



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 # #5.0527.02/11649

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



न्याः स्वार्विता मिल्या विकारमा स्वारमा

Royal Government of Bhutan Ministry of Education Department of School Education



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

12 May 2014

To,

The Dzongkhag Education Office

Thimphu/Poro/Chukha/Punakha/Bumthanig/Mungar/Trashigang/S/Jongkhar/Haa/Lhuenise/Pemagatshel/

Samtsc/Trushiyangtse/Wangdue/Zhemgang and Sarpang

Dzongkhag Administration

Approval for Data Collection for research

Sî

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

Kindly inform the Principals accordingly.

Yours sincerely.

(Jamyang Cheeden) Offig: Director

Post Box No. 117, Kawajangsa, Thungha Bitterin, R4, 9975 2 52299

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....?

Strong	Strongly							
Disagr	Disagree 1 2							
	1	2	3	4	5			
AGeneral 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	1	2	3	4	5			
staff and the community.								
6. Allocating appropriate time for instruction and for all the	1	2	3	4	5			
activities.								
7. Stating and informing clearly the roles and responsibilities of	1	2	3	4	5			
each individual in the school.	[
ШCurriculum		70-+						
8. Leading and demonstrating the understanding of curriculum and	1	2	3	4	5			
pedagogy.					ł			
9. Model effective curriculum implementation for teachers in the	1	2	3	4	5			
school.								
10.Decentralize school level monitoring and support system to	1	2	3	4	5			
enhance teaching-learning processes effectively.		:						
11. Nominate for various workshops, trainings and awards fairly.	1	2	3	4	5			
12. Ensuring the use of relevant multi-modal pedagogical	1	2	3	4	5			
techniques, as well as a range of instructional tools, technologies,								
and supplemental materials, to meet the needs of all learners.								
				٠				
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			

16. Developing a clear written policy of summative and formative assessment with teachers for learners. 17. Making teachers' preparation on test construction based Blooms taxonomy. 18. Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	1 1	2	3	4	5
assessment with teachers for learners. 17.Making teachers' preparation on test construction based Blooms taxonomy. 18.Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	-	2	3	4	
taxonomy. 18.Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	-	2	3	1	l
taxonomy. 18.Ensuring fair assessment based on coverage of syllabus, language, time allocation and levels of thinking.	1		1	T	5
language, time allocation and levels of thinking.	1				
		2	3	4	5
19. Developing indicators for every subject for improvement with	1	2	3	4	5
subject teachers for the learners.					
20.Ensuring proper documentation and data records of assessment	1	2	3	4	5
for analyzing.					
21. Provide positive feedback to students and teachers for	1	2	3	4	5
improvement.					
22. Different programs are available for improving the students	1	2	3	4	5
based on their performance.					
AViProfessional 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	1	2	3	4	5
school activities to enhance teachers in teaching learning processes.					
26.Ensuring positive professional rapport among staff.	1	2	3 .	4	5
27.Encouraging and supporting participation in various PD	1	2	3	4	5
programs.					
28.Updating and sharing on new teaching methodologies and	1	2	3	4	5
subject content from various sources.					
29.Encouraging the teachers to do action research.	1	2	3	4	5
30. Supporting and encouraging teachers to write academic articles	1	2	3	4	5
for publication.					

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
Leadership and management practices.				
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 not regular 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 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. 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

Disagre	ee		ree		
	1	2	3	4	5
It General Roles and Responsibilities 14.		7 · 1			
1. Framing the vision and mission for planning school	1	2	3	4	5
goals.					
2. Involving all teachers for planning and for every	1	2	3	4	5
activity.					
3. Developing a well set achievable goal for school	1	2	3	4	5
excellence.					
4. Facilitating the implementation of shared goals and	1	2	3	4	5
plans.	1				_
5. Maintaining a positive and strong relationship among	1	2	3	4	5
the school staff and the community.	1	2	3	4	-
6. Allocating appropriate time for instruction and for all the activities.	1	2	3	4	5
7. Stating and informing clearly the roles and	1	2	3	4	5
responsibilities of each individual in the school.	1		3	-	,
responsibilities of each fidividual in the school.					
II Gurriculum		12.24		10 54	7247
8. Leading and demonstrating the understanding of	1	2.	3	4	5
curriculum and pedagogy.		-			
	1	2	3	4	5
9. Model effective curriculum implementation for	1	2	3	4	3
teachers in the school.					
10. Decentralize school level monitoring and support	1	2	3	4	5
system to enhance teaching-learning processes					
effectively.					
11. Nominate for various workshops, trainings and	1	2	3	4	5
awards fairly.					
12. Ensuring the use of relevant multi-modal	1	2	3	4	5
pedagogical techniques, as well as a range of					
instructional tools, technologies, and supplemental					
materials, to meet the needs of all learners.					
13. Emphasizing on the use of ICT in teaching learning	1	2	3	4	5
processes.					
14. Spending time with the teachers to discuss on	1	2	3	4	5
curriculum.					
15. Providing enough resources for curriculum	1	2	3	4	5
implementation.			_		

AIII Assessment said		A C			
16. Developing a clear written policy of summative and	1	2	3	4	5
formative assessment with teachers for learners.					
17. Making teachers' preparation on test construction	1	2	3	4	5
based Blooms taxonomy.					
18. Ensuring fair assessment based on coverage of	1	2	3	4	5
syllabus, language, time allocation and levels of thinking.					
19. Developing indicators for every subject for	1	2	3	4	5
improvement with subject teachers for the learners.					
20. Ensuring proper documentation and data records of	1	2	3	4	5
assessment for analyzing.					
21. Provide positive feedback to students and teachers	1	2	3	4	5
for improvement.		:			
22. Different programs are available for improving the	1	2	3	4	5
students based on their performance.					
TV Professional Development Programs :				1336	
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	1	2	3	4	5
a part of school activities to enhance teachers in teaching					
learning processes.					
26. Ensuring positive professional rapport among staff.	1	2	3	4	5
27. Encouraging and supporting participation in various	1	2	3	4	5
PD programs.					
28 Undating and sharing on navy tooching	1	2	3	4	5
28. Updating and sharing on new teaching	1				
methodologies and subject content from various sources.					
methodologies and subject content from various sources. 29. Encouraging the teachers to do action research.	1	2	3	4	5
methodologies and subject content from various sources.	1	2 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 \leq 0.5. was selected for the survey.

Principal's Instructional leadership To what extent do you agree?	Experts							
A General Roles and Responsibilities	#1¢	+2,	313	4.4	£54	Total	ΣR	10C;
1. Framing the vision and mission for	+1	†1	†1	†1	†1	5	5	1
planning school goals.							5	
2. Involving all teachers for planning	+1	+1	+1	+1	+1	5	5	1
and for every activity.							- 5	
3. Developing a well set achievable goal	+1	†1	+1	+1	+1	5	5	1
for school excellence.							5	
4. Facilitating the implementation of	†1	+1	+1	+1	+1	5	5	1
shared goals and plans.							5	
5. Maintaining a positive and strong	+1	+1	+1	+1	†1	5	_	1
relationship among the school staff and							5 5	
the community.			:			:	5	
6. Allocating appropriate time for	+1	+1	+1	+1	+1	5	5	1
instruction and for all the activities.							5	
7. Stating and informing clearly the	+1	+1	+1	+1	+1	5	ı	1
roles and responsibilities of each							5 5	
individual in the school.							5	
	企为一种	At Table	C47 3.5 7643	THE SECTION	3500034027869	4.82	the state of the s	CONTRACTOR AND
1kGurriculum		27	3	- W. W. Bernand, S. L.	- 5tr/	Total.	$\sum \mathbf{R}$	MOC:
8. Leading and demonstrating the	*11:** *1	+1	**3** *1	* 34 ₂ 4.	5r* †1	æTotal¥ 5		1 1
The second secon		1	*3*\$ *1	- W. W. Bernand, S. L.	;_5;•* ⁺ 1	ATAXX MIND MIND MAKE THE PARTY.	5	1
8. Leading and demonstrating the understanding of curriculum and pedagogy.	+1	+1	+1	+1	+1	ATAXX MIND MIND MAKE THE PARTY.		1
8. Leading and demonstrating the understanding of curriculum and		1	+1 +1	- W. W. Bernand, S. L.	*1 *1 *1	ATAXX MIND MIND MAKE THE PARTY.	5 5	1
8. Leading and demonstrating the understanding of curriculum and pedagogy.	+1	+1	+1	+1	+1	5	5 5	1
8. Leading and demonstrating the understanding of curriculum and pedagogy.9. Model effective curriculum implementation for teachers in the school.	+1	⁺ 1	+1	+1	†1 †1	5	5 5	1
 8. Leading and demonstrating the understanding of curriculum and pedagogy. 9. Model effective curriculum implementation for teachers in the school. 10. Decentralize school level 	+1	+1	+1	+1	+1	5	5 5	1
8. Leading and demonstrating the understanding of curriculum and pedagogy.9. Model effective curriculum implementation for teachers in the school.	+1	⁺ 1	+1	+1	†1 †1	5	5 5 5 5	1
 8. Leading and demonstrating the understanding of curriculum and pedagogy. 9. Model effective curriculum implementation for teachers in the school. 10. Decentralize school level 	+1	⁺ 1	+1	+1	†1 †1	5	5 5	1
 8. Leading and demonstrating the understanding of curriculum and pedagogy. 9. Model effective curriculum implementation for teachers in the school. 10. Decentralize school level monitoring and support system to 	+1	+1	+1	+1	+1	5	5 5 5 5	1
 Leading and demonstrating the understanding of curriculum and pedagogy. Model effective curriculum implementation for teachers in the school. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. Nominate for various workshops, 	+1	⁺ 1	+1	+1	†1 †1	5	5 5 5 5 5 5 5 5 5 5	1
 8. Leading and demonstrating the understanding of curriculum and pedagogy. 9. Model effective curriculum implementation for teachers in the school. 10. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. 	+1 +1 +1	+1 +1 +1	+1 +1 +1 +1	+1	+1 +1 +1	5	5 5 5 5 5 5 5	1
 Leading and demonstrating the understanding of curriculum and pedagogy. Model effective curriculum implementation for teachers in the school. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. Nominate for various workshops, trainings and awards fairly. Ensuring the use of relevant multi- 	+1	+1	+1	+1	+1	5	5 5 5 5 5 5 5 5 5 5	1
 Leading and demonstrating the understanding of curriculum and pedagogy. Model effective curriculum implementation for teachers in the school. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. Nominate for various workshops, trainings and awards fairly. Ensuring the use of relevant multimodal pedagogical techniques, as well 	+1 +1 +1	+1 +1 +1	+1 +1 +1 +1	+1	+1 +1 +1	5	5 5 5 5 5 5 5	1
 Leading and demonstrating the understanding of curriculum and pedagogy. Model effective curriculum implementation for teachers in the school. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. Nominate for various workshops, trainings and awards fairly. Ensuring the use of relevant multimodal pedagogical techniques, as well as a range of instructional tools, 	+1 +1 +1	+1 +1 +1	+1 +1 +1 +1	+1	+1 +1 +1	5	5 5 5 5 5 5 5 5 5 5	1
 Leading and demonstrating the understanding of curriculum and pedagogy. Model effective curriculum implementation for teachers in the school. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. Nominate for various workshops, trainings and awards fairly. Ensuring the use of relevant multimodal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental 	+1 +1 +1	+1 +1 +1	+1 +1 +1 +1	+1	+1 +1 +1	5	5 5 5 5 5 5 5 5 5 5	1
 8. Leading and demonstrating the understanding of curriculum and pedagogy. 9. Model effective curriculum implementation for teachers in the school. 10. Decentralize school level monitoring and support system to enhance teaching-learning processes effectively. 11. Nominate for various workshops, trainings and awards fairly. 12. Ensuring the use of relevant multimodal pedagogical techniques, as well as a range of instructional tools, 	+1 +1 +1	+1 +1 +1	+1 +1 +1 +1	+1	+1 +1 +1	5	5 5 5 5 5 5 5 5 5 5	1

Principal's Instructional leadership		1	Expen	te .				
To what extent do you agree?	100	di san	Daper.		lars culture			
13. Emphasizing on the use of ICT in	1415 1	† ₁	†3 †1	734X +1	\$20€. †1	Total:	In Target a No. of Sections	Secretary Section (Section)
teaching learning processes.	1	1	'	1	1)	5 5	l
14. Spending time with the teachers to	+1	+1	+1	+1	+1	5		1
discuss on curriculum.	1	1	1	1	1)	5 5	I
15. Providing enough resources for	+1	+1	+1	+1	+1	5		1
curriculum implementation.	1	1	1	1	1	3	5 5	1
ATTASsessment		÷2*.	2.2	(-4h	:5:1	Total		reas.
16. Developing a clear written policy	† † † † † † † † † † † † † † † † † † †	+1	123 1-1	+1	+1	5	¢∠×.	LIOC :
of summative and formative assessment		1	1	1	1	,	5	l
with teachers for learners.							5	
	+1	+1	+1	+1	+1	5		
17. Making teachers' preparation on test construction based Blooms taxonomy.	1	1	1	1	1	3	5 5	1
	+1	+1	+1	+1	+1		5	
18. Ensuring fair assessment based on	1	l I	l	1	1	5	5	1
coverage of syllabus, language, time							5 5	
allocation and levels of thinking.	+1	+1	+1	+1	+.			
19. Developing indicators for every	1	l I	1	1	+1	5	5	1
subject for improvement with subject teachers for the learners.							5	
	+,	+,	+,	+,	+-			
20. Ensuring proper documentation and	+1	+1	+1	†1	†1	5	5	1
data records of assessment for analyzing.	+1	+.	+.	+.	+-	- · · <u>-</u> ·	5	
21. Provide positive feedback to	1	+1	†1	+1	+1	5	5	1
students and teachers for improvement.	+-	+.	4.				5	
22. Different programs are available for	+1	+1	+1	+1	†1	5	5	1
improving the students based on their							5	
performance.	era montro de							
IW Professional Development		2	3	4		Total	ΣiRo	
Programs			200					
23. Identifying of the PD programs	1	₹1	*1	*1	†1	5	5	1
based on the needs							5	
24. Encouraging PD programs in the	+1	+1	+1	+1	+1	5	5	1
school.							5	
25. Establishing Professional	+1	+1	†1	+1	+1	5		1
development programs as a part of				ŀ			5 5	
school activities to enhance teachers in							5	
teaching learning processes.					•			
26. Ensuring positive professional	†1	†1	+1	+1	+1	5	5	1
rapport among staff.							5	
Principal's Instructional leadership		E	xperts					
To what extent do you agree?								

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

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 not regular 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 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. Anyvisitor to the school shall recognize this quality (100%).