

APPENDIX



Naresuan University Graduate School
Approval to Conduct Master Level Research
No. 134/2557

The Graduate School grants Mr. Karma Tshering, student ID: 56064792, master level graduate student in Master of Education Program (Educational Administration), approval to conduct the following research:

Title of Research: THE RELATIONSHIP BETWEEN PRINCIPAL'S INSTRUCTIONAL LEADERSHIP AND SCHOOL EFFECTIVENESS IN THE URBAN SCHOOLS OF BHUTAN

Chairperson: Dr. Taweesak Sawangmek

Dated: 02 May 2014

(Professor Rattana Buosonte, Ed.D.)

Dean of the Graduate School
Naresuan University, Phitsanulok, Thailand



**GRADUATE SCHOOL
NARESUAN UNIVERSITY**

The Graduate School
Naresuan University
Phitsanulok, 65000
Thailand

May 8, 2014

Subject: To conduct the research
RE # MS.0527.02/21849

Dear Secretary, Ministry of Education, Bhutan

Since Mr. Karma Tshering, Identify number: 56064792, the graduate student of the Master of Education Program (Educational Administration) of the Graduate School, Naresuan University, is conducting a thesis research on the title "THE RELATIONSHIP BETWEEN PRINCIPAL'S INSTRUCTIONAL LEADERSHIP AND SCHOOL EFFECTIVENESS IN THE URBAN SCHOOLS OF BHUTAN". Therefore, I would like to request you to kindly allow him to visit the schools and collect data (list of schools attached).

Thank you for your assistance.
Yours very truly,

(Assistant Professor Dr. Aumporn Lincharoen)
Associate Dean for Academic Affairs
Graduate School of Naresuan University



རྒྱལ་ཡོད་འབྲུག་གཞུང་། བེད་འཛིན་ལྷན་ཁག་།

Royal Government of Bhutan
Ministry of Education
Department of School Education



DSE/SLCD/ADM(7)/2014/3986.

12 May 2014

To,
The Dzongkhag Education Officer
Thimphu/Paro/Chukha/Punakha/Bumthang/Mongar/Trashigang/S/Jongkhar/Haa/Lhuentse/Pemagatshel/
Samtse/Trashiyangtse/Wangdue/Zhemgang and Sarpong
Dzongkhag Administration

Approval for Data Collection for research

Sir,

It is to state that approval is accorded to Mr. Karma Tshering to visit schools under your Dzongkhag for a research titled "Relationship between Principal's Instructional Leadership and School Effectiveness in the Urban Schools".

Kindly inform the Principals accordingly.

Yours sincerely,

(Jamyang Choden)
Offg. Director

NARESUAN UNIVERSITY
QUESTIONNAIRE

“The Relationship between Principal’s Instructional Leadership and School Effectiveness in the urban schools of Bhutan”

Dear Sir/Madam,

I would like to request you to kindly spare a few minutes to respond to the questionnaire attached for my thesis to meet the requirements for the Master of Education in Educational Administration at Naresuan University, Phitsanulok province, Thailand. The questionnaire is designed to gather data to study the Relationship between Principal’s Instructional Leadership and School Effectiveness. Your response will be incorporated and will be acknowledged in my thesis keeping your school name confidential. Please indicate your response to the following statements with a tick. I would really appreciate your kind support.

Thanking you for the cooperation.

Karma Tshering

Student

Master of Education in Educational Administration

Naresuan University, Thailand

**PRINCIPAL'S INSTRUCTIONAL LEADERSHIP RATING SCALE –
PRINCIPAL VERSION**

PART I: This questionnaire is designed to provide a profile of your leadership. It consists of 30 behavioral statements that describe principal's job practices and behaviors.

You are asked to consider each question in terms of your leadership as well as in terms of general perspective over the past school year.

Read each statement carefully. Then circle the number that best fits the specific job behavior or practice as you conducted it or is found practiced by other principals' in the school. For the response to each statement:

5 =Strongly agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

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

Thank you.

To what extent do you agree.....?

	Strongly Disagree			Strongly agree	
	1	2	3	4	5
I. General Roles and Responsibilities					
1. Framing the vision and mission for planning school goals.	1	2	3	4	5
2. Involving all teachers for planning and for every activity.	1	2	3	4	5
3. Developing a well set achievable goal for school excellence.	1	2	3	4	5
4. Facilitating the implementation of shared goals and plans.	1	2	3	4	5
5. Maintaining a positive and strong relationship among the school staff and the community.	1	2	3	4	5
6. Allocating appropriate time for instruction and for all the activities.	1	2	3	4	5
7. Stating and informing clearly the roles and responsibilities of each individual in the school.	1	2	3	4	5
II. Curriculum					
8. Leading and demonstrating the understanding of curriculum and pedagogy.	1	2	3	4	5
9. Model effective curriculum implementation for teachers in the school.	1	2	3	4	5
10. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively.	1	2	3	4	5
11. Nominate for various workshops, trainings and awards fairly.	1	2	3	4	5
12. Ensuring the use of relevant multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners.	1	2	3	4	5
13. Emphasizing on the use of ICT in teaching learning processes.	1	2	3	4	5
14. Spending time with the teachers to discuss on curriculum.	1	2	3	4	5
15. Providing enough resources for curriculum implementation.	1	2	3	4	5

III. Assessment					
16. Developing a clear written policy of summative and formative assessment with teachers for learners.	1	2	3	4	5
17. Making teachers' preparation on test construction based Blooms taxonomy.	1	2	3	4	5
18. Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	1	2	3	4	5
19. Developing indicators for every subject for improvement with subject teachers for the learners.	1	2	3	4	5
20. Ensuring proper documentation and data records of assessment for analyzing.	1	2	3	4	5
21. Provide positive feedback to students and teachers for improvement.	1	2	3	4	5
22. Different programs are available for improving the students based on their performance.	1	2	3	4	5
IV. Professional Development Programs					
23. Identifying of the PD programs based on the needs	1	2	3	4	5
24. Encouraging PD programs in the school.	1	2	3	4	5
25. Establishing Professional development programs as a part of school activities to enhance teachers in teaching learning processes.	1	2	3	4	5
26. Ensuring positive professional rapport among staff.	1	2	3	4	5
27. Encouraging and supporting participation in various PD programs.	1	2	3	4	5
28. Updating and sharing on new teaching methodologies and subject content from various sources.	1	2	3	4	5
29. Encouraging the teachers to do action research.	1	2	3	4	5
30. Supporting and encouraging teachers to write academic articles for publication.	1	2	3	4	5

Part II School Effectiveness (existing data): This part is designed to collect the rating score of the school for 2013. This will be used to study the relationship with the Principal’s Instructional leadership. Kindly refer the rating score of your school for academic year 2013 and fill in below.

School effectiveness	4	3	2	1
1. Leadership and management practices.				
2. Green school A: Physical Ambience B: Psycho-social Ambience				
3. Curriculum: Teaching and Classroom Management Practices				
4. Continuous and Holistic Students’ assessment (Formative and Summative)				
5. Co-curricular Dimensions: For Wholesome development				
6. School-Community Relationship				

Ratings Key

1 = The indicator is seldom or never found in the individual, classrooms or the school. It is not aday to day norm, nor is it an impression that people would take away from a visit to this school (25%).

2 = The indicator is found in some individuals, classes, and sometimes in the school. It is notregular or frequent – most classes and individuals or the school do not demonstrate this. It is the exception, not the norm (50%).

3 = The indicator is found in most individuals, classes and at most of the times throughout theschool. This is the norm in the school – not the exception (75%).

4 = This indicator is found in all individuals, classes and throughout the school at all times. Anyvisitor to the school shall recognize this quality (100%).

**NARESUAN UNIVERSITY
QUESTIONNAIRE**

Dear Sir/Madam,

I would like to request you to kindly spare a few minutes to respond to the questionnaire attached for my thesis to meet the requirements for the Master of Education in Educational Administration at Naresuan University, Phitsanulok province, Thailand. The questionnaire is designed to gather data to study the Relationship between Principal's Instructional Leadership and School Effectiveness. Your response will be incorporated and will be acknowledged in my thesis keeping your school name confidential. Please indicate your response to the following statements with a tick. I would really appreciate your kind support.

Thanking you for the cooperation.

Karma Tshering

Student

Master of Education in Educational Administration

Naresuan University, Thailand

**PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE –TEACHER
VERSION**

PART I: This questionnaire is designed to provide a profile of principal leadership. It describes the principal job practices and behaviors. Kindly consider each question in terms of your observations of the principal's leadership over the past school year.

Read each statement carefully and then circle the number that best fits as shown below:

5 =Strongly agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

Thank you.

To what extent do you agree with your principal . . . ?

Strongly

Strongly

Disagree

Agree

	1	2	3	4	5
I. General Roles and Responsibilities					
1. Framing the vision and mission for planning school goals.	1	2	3	4	5
2. Involving all teachers for planning and for every activity.	1	2	3	4	5
3. Developing a well set achievable goal for school excellence.	1	2	3	4	5
4. Facilitating the implementation of shared goals and plans.	1	2	3	4	5
5. Maintaining a positive and strong relationship among the school staff and the community.	1	2	3	4	5
6. Allocating appropriate time for instruction and for all the activities.	1	2	3	4	5
7. Stating and informing clearly the roles and responsibilities of each individual in the school.	1	2	3	4	5
II. Curriculum					
8. Leading and demonstrating the understanding of curriculum and pedagogy.	1	2	3	4	5
9. Model effective curriculum implementation for teachers in the school.	1	2	3	4	5
10. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively.	1	2	3	4	5
11. Nominate for various workshops, trainings and awards fairly.	1	2	3	4	5
12. Ensuring the use of relevant multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners.	1	2	3	4	5
13. Emphasizing on the use of ICT in teaching learning processes.	1	2	3	4	5
14. Spending time with the teachers to discuss on curriculum.	1	2	3	4	5
15. Providing enough resources for curriculum implementation.	1	2	3	4	5

III Assessment					
16. Developing a clear written policy of summative and formative assessment with teachers for learners.	1	2	3	4	5
17. Making teachers' preparation on test construction based Blooms taxonomy.	1	2	3	4	5
18. Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	1	2	3	4	5
19. Developing indicators for every subject for improvement with subject teachers for the learners.	1	2	3	4	5
20. Ensuring proper documentation and data records of assessment for analyzing.	1	2	3	4	5
21. Provide positive feedback to students and teachers for improvement.	1	2	3	4	5
22. Different programs are available for improving the students based on their performance.	1	2	3	4	5
IV Professional Development Programs					
23. Identifying of the PD programs based on the needs	1	2	3	4	5
24. Encouraging PD programs in the school.	1	2	3	4	5
25. Establishing Professional development programs as a part of school activities to enhance teachers in teaching learning processes.	1	2	3	4	5
26. Ensuring positive professional rapport among staff.	1	2	3	4	5
27. Encouraging and supporting participation in various PD programs.	1	2	3	4	5
28. Updating and sharing on new teaching methodologies and subject content from various sources.	1	2	3	4	5
29. Encouraging the teachers to do action research.	1	2	3	4	5
30. Supporting and encouraging teachers to write academic articles for publication.	1	2	3	4	5

NARESUAN UNIVERSITY
QUESTIONNAIRE

**Evaluation form for the Item –Objective Congruence of Principal’s Instructional
leadership Questionnaire.**

Dear Sir,

I am a teacher from Bhutan pursuing my Master of Education in Educational Administration at Naresuan University, Thailand. I would like to request you to kindly validate my items for the 4 dimensions of Principal’s Instructional leadership. The questionnaire is designed to gather data to study the Relationship between Principal’s Instructional Leadership and School Effectiveness in the urban schools of Bhutan. I will be waiting eagerly for your suggestions and recommendations. I would really appreciate your kind support. Also, I would like to inform that for school effectiveness, the existing data in the school for 2013 will be used.

Thanking you for sparing your valuable time and kind recommendations.

Karma Tshering

Student

Master of Education in Educational Administration

Naresuan University, Thailand

The Item Objective Congruence (IOC) of the 30 instruments was done by the five experts. Then the IOC was calculated as shown in the table below and the item which had IOC of more than ≤ 0.5 . was selected for the survey.

Principal's Instructional leadership <i>To what extent do you agree?.....</i>	Experts							
I. General Roles and Responsibilities	1	2	3	4	5	Total	ΣR	IOC
1. Framing the vision and mission for planning school goals.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
2. Involving all teachers for planning and for every activity.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
3. Developing a well set achievable goal for school excellence.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
4. Facilitating the implementation of shared goals and plans.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
5. Maintaining a positive and strong relationship among the school staff and the community.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
6. Allocating appropriate time for instruction and for all the activities.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
7. Stating and informing clearly the roles and responsibilities of each individual in the school.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
II. Curriculum	1	2	3	4	5	Total	ΣR	IOC
8. Leading and demonstrating the understanding of curriculum and pedagogy.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
9. Model effective curriculum implementation for teachers in the school.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
10. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
11. Nominate for various workshops, trainings and awards fairly.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
12. Ensuring the use of relevant multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1

Principal's Instructional leadership To what extent do you agree?.....	Experts							
II Curriculum	1	2	3	4	5	Total	ΣR	IOC
13. Emphasizing on the use of ICT in teaching learning processes.	+1	+1	+1	+1	+1	5	5 5	1
14. Spending time with the teachers to discuss on curriculum.	+1	+1	+1	+1	+1	5	5 5	1
15. Providing enough resources for curriculum implementation.	+1	+1	+1	+1	+1	5	5 5	1
III Assessment	1	2	3	4	5	Total	ΣR	IOC
16. Developing a clear written policy of summative and formative assessment with teachers for learners.	+1	+1	+1	+1	+1	5	5 5	1
17. Making teachers' preparation on test construction based Blooms taxonomy.	+1	+1	+1	+1	+1	5	5 5	1
18. Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	+1	+1	+1	+1	+1	5	5 5	1
19. Developing indicators for every subject for improvement with subject teachers for the learners.	+1	+1	+1	+1	+1	5	5 5	1
20. Ensuring proper documentation and data records of assessment for analyzing.	+1	+1	+1	+1	+1	5	5 5	1
21. Provide positive feedback to students and teachers for improvement.	+1	+1	+1	+1	+1	5	5 5	1
22. Different programs are available for improving the students based on their performance.	+1	+1	+1	+1	+1	5	5 5	1
IV Professional Development Programs	1	2	3	4	5	Total	ΣR	IOC
23. Identifying of the PD programs based on the needs	+1	+1	+1	+1	+1	5	5 5	1
24. Encouraging PD programs in the school.	+1	+1	+1	+1	+1	5	5 5	1
25. Establishing Professional development programs as a part of school activities to enhance teachers in teaching learning processes.	+1	+1	+1	+1	+1	5	5 5	1
26. Ensuring positive professional rapport among staff.	+1	+1	+1	+1	+1	5	5 5	1
Principal's Instructional leadership To what extent do you agree?.....	Experts							

IV. Professional Development Programs	1	2	3	4	5	Total	$\sum R$	IOC
27. Encouraging and supporting participation in various PD programs.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
28. Updating and sharing on new teaching methodologies and subject content from various sources.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
29. Encouraging the teachers to do action research.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1
30. Supporting and encouraging teachers to write academic articles for publication.	+1	+1	+1	+1	+1	5	$\frac{5}{5}$	1

Part II School Effectiveness (existing data): This part is designed to collect the rating score of the school for 2013. This will be used to study the relationship with the Principal’s Instructional leadership. Kindly refer the rating score of your school for academic year 2013 and fill in below.

School effectiveness	4	3	2	1
1. Leadership and management practices.				
2. Green school A: Physical Ambience B: Psycho-social Ambience				
3. Curriculum: Teaching and Classroom Management Practices				
4. Continuous and Holistic Students’ assessment (Formative and Summative)				
5. Co-curricular Dimensions: For Wholesome development				
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Ratings Key

1 = The indicator is seldom or never found in the individual, classrooms or the school. It is not a day to day norm, nor is it an impression that people would take away from a visit to this school (25%).

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3 = The indicator is found in most individuals, classes and at most of the times throughout the school. This is the norm in the school – not the exception (75%).

4 = This indicator is found in all individuals, classes and throughout the school at all times. Any visitor to the school shall recognize this quality (100%).