledge teachers' exceptional performance by writing memos for their personal files	7.7%	61.5%	50%	33.3%
39. Reward special efforts by teachers with opportunities for professional recognition	39.2%			
40. Create professional growth opportunities for teachers as reward for special contributions to the school	37.7%	47.7%	50%	33.3
		56.9%	50%	66.7%

Table 10. Teachers’ perceptions relating to promote professional development and to provide incentives for learning

Promote professional development and provide incentive for learning	Almost Never %	Seldom %	Sometimes %	Frequently %	Almost always %
41.Ensure that in-service activities attended by staff are consistent with the school's goals	0	4.0	15.3	51	29.7
42. Actively support the use in the classroom of skills acquired during in service training	.5	2	14.4	50	33.2
43. Obtain the participation of the whole staff in important in-service activities	0	2.5	14.4	43.6	39.6
44. Lead or attend teacher in-service activities concerned with instruction	.5	3.5	18.8	45	32.2
45. Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	1.0	3.5	20.8	47.5	27.2
46. Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal’s newsletter	4.0	9.9	31.7	34.2	20.3
47. Use assemblies to honor students for academic accomplishment or for behavior or citizenship	1.5	5	23.8	42.1	27.7
48. Recognize superior students achievement or improvement by seeing in the office the students with their work	4.5	9.4	31.7	40.6	13.9
49. Contact parents to communicate improved or exemplary students performance or contribution	4.0	7.9	35.6	37.6	14.9
50. Support teacher actively in their recognition and or reward of students contribution to and accomplishments in class	2.5	5.9	26.7	47.5	17.3

The quantitative data suggests that ideally the teachers prefer participating in the framing of school goals. All the five items under job functions were rated in higher scales, 73.2% to 85.2% respondents. The data shows that the principals imply active and effective role in framing school goals. The study in Thailand also shows that 65% of teachers think that principal collaborates with teachers, students and parents while determining the school goals [41]. In the same vein, the literature also stated that having well directed goals as per felt needs and having the means to realize them is the essence of a successful school.

7.1.2 Communicate school goals

The school goals are to be communicated effectively to students, faculty members, parents

and stakeholders in the community. The school in the locality is part and parcel of the community, all must know what are the schools goals, who are responsible and how should it be fulfilled. Their support in labour contribution, participation in school activities and taking the sense of ownership will help to accomplish set goals. Communicating schools goals to the parents in the community was perceived as a little challenge. The study found that rural settings, far flung community, illiteracy, and lack of information technology facilities were major challenges for communicating school goals effectively. Some 13.9 % respondents rated in the scale of “Almost never and Seldom” while 28.2% “Sometimes and 64.8% “Frequently and Almost Always”. The literature also suggested that the principal should uphold and efficiently

communicate the set mission to the stakeholders. The instructional leader must effectively communicate and express the commitments to share vision to the stakeholders. Similarly, the research carried out in America concluded that the successful leadership entails paying attention to key aspects of the school's vision; communicating the vision clearly and convincingly and inviting suggestions from multiple stakeholders through participatory communication strategies [20].

7.2 Teachers' Perceptions Related to Management of Instructional Program

This section discusses on management of instructional programs as observed by the study respondents in ten items. It is discussed under three sub themes.

7.2.1 Supervision and evaluation of curriculum

Of five items, conducting informal observations in the classrooms and pointing strength and weakness in teacher's instructional practices are weak and need to strengthen. The quantitative result revealed that most of the participants rated "Sometime". Some interview participants speculate that it may be due to overburden with administrative issues and management schedules. The study found that the system of instructional responsibilities was shared with Head of Department (HoD) in the school primarily to supervise and evaluate curriculum. 52.8% of the respondents reported that their principals commit their time on supervision, evaluating and coordinating curriculum while as per the Performance Management System (PMS) the principals should devote 65% of their school time on instructional programs [8].

However, there was more respondent's (73.2% and 67.8%) agreement with the items "Ensuring classroom priorities and evaluating classroom instructions". In a study conducted in America states that, 39% principals observe their instruction daily and 50% observe once or twice in a week as per the America's choice mode [42].

7.2.2 Coordination of curriculum

Coordinating and facilitating curriculum implementation is reported to be faring better compared to supervision and evaluation of curriculum. Close to 57% of the respondents

reported on the higher scale. In the light of this one is tempted to make an assumption that either the system demands more from the leadership. Conversely, the working system needs to be enhanced with more man power and resources support for effective supervision, evaluation and coordination of curriculum at the school level. As MoE suggests that, "One of the targets in Tenth plan was that all the schools maintain a class size of 30-36 students in regular larger school and 20 students in smaller school with Multigrade teaching" [43] the current student-teacher ratio (STR) under Trashiyangtse is 1: 38 which is more than the national STR. The lesser magnitude of teachers in the Dzongkhag would compromise in the delivery of quality education to the students. Also, the study carried out in state of Andhara Pradesh (India), the average rural school has total enrollment of 80-100 students with an average of 3 teachers across grade represents STR 1:33.3 -1:26.7 which is relatively lighter class strength as compared to TrashiYangtse's situation [44].

7.2.3 Monitoring of student progress

As presented in chapter four, there are some challenges with regards to monitoring student's progress. As an instructional leader, the principals should create avenue to make the test results available to teachers for discussion and to provide interpretative analysis for teachers to help take informed instructional decisions.

The study found that an average of 63% respondents supported positively and 9.3% respondents supported negatively while 27.7% remain neutral. The study participants expressed varied perceptions about the issue of monitoring students' progress. However, the qualitative data suggests that the progress of students is discussed through parent teachers meeting, and review meeting and the same is disseminated both in verbal and written form.

7.3 Teachers' Perceptions on Promoting a Positive School Culture

This section discusses on promoting a positive school culture as observed by the study respondents with the items of different job functions. This particular theme is discussed under five sub themes.

7.3.1 Protection of instructional time

Instructional days and hours refer to the sum of time that students are expected to attend in a

school year or the minimum number of instructional days refers to the actual number of days that students have contact with a teacher in the school. Teacher in-service and professional development days are included when available. The requirements of instructional days and hours vary from country to country and state to state in the year. The majority of states in United States of America set the school year at 180 days (30 states); 11 states set the minimum number of instructional Days between 160 and 179 days; two states set the minimum above 180 days and eight states currently do not have a minimum number of instructional days [45].

The effective use of instructional time that allows planning and delivering the instructions to the students effectively and adequately helps to protect instructional time. The use of instructional time for teaching and practicing new skills and concepts was positively reported by overwhelming majority (84.7%). Most of the interview participants were protective in fulfillment of instructional 180 days [46] despite of unavoidable circumstances. Some argue the necessity of 180 instructional days for completing syllabus contrasting between the higher level grades and pre-primary children. Alternatively, some suggest that there were no losses and incidences that ever never achieved full instructional time in a year. Intrusions by extra and co-curricular activities into the mainstream academic activities were expressed as some challenges and obstacles in fulfilling the prescribed instructional time.

7.3.2 Maintain high visibility

Principal's time to talk and visit formally or informally in the classroom to discuss school issues during recess and breaks is viewed as one of the ways of maintaining high visibility of the principal in the school. Attending in extra and co-curricular activities and substituting the classes in absence of teachers is also an obligation of the instructional leadership.

Finding of this study on teachers' perception about "maintain high visibility" has multidimensional aspects. Visit by their heads to the classroom to discuss issues with students and teachers are reported low. Time constraint was one speculation that was made for less visibility in the classroom, talk informally during recess and break times. There is no significant difference as 28.5% respondents positively supported the visibility of the principal while 1.6%

respondents expressed negatively. Majority of the respondents participated in the interview had vague concepts of visibility of principal in and around the school. However, the perceptions contradicts with Budhal [37] who maintains that the purpose of wandering around is to motivate teachers and learners, to monitor instruction, to be accessible and provide support and knowledge of what is actually going on in the school. The study also revealed that there is a need of attention to make aware about the purpose of visibility for all teachers, students and principals.

7.3.3 Providing incentives for teachers

An incentive is of paramount importance to heighten the teachers' morale and motivation that would enhance their productivity. The intrinsic motivational factors may also vary to impact the teachers' perception about principals' instructional leadership. The factors such as school policy, supervision of curricular and extra-curricular activities, interpersonal relations, working conditions, job security and salary have powerful affect on teachers' perceptions. Herzberg's Theory states that motivation factors provide the intrinsic or real motivation to the workers [47]. In the same vein, the intrinsic motivational factors such as achievement from the accomplishment of works; promotion and career advancement; meaningful, interesting and appropriateness of work; acknowledgement, reinforcement and recognition for outstanding performances, and professional growth through trainings, workshops and further studies have significant effect on teachers' perceptions. According to Hong and Waheed [47] the hygiene (extrinsic) factors prevent dissatisfaction by avoiding bad feeling towards work, but the motivators (intrinsic) had positive effect on job motivation of the employees.

However, the study suggested very minimum incentives were provided. Less than 50% of the respondents agreed receiving incentives. The study found there is minimum gesture of acknowledging teachers' exceptional performances through writings. 9.9% of respondents agreed in almost never scale while 8.9% respondents agreed with the scale almost always. The results also show that there is no significant difference by age in the teachers' perception about the provision of incentives. Incentive enhances innovation, creativity and optimizes teacher learning and growth. Thus, the literature also supports that incentivized teachers

by formal awards and praise encourages all teachers for improvement and continued growth [17].

Qualitative data however indicates some room for improvement with understanding its importance, excellence in their professionalism and the benefits for learners. Some intervention in form of reinforcement through verbal and written, recognition through writings, newsletters, and memos need to be emphasized to enhance teachers' and learners' motivation and to foster innovative ideas in teaching learning [48-51].

7.3.4 Promote professional development

Teachers believe Professional Development (PD) program is core to enhance their knowledge and professionalism. Active support and leading teachers to participate in in-service activities promote professional development by the principal has significant effect on teacher's classroom instruction. According to Teacher Human Resource Policy (THRP), "Every teacher shall receive or acquire a minimum of 80 hours of need-based PD programme in a year organized at the school, cluster, Dzongkhag/Thromde, TRC, national and international level" [52]. 60 Teacher Resource Centres (TRC) are revitalized and expanded as hub across the country for providing professional development opportunities to teachers on continuous basis [40]. Majority of the respondents perceived that the organization of professional development activity did happen "Frequently" with 43.6% to 51% reporting positively. As per the research carried out in advanced country like United States of America, the number of teachers who experience professional development with all six characteristic of high quality PD is very small [53].

National Based In-service Program (NBIP), Dzongkhag Based In-service Programme (DBIP), Cluster Based In-service Program (CBIP) and School Based In-service Program are reported to be happening frequently from the data collected through interviews. Majority of the teachers avail PD through SBIP (2-4 hours) followed by CBIP (less than a day) and only few seems to attend DBIP (2-3days) and NBIP (maximum 5 days). However, the research shows 79% participate that last for an about 15 hours, 64% participates that last only a week or less, 20% participate in collective discussion [53].

7.3.5 Provide incentive for learning

The instructional leaders who create positive academic culture and views high value academic achievements and behavioural citizenship through sustainable rewards and recognitions system in the schools is considered as incentive for learning [17]. The leaders recognize superior students' achievements or improvements and honour through formal rewards in the assemblies, principals' newsletters, seeing in the offices and informing to their parents.

The quantitative data revealed there are low incentives for learning in our school system. Only 27.7 % respondents positively agreed "Almost Always" while 4.5% respondents rated negatively by opting "Almost never". Conversely, the qualitative data overwhelmingly agreed that rewards and incentives were provided with verbal, cash and kind for every excellent performance in the school. The literature revealed that principal may not have direct influence over student achievement, but their leadership significantly influences factors that are necessary to promote students achievements [32].

7.4. Summary

The chapter presented discussion of data in relation to the main question about teachers' perception on principals' instructional leadership practices. In general, the study found overwhelming positive perceptions of teachers about instructional leadership practice of school Principals in TrashiYangtse Dzongkhag. Framing and communicating schools goals, supervising, evaluating and coordinating curriculum and maintain high visibility were ideal and majority of the teachers rated positively [54-56]. The trend may be noted as a symbol of growth and development taking place in schools under the instructional leadership model [57-62].

Monitoring students progress, protect instructional time and promoting professional development were supported but not with overwhelming majority. Providing incentive for teachers and learning needs attention. In general however, the study does not reveal any serious problem with the principals' instructional leadership practices in schools. The opinions, perceptions and preferences differed because of level of schools, setting, gender, age and experiences [63-66]. It is also speculated that some preferences differ because of character,

age and experiences of the leadership in the school. It was found that while it would take some time before all aspects of instructional leadership model gets deeply rooted as part of school culture, there is at least awareness and concern in the school system and all stakeholders concerned seem to be serious about the business [67-70]. However, major challenges in running schools with instructional leadership model were school settings, lack of resources and capacity development opportunities and these enabling facilities and services are possible and within reach.

8. FINDINGS OF THE STUDY

The findings are grouped under three domains: Defining School Missions; Managing Instructional Programs; and Promoting a Positive School Culture.

Defining School Mission: The teachers under TashiYangtse Dzongkhag in general are very positive with regards to beliefs and perceptions of framing and communicating instructional goals. 73.2%-85.2% of the respondents agreed with "Almost Always" done in the schools.

Managing Instructional Programs: On an average, 52.8% respondents agreed with almost always about supervision, evaluation and coordination of curriculum. It is alarming to find out only from 28.8% to 35.6% of teachers preferred saying almost always while 23.7% preferred saying almost never in a certain areas like conducting formal and informal observation in the classrooms and pointing out specific strengths and weakness in teachers' instructional practices. However, in some areas, it is found overwhelmingly positive saying that their principals support in "Ensuring classroom priorities" (73.2%) and "Evaluating classroom instructions" (67.8%).

Promoting a Positive School Culture: About 50% respondents favored the protection of instructional time. The interview participants were also positive.

Only 50% of teachers enjoyed incentives through compliments, reinforcement and rewards while 9.9% teachers agreed almost never.

Only 27.7% teachers positively reported, "Almost Always" while 4.5% teachers said "Almost Never" "provided incentive for learning". However the teacher interviewees did agree that

some kind of rewards and incentives were provided including verbal, cash and certificates for every excellent performance in academics and other activities of the school.

9. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

9.1 Supervision, Evaluation and Coordination of Curriculum

The study recommends that there is a need for the schools to improve supervision and evaluation of curriculum on daily basis. Formal and Informal class observations are to be strengthened and regularized as a system in the daily activity. Recognition of specific strengths and addressing weakness on teachers' instructional practices are to be discussed as part of PD activities.

9.2 Monitoring of Student Progress

The school is strongly recommended to meet and discuss about academic performance and to assess progress to achieving school goals and conform to the needs of individual student.

9.3 Providing Incentives for Teachers

The study recommends school to provide incentives for teachers through various ways and means: Reinforce superior performance of the teachers in staff meeting, newsletter and memos. Complement teachers privately for their efforts and acknowledge their exceptional performance by writing memos for their personal files. Reward with professional growth opportunities for special efforts as professional recognition.

9.4 Promote Professional Development

The study recommends schools to ensure the involvement of all the teachers in in-service activities which is consistent with the academic goals and instructions at school, cluster, Dzongkhag and national level. They could be specialized or master them in their skills and competency in particular one or two subjects based upon their aptitude, ability and interest.

10. LIMITATION OF THE STUDY

Since the study covered wide range of subjects regarding principal' instructional leadership

practices in the school, the length and width of the questionnaires could have possibly caused "respondent exhaustion" resulting in some respondents skipping some items and while some even did not return.

The findings from this study cannot be generalized in the whole country. This study did not cover other stakeholders such as supporting staff, parents and policy makers and therefore it is short of their views and perceptions, which otherwise would have added values and insight into the study.

11. CONCLUSION

The instructional leadership practice is a new concept and grooming stage in the era of 21st Century of Bhutanese Education. This study helped to explore the in-depth understanding of the teacher's perception about the principal's instructional leadership practices. Based on the analysis and interpretation from the study, the research study found out that in all the leadership instructional practices such as framing school goals and communicating those goals to teachers and stakeholders, implementation of curriculum instruction and monitoring of student progress in school, and protecting instructional time and maintain high visibility in the schools, the finding indicated that teachers tend to develop positive perception toward their principals' instructional leadership practices in the schools. Further analysis of teachers' perception in relation to their demographic and institutional factor indicated insignificant difference about principals' instructional leadership practices.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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