

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

This chapter intends to summarize and discuss the findings as well as the earlier chapters of this study. It includes findings, discussion, recommendation, future research and limitation of the study.

The purpose of the research was 1) to study the dimensions of principal's instructional leadership in the urban schools of Bhutan, 2) to study the relationship between principal's instructional leadership and school effectiveness in the urban schools of Bhutan.

The samples of the study were selected by employing purposive sampling technique. All the 53 urban schools based on the 2013 data from the list of urban schools in Bhutan were selected as the samples. The respondents from each of the sample school consisted of 53 school principals and 53 teachers. The teacher being included was to avoid the data from being biased. The included teacher was the staff secretary and was selected as he/she worked closely with the principal and the staff. He/she understood the roles of the principal and how the school functioned.

For data analysis, the principal's instructional leadership score was calculated by averaging the scores by the principal and the selected teacher of the same school. For the school effectiveness, the existing secondary data of the school from the national evaluation for academic year 2013 was collected from the school principal.

The data analysis was conducted using statistical software package SPSS for social sciences. The following procedures of data analysis were carried out.

1. To study the dimensions of principal's instructional leadership, the mean ( $\bar{X}$ ) and standard deviation (SD) were analyzed. The average raw score of mean ( $\bar{X}$ ) and standard deviation (SD) were analyzed for school effectiveness. The reference was based on 5-point rating scale of Best and Kahn [51].

2. To study the relationship between principal's instructional leadership and school effectiveness in the urban schools of Bhutan, the Pearson Product Moment Correlation Coefficients were analyzed by using the average sum of raw score of each school's principal and teacher's view on principal's instructional leadership (the range score was between 150-30) and school effectiveness average score (1-4).

## **Findings**

### **1. The result of the study on the dimensions of principal's instructional leadership in the urban schools of Bhutan.**

The result of the study on the dimensions of the principal's instructional leadership in the urban schools of Bhutan revealed that the overall principal's instructional leadership was at the high level. In investigating the individual dimensions, the principal's roles in the curriculum and the professional development were perceived at high level whereas the general roles and responsibilities and the principal's role in assessment, at a very high level.

### **2. The result of the Pearson Product Moment Correlation Coefficients between principal's instructional leadership and school effectiveness in the urban schools of Bhutan.**

The Pearson Product Moment Correlation Coefficients produced by the data analysis revealed that there was no significant correlation relationship between the overall principal's instructional leadership and overall school effectiveness in the urban schools of Bhutan ( $r = .189$ ,  $p < .05$ ).

There was significant relationship found between professional development and curriculum dimensions of principal's instructional leadership and overall school effectiveness ( $r = .304$ ,  $p < .05$ , and  $r = .294$ ,  $p < .05$ , respectively). The correlation was however low positive correlation for the former and little correlation for the latter.

Also, there was little significant correlation coefficient was found between the professional development dimension ( $X_4$ ) of principal's instructional leadership and co-curricular: for wholesome development dimension of school effectiveness ( $Y_5$ ), with  $r = .337$ ,  $p < .05$  (low positive correlation). No significant relationship was found among the other principal's instructional leadership dimensions and school effectiveness dimensions.

## Discussions

This section provides a discussion of the results of the present study which studied the dimensions of principal's instructional leadership and the relationship between the principal's instructional leadership and school effectiveness in the urban schools of Bhutan.

1. To study the dimensions of principal's instructional leadership.

The dimensions of principal's instructional leadership were at high level. The transition into instructional leadership for the principals was a new concept in Bhutan. All agree that principal instructional leadership was crucial for the realization of effective schools vision but it's seldom practiced. The result reminded the need to improve the instructional leadership of the principals. Many researchers have found instructional leadership as one important aspect of school effectiveness. Edmonds, 1979 as cited in Rogers, D. Kipp [34] identified strong instructional leadership of the principals by all administrators and staff members as a strong correlate. Research clearly indicated principal instructional leadership as a strong attribute of effective schools [34]. Many believed that the school effectiveness solely depended upon the characteristics of the principal, and the leadership styles [29].

2. To study the relationship between the principal's instructional leadership and school effectiveness in the urban schools of Bhutan.

The Pearson Product Moment Correlation Coefficients between principal's instructional leadership and school effectiveness in the urban schools of Bhutan surprised the researcher. There was no significant correlation between the two main variables (X and Y) ( $r=.189$ ).

As stated in Hallinger [35] the shift from principal as manager to principal as instructional leader has not yet been effective. The instructional leadership is not effective in Bhutan too. Instructional leadership in schools continues to be a challenge today, firstly due to its narrow definition cast against the large number of roles of the principal. In Bhutan, the transition into instructional leadership began just few years ago. Many schools principals lacked the ideas of instructional leadership as well as other leadership types and theories. The lack of such ideologies of leadership may be the reason for not having significance.

Also it was found that all was not well with the education system of Bhutan. Although there has been considerable improvement in terms of access and enrollment, at different points the research findings, various reports and public reactions gave the evidence that there were low student performances at all levels, lack of effective management practices, over centralization of decision making, a feeling of powerless and low self esteem among school leaders and teachers. There was over all culture of passivity entrenched in the education system [7].

The other reason could be that when one variable increases in value, the second variable decreases in value. The descriptive analyses showed the first variable with increased value while the second variable with decreased value. And also when we have small samples, for example only a few participants, moderate correlations may misleadingly not reach significance. The respondents may have biased their response of to the higher level also. It could also be the distribution of the response. The respondents may have ignored their weakness and randomly rated in the higher level. They may not have taken the survey questionnaire seriously. It could be that the instrument may have been sensitive enough to assess principals' perceptions on their instructional behavior.

While for the school effectiveness the ratings were done jointly in the school. The chance for being biased was very limited. Thus, the occurrence of correlation or significance was deterred. However, this also informed that although many schools practice instructional leadership still the leaders continue as the manager-administrator. Many agree that instructional leadership is crucial for the realization of effective schools vision but it's seldom practiced. Many focus only one tenth of their time to provide instructional leadership. The concept and practice of instructional leadership is so much of a challenge to the Bhutanese principals. They do not practice instructional leader citing lack of in-depth training as instructional leader or lack of time to execute instructional duties. Thus, it demands a realistic and futuristic training for the principals'. They must be trained and made aware on the different leadership skills and theories apart from being instructional leaders. This would immensely benefit them as the school leaders. They may use the skills and traits of leadership in running the school effectively.

However, the result analysis hinted the need to improve the educational leadership of the principal's as instructional leaders and the teachers too. There was a need for reform in the system. A need to deliberate, discuss and explore new and effective horizons for the principal's Instructional leadership. Thus, it would greatly help in shaping the school effectiveness and instructional leadership. It's in the hands of the principals' to uplift the school. Flath [30] agrees that for the condition of effective schools depends upon the principal too. Many studies of effective schools emphasized instructional leadership as one of the features of effective schools. It is the driving force behind the principal to ensure that effective teaching and learning takes place in the school.

To further discuss about the dimensions, the general roles and responsibilities of the principal's instructional leadership had no correlation with school effectiveness. This revealed that the general roles and responsibilities of the principals were not at par with the school effectiveness. Leithwood, et al. [37] argued "instructional leaders often make important second order change such as building a shared vision, improving communication, and developing collaborative decision making processes." However a weakness in both leadership concepts of instructional and transformational leadership is that it presents a view of leadership that resides in the individual leader. This neglected the fact that leadership context bound and exists among the followers. If leadership is to be effective it must be validated by the consent of followers [39]. The result informed that the school leaders in Bhutan needed to understand and apply the various skills and traits of instructional leadership appropriately.

The second dimension curriculum of principal's instructional leadership had little significance ( $r = .284$ ,  $p < .05$ ) with school effectiveness. However the significance level was not very high as it was just little correlation. This showed that there was a statistically significant correlation between the dimension and the variable.

It reflected the concern of the principal for the curriculum and its appropriate implementation. Many school leaders do take active role to implement the curriculum effectively. The curriculum is indeed a ready-made document to be used by the schools without having to modify. The principals' can easily guide and support its implementation. Southworth as cited by Bush [28] says that "instructional

leadership is strongly concerned with teaching and learning, and includes the professional learning of teachers as well as student growth". Thus, leaders' influence and concern for curriculum would further enhance student learning via teachers. The schools maybe given the freedom to modify the curriculum based on the location, culture and ethnicity. A school level curriculum could be developed from the main curriculum of the government.

This dimension of principal's instructional leadership, assessment had no correlation. This indicated that there was a weak relationship between the dimension and the variable (Y). It implied that there was a need to check and work on the improvement of the assessment policy and the system. Schools must have a clear policy and strictly implemented. It was mandatory to have the assessment policy in written and known by the teachers, students and parents. However, the success of it depended on the principal and the teachers. This must be collaboratively carried out by the principals and the teachers in a holistic way to benefit our children.

Chappuis, et al. [53] pointed that to provide necessary steps that principals needed to implement solid assessment systems. Administrators must: 1) assist in the development of a clearly articulated and appropriate set of achievement standards for each student as the foundation for quality assessment, 2) have a commitment to providing accurate, understandable, and usable information about student achievement to all users of assessment results, 3) build an assessment-literate culture, 4) consider how best to collect, store, manage, and communicate information about student achievement, and 5) lay a foundation of assessment policy that supports quality practices. This would greatly help the assessment system to improve and benefit the learners.

The professional development dimension of principal's instructional leadership had little significant correlation ( $r = .304$ ,  $p < .05$ ) with the school effectiveness. This revealed that the school principals' were concerned about the professional development of themselves and the fellow teachers. This indicated that all the schools have professional development programs in place. It reflected the presence of sound professionalism of the principals' to enhance the staff and the learners but still more had to be done to increase the correlation. The principal and teachers share responsibility for staff development, curricular development, and supervision of

instructional tasks. This dimension even had significant relation with co-curricular dimensions: for wholesome development ( $r = .337, p < .05$ ). This clearly indicated the presence of sound professional development programs in the school and the professionalism of the principal to improve the school and the staff. The principal was not the sole instructional leader but the leader of instructional leaders. A study done by Sim, Quah Cheng [38] proved that the principal's role is indispensable in promoting staff development program to achieve the school's goals.

In conclusion the instructional leadership was also one of the most useful tools in creating a forward-looking environment. Almost everyone agrees that the key to improving student achievement and school effectiveness are quality instructional leadership. But there are still some questions as to what being an instructional leader means [50]. There are many roles to be established although the principals performed their role successfully. It points that instructional leadership role must be sustained and established continuously to its best to enhance school effectiveness.

### **Recommendations**

Based on the result of the findings of this study, the followings are recommended.

#### **Recommendation for application**

1. The principals and teachers must be made aware of their specific roles in the school as an instructional leadership. The various leadership traits, styles and concepts need to be incorporated or implemented for moving forth to the 21<sup>st</sup> century.
2. The assessment policy in the schools to be reviewed for fair assessment system. This would further improve the teachers as well as the learners.
3. The school principal and the teachers must share and adopt various ways and means to make the school effective by enhancing the curriculum and professional development further.

**Future Research**

The researcher would like to recommend qualitative research to be conducted in the following areas.

1. Conduct a national study to examine the instructional leadership roles and responsibilities of the principals' and teachers' in the school to attain school effectiveness.

2. In-depth study to determine the difference in instructional leadership and the school principals in rural, urban and suburban settings: A link to the school effectiveness through qualitative research.