

**A STUDY OF PRINCIPAL LEADERSHIP AND TEACHER
EMPOWERMENT AS PERCEIVED BY ESL TEACHERS IN
CENTRAL BHUTAN**

PHUB DORJI

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
(APPLIED LINGUISTICS)
FACULTY OF GRADUATE STUDIES
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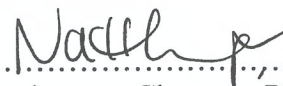
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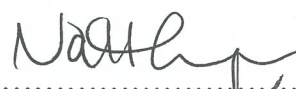
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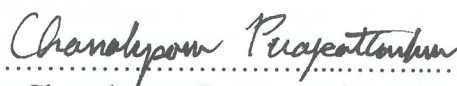
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A STUDY OF PRINCIPAL LEADERSHIP AND TEACHER EMPOWERMENT AS PERCEIVED BY ESL TEACHERS IN CENTRAL BHUTAN

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THESIS ADVISORY COMMITTEE: SONGSRI SORANASTAPORN, Ph.D.,
NATTHAPONG CHANYOO, Ph.D., YUWADEE TIRATARADOL, Ph.D.**ABSTRACT**

The purposes of this mixed-method study were: (1) to find the leadership behaviour of principals as perceived by English as Second Language (ESL) teachers in the schools of central Bhutan, (2) to identify ESL teachers' perceived level of empowerment, and (3) to examine the relationship between principal leadership and teacher empowerment. The study comprised of 88 ESL teachers drawn from 24 schools in Trongsa District, Central Bhutan.

Leadership Orientation Questionnaire (LOQ) was used to examine principal leadership behaviours and School Participant Empowerment Scale (SPES) was used to examine teacher empowerment as perceived by the ESL teachers. For qualitative data, the interview questions were framed based on the literature review and theoretical constructs of the study.

The mean and standard deviation were computed for LOQ and SPES to identify principal leadership behaviours and teachers' level of empowerment. Pearson correlation and regression analyses were computed to find the relationship between principal leadership and teacher empowerment. Qualitative data were analyzed using content analysis technique.

The study revealed medium level of use of leadership frames by the principals in general. Structural frame was rated the highest ($M = 3.26, SD = .77$) while symbolic frame was rated the lowest ($M = 3.16, SD = .79$). Under teacher empowerment, although the study revealed the prevalence of empowerment in certain dimensions (self-efficacy: $M = 3.63, SD = .78$; status: $M = 3.53, SD = .71$), teachers perceived low level of empowerment in 'decision making' ($M=2.69, SD=.95$) and 'autonomy' ($M = 2.88, SD = .98$) dimensions. Pearson correlation analysis indicated no statistically significant relationship between principal leadership and teacher empowerment. Thus, regression analysis was performed and the result revealed that principal leadership had influence on teacher empowerment ($p < 001$). Practical implications of the study were discussed in relation to education ministry, teacher educators, curriculum developers, principals, and teachers.

**KEY WORDS: PRINCIPAL LEADERSHIP/ TEACHER EMPOWERMENT/ LEADERSHIP
FRAMEWORK/ EMPOWERMENT DIMENSION**

130 pages

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LIST OF ABBREVIATIONS

ESL	English as Second Language Teacher
REC	Royal Education Council
RGoB	Royal Government of Bhutan
MoE	Ministry of Education
CLIL	Content Language Integrated Learning
RUB	Royal University of Bhutan
LOQ	Leadership Orientation Questionnaire
SPES	School Participant Empowerment Scale
SPSS	Statistical Package for Social Science
NEF	National Education Framework
ECR	Extended Classroom
PS	Primary School
PP	Pre-primary
LSS	Lower Secondary School
MSS	Middle Secondary School
HSS	Higher Secondary School
SDF	School Development Fund
SMT	School Management Team

CHAPTER I

INTRODUCTION

Overview

A principal with strong leadership abilities and empowering behaviours is required when schools are held accountable for the standard of education (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Shelton, 2011). The journey of effective school reform begins when principals concentrate on building autonomy through teacher empowerment (Reitzug, 1994; Mitgang, 2013). Since the success of a school depends on the extent to which teachers are empowered in school processes (Short & Rinehart, 1992), principals need successful leadership strategies to implement and sustain improvements in the schools. Moreover, when teaching of language is considered as one of the diversified subjects requiring teachers' flexibility in instruction and innovations (LaPrairie, 2013), effective principals are required to employ assorted leadership skills to empower English as Second Language (ESL) teachers. This study examined principal leadership styles and the extent of teacher empowerment as perceived by the ESL teachers in the schools of central Bhutan. In this chapter, following topics: background of the study, rationale, statement of the problem, research objectives, research questions, significance, conceptual framework, limitation of the study, and definition of terms are provided.

1.1 Background of the Study

Bhutan is undergoing a political and social change which demands a reform in the current education system (Bedford, 2009; Royal Education Council (REC), 2012). A recent move towards democracy invites policy advancements in Bhutanese education system to enable significant progress in expanding its educational institutions and strengthening the quality of education (REC, 2012). The research on the quality of school education in Bhutan suggests that the attempt at reforming the

system in language education has failed to bring desired changes as a result of lack of skilled leaders and effective ESL teachers (RGoB, 2008). The Education Sector Review Commission's report (RGoB, 2008) and the Royal University of Bhutan's Strategic Plan (RUB, 2007) showed that the schools are in short of skilled leaders and effective ESL teachers. Furthermore, a need for ESL teacher empowerment was found necessary as a result of underprepared ESL teachers (LaPrairie, 2013), the use of English as a medium to teach other subjects, and the growing rate of teacher attrition (RGoB, 2014). The challenges related to the shortage of skilled leaders and effective ESL teachers, lack of ESL teacher empowerment, and teacher attrition issues are discussed below.

Research findings suggest that principal recruitment criteria were ineffective in drawing out competent and qualified principals (iDiscoveri Education & REC, 2009). The evidence of a need for effective principal recruitment criteria is observed in the National Education Framework of Bhutan (REC, 2012) that "Principals are drawn from the same cohort as teachers and do not undergo rigorous standards for selection" (p.44). As a result of ineffective recruitment criteria, most of the principals fail to exhibit leadership qualities as they lack skills to observe and coach teachers, make curricular improvements and model effective practice (iDiscoveri Education & REC, 2009).

There is a need to empower ESL teachers in Bhutan when English as a second language is used as an instructional language for all the subjects apart from Dzongkha, the national language of the country. The concept of Content-Language Integrated Learning (CLIL), in another word, teaching other subjects through English, would thrive and have positive impact across the subjects only if English as Second Language teachers of Bhutan are adequately empowered. However, research conducted in Bhutan revealed the deterioration of English language education as a result of ineffective ESL teachers (Dorji, 2005; LaPrairie, 2013; iDiscoveri Education & REC, 2009). LaPrairie (2013) concurred that the production of under-prepared ESL teachers from the teacher training universities in Bhutan has impeded quality language teaching. Poor content knowledge and pedagogical skills, lack of collaboration, and lack of effective professional development programs are some of the factors

contributing to ESL teachers' ineffectiveness (Bedford, 2009; iDiscovery Education & REC, 2009; LaPrairie, 2013).

Similarly, the continuous occurrence of problems like teacher attrition in Bhutanese Education system needs a careful study. The lack of competent instructional leader in the schools impedes teacher professional enrichment and retention. According to the Annual Education Statistics of Bhutan (RGoB, 2014, p.22), "about 4 percent of the teachers in government schools leave the profession every year for various reasons". The voluntary resignation of 115 teachers from teaching profession between the year 2013 and 2014 as per the statistics alone leaves questions to be explored in order to understand why teachers opt for resignation.

While research on principal leadership and teacher empowerment is rising; questions on successful leadership, and importantly, leadership styles and behaviors perceived as critical to empower teachers for making the schools effective still remains unanswered. Addressing the challenges discussed so far needs an investigation into principal's leadership behaviours and ESL teacher empowerment practices in Bhutanese schools for effective education reform to take place.

1.2 Rationale of the study

The rationale behind conducting this study was to examine principals' use of leadership frames that lead to the perception of teacher empowerment based on teachers' own perceptions. A principal with strong leadership skills and empowering behaviours is required to improve the standard of education (Shelton, 2011). Leaders who increase the capacity of teachers within the school enhance students' learning and school effectiveness. As posited by Smith and Piele (2006), "Because leadership is multidimensional, affected by variables in both people and environment, it follows that there can be no single recipe for leading any organization, let alone an institution as complex as a school" (p. 5). Therefore, it is very important to examine the crucial traits of principal leadership and empowering behaviours which lead to creating a successful school.

Teacher empowerment has become an essential element of school reform. Short and Rinehart (1992) stated that the success of a school depends on the extent to

which teachers are empowered in decision making processes. Thornburg and Mungai (2011) believed that apart from the instructional tasks, teachers involved in decision making processes relating to all levels of school organization contributes to the success of the school. Thus, empowering the teachers on six dimensions (decision making, teacher impact, status, autonomy, professional development, and teacher self-efficacy) as proposed by Short and Rinehart (1992) helps the schools to perform better.

There are numerous empirical records of studies regarding principal effectiveness. However, little data has been gathered concerning the relationship between principal leadership styles and teacher empowerment. As current reform movements require collaborative school environments, principals' leadership style in relation to teacher empowerment needs careful examination (Sharp, 2009). Thus, this study evaluated leadership styles of the principals as perceived by the teachers of Trongsa District, Central Bhutan using Bolman and Deal's Leadership Orientation Questionnaire (LOQ). It also assessed the extent of ESL teacher empowerment with the use of Short and Rinehart's School Participant Empowerment Scale (SPES). In addition, the correlation between principal leadership and teacher empowerment were examined.

1.3 Statement of the Problem

Like many countries, Bhutanese schools are facing problems and difficulties such as; poor principal leadership and lack of quality ESL teachers (LaPrairie, 2013; REC, 2009; REC, 2012). In this section, problems faced in Bhutanese education system were discussed under two categories: unsuccessful principal leadership and ineffective ESL teachers.

As for school leadership, principals are administratively overburdened and lack the autonomy, resources and skills needed to model effective practice and make curricular improvements that have an impact on the classrooms. Similarly, principals' professional status has become a question of interest because of lack of proper recruitment criteria. Since most of the studies on principal leadership and effectiveness

in Bhutanese contexts are conducted by the principals themselves, it is very important to explore on teachers' perceptions of their principals' leadership effectiveness.

Similarly, Bhutanese schools are in need of a cadre of talented, highly motivated teachers who are dedicated to serving the school in the best of their ability. There is a shortage of ESL teachers due to the lack of teacher training capacity. The shortage is most chronic in remote and difficult areas where teachers are reluctant to work, and where professional development opportunities are limited. There is a low professional esteem, and ESL teachers face demanding workloads for which they feel inadequately compensated. It in turns discourages to attract the better students to take-up teaching profession. Similarly, there is a need for ESL teacher empowerment when English is used as a language of instruction to teach all the subjects besides Dzongkha. In addition, the attrition rate in Bhutanese Education system needs a careful study. The voluntary resignation of teachers from teaching profession every year leave questions to be explored in order to understand why teachers opt for resignation.

Though many previous studies in Bhutan have focused on principal leadership, a very little or no attention was given to teacher empowerment as a measure to increase the effectiveness of schools (Sharp, 2009). Moreover, there are no research from teachers' perspectives on the characteristics, behaviours, strategies, and practices, which principals use to empower teachers and the outcomes of such strategies and practices on teachers' sense of empowerment (Sharp, 2009). The present study explored leadership behaviours of the principals as perceived by the teachers. In addition, this study examined the extent to which ESL teachers' perceived their empowerment besides establishing the relationship between principal leadership and teacher empowerment.

1.4 Research Objectives

This study has three main objectives:

1. To find the leadership behaviour of principals as perceived by the ESL teachers in schools of central Bhutan.

2. To identify the ESL teacher empowerment as perceived by the ESL teachers in schools of central Bhutan.

3. To examine the relationship between principal leadership and teacher empowerment.

1.5 Research Questions

The following research questions were explored to achieve the research objectives:

1. What leadership styles were exhibited by the principals in the schools of Bhutan as perceived by the ESL teachers?

2. To what extent did ESL teachers feel that they were empowered?

3. What is the relationship between ESL teacher's perception of school leadership and teacher empowerment?

1.6 Significance of the Study

This study unveiled the leadership styles employed by the principals in the schools of Trongsa district in central Bhutan. It is the first of a kind to utilize Bolman and Deal's four-framed leadership skills to examine principals' leadership styles in Bhutan. In addition, this study explored teacher empowerment as perceived by the teachers themselves. Thus, this study being again the first to examine teacher empowerment in Bhutan using Short and Rinehart's School Participant Empowerment Scale, this research will act as a basis for school improvement and future researches in the following ways:

1. The study revealed the type of principal leadership found in the schools of central Bhutan. This data will be beneficial for the principals to redefine their roles and leadership responsibilities. Furthermore, it is believed to induce self-awareness and reflection in principals concerning their leadership practices.

2. It revealed the nature and extent of teacher empowerment found in the schools of Bhutan. This result will be helpful in empowering the ESL teachers for the effectiveness of language education in the schools.

3. This study showed the relationship between principal leadership and teacher empowerment. The implication of this study should lead to further studies, such as an investigation into the effect of teacher empowerment and advantages of excellent leadership in an environment where teachers are empowered.

1.7 Conceptual Framework of the Study

A conceptual framework was devised to conduct and interpret research processes to examine Principal leadership styles and ESL teachers’ perception of empowerment. The thought behind the notion of Principal leadership behaviours was derived from Bolman and Deal’s (1991) Leadership Orientation Frameworks. Similarly, the ideas of teacher empowerment resulted from Short and Rinehart’s (1992) teacher empowerment concepts and dimensions (Figure 1.1).

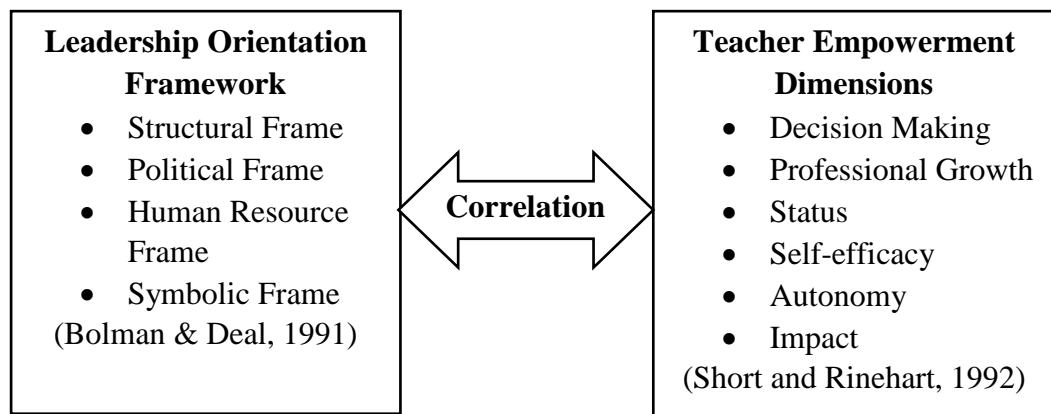


Figure 1.1 Diagram of conceptual framework

This mixed-method study is based on the two main concepts; principal leadership as proposed by Bolman and Deal (1991) and teacher empowerment (Short and Rinehart, 1992). Bolman and Deal’s (1991) four leadership orientation frameworks categorize leadership behaviors as; Structural frame, Human Resource frame, Political frame, and Symbolic frame. They labeled these organizational

thoughts under four distinct categories called frames. Leadership Orientation Questionnaire (LOQ) was used to study principal leadership behaviours perceived by the teachers. Short and Rinehart (1992) stated that school improvement is dependent upon increased opportunities for staff to participate in the decision making process in vital areas within an organization. There are six dimensions in teacher empowerment such as, decision making, professional growth, self-efficacy, status, autonomy, and impact (Short, 1992). School Participant Empowerment Scales (SPES) was used to study teacher empowerment as perceived by ESL teachers themselves.

1.8 Limitations of the Study

The present study investigated principals' leadership behaviours as perceived by ESL teachers of 24 schools in central Bhutan. The level of teacher empowerment as perceived by ESL teachers was explored. The findings are limited to the schools located in central Bhutan only. Generalizing the findings with rest of the schools in Bhutan might not be appropriate. Furthermore, the study being focused on perceptual data relevant to teachers' perspectives of their principals' leadership and empowering behaviours, these perspectives of teachers cannot be related to the principals.

1.9 Definition of terms

School: The school can be understood in this context as a place where the principal, teachers, support staff and students work to achieve collaborative success in education.

Principal: A head of the school that looks after the welfare of the staff and students, and involves various stakeholders in schools' decision making processes.

Leadership frames: It is defined as different perspectives and approaches of leadership.

Leadership: It is defined as Principal's roles and responsibilities in influencing the activities of an organized group to set and achieve school's goals by following the four leadership frames. (1) The structural frame focuses on the

development of clear structure and advanced management systems by emphasizing on rationality, efficiency, structure, and policies. (2) The human resource frame focuses on the interaction between individual and organizational needs through coaching, participation, motivation, teamwork and good interpersonal relations. (3) The political frame deals with the mobilization of conflicts related to scarce resources and individual differences to achieve organization's goals and objectives. Finally, (4) the symbolic frame focuses on leaders' personal charisma and talent for drama, myth, stories, ceremony, ritual, meaning, and other symbolic forms to get people excited and committed to the organizational mission.

Teacher Empowerment: Teacher Empowerment in this study is defined as a process in which teachers have freedom to take part in all the six dimensions of teacher empowerment. (1) Decision making is involvement of teachers in schools' decision making processes through decentralized governance. (2) Professional growth is a process of teacher empowerment by improving and increasing capabilities of staff through access to education and training opportunities. (3) Self-efficacy refers to an individual's belief in his or her ability to execute behaviours necessary to complete tasks and reach goals. (4) Status refers to teachers' perception of support, respect, and admiration of they get from their leaders, colleagues, learners, and the community. (5) Autonomy refers to teachers' beliefs of having control over certain aspects of their work and freedom to make certain decisions in the school. Lastly, (6) impact refers to teachers' perception of having impact on students' lives through creativity, relationships, and quality instruction.

CHAPTER II

LITERATURE REVIEW

Overview

Principal leadership and teacher empowerment are significantly interrelated in schools' success (Berry, Fuller, & Williams, 2007; Bolman & Deal, 1991; Hirsch, Emerick, Church & Fuller, 2006; Murphy, 1990; Short & Rinehart, 1992). Previous research conducted in Bhutan has taken these two variables into consideration. The present study focuses on the ESL teachers' perception of principal leadership and ESL teacher empowerment. In this section, a review on the concepts of transformational and instructional leadership is presented. Bolman and Deal's (1991) leadership organizational frameworks is provided with the relevant reviews on previous research. Similarly, the concept and dimensions of teacher empowerment (Short & Rinehart, 1992) and related research reviews are presented in this chapter. In addition, findings of previous studies in regard to the association of these two variables—principal leadership and teacher empowerment are discussed.

2.1 Principal Leadership

Most of the studies were focused on instructional and transformational leadership in the past (Kurtz, 2009). During the 1980's, researches were focused on instructional leadership where principals possessed the ultimate control in making decisions related to curriculum and instruction (Hallinger, 2003, 2005). Researchers in 1990s focused on transformational leadership studies. In this section, information on instructional leadership and transformational leadership are presented. In addition, Bolman and Deal's four-framed leadership styles are discussed.

2.2 Instructional Leadership

Instructional leadership is one of the important leadership skills for schools to become successful (Lezotte, 1991; Flath, 1989). Instructional leaders provide direction, coordinate school processes, and allocate resources for the improvement of curriculum and instruction to ensure optimum learning. Research has revealed that principals with IL qualities impact teachers' type of classroom instructions (Blase & Blase, 2001). Instructional leadership emphasizes on collaborative roles of principals and teachers in instructional improvements that lead to enhanced student learning and performance. Hoerr (2008) stated that principals as instructional leaders should possess visions for education and offer direction and expertise to the teachers to ensure that students learn.

2.2.1 Hallinger and Murphy's Instructional Leadership Model

The Instructional Leadership model of Hallinger and Murphy (1985) is frequently used in empirical studies (Hallinger & Heck, 1996). The figure given below is an illustration of this model (Figure 2.1).

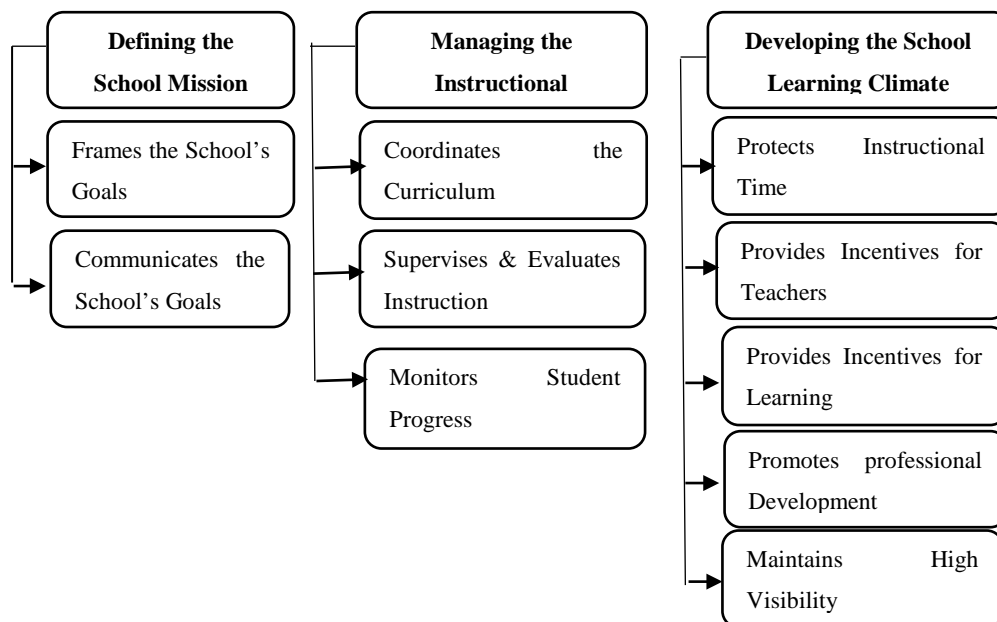


Figure 2.1 Instructional Leadership Model

Source: Hallinger, P., & Murphy, J. (1985).

This model proposes three dimensions for the instructional leadership role of the principal: Defining the School's Mission, Managing the Instructional Program, and Promoting Positive School Learning Climate (Hallinger, 2001; Hallinger & Murphy, 1985). These dimensions are further divided into ten instructional leadership functions as illustrated in the figure above. A brief description of each instructional leadership dimension is provided below.

Defining the School's Mission as the first dimension constitutes of two functions; Framing the School's Goals and Communicating the School's Goals. The principals' plays a vital role in establishing a concrete purpose of the school and collaboratively work with the staff to ensure that the school has definite, time bound, and achievable goals focused on students' academic progress. Instructional leadership principals are responsible to communicate these goals for staff's knowledge and support.

Managing the Instructional Program as a second dimension focuses on the coordination and control of instruction and curriculum. The core leadership functions under this dimension are: supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Under this dimension, principals are required to stimulate, supervise, and monitor teaching and learning processes. The expertise in teaching and learning and commitment to improve the school are some of the qualities of effective instructional leadership principals.

Promoting a Positive School Learning Climate as the third dimension of instructional leadership model has broader scope and purpose than the other two. The functions like protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning are included in this dimension. The principals maintain conducive learning environment and instructional progressions by modeling values and practices.

2.2.2 Tools to assess Instructional Leadership

Hallinger's (1982) original form of the Principal Instructional Management Rating Scale (PIMRS) contained 11 subscales and 72 behaviorally anchored items. The revised tool has 10 subscales and 50 items (Hallinger, 1984).

There are three parallel forms of the instrument: a self-assessment form to be completed by the principal, a teacher form and a supervisor form. The items which comprise each form are identical; only the stems change to reflect the differing perspectives of the role groups.

Instructional leadership model though appreciated for its strengths in assessing instructional competency of the principals and teachers, it has shortfalls at the same time. Supovitz and Poglinco (2001) affirm that teachers' type and quality of instruction, guidance, and teachers' priority in catering the content to the learners impede the instructional culture of the school. Similarly, the assumptions like principals having more skills and knowledge than the teachers are not always true. Most importantly, Cuban (1988) stated that leadership roles of the principals are not limited to their instructional competency. There are leadership roles and approaches like structural, political, human resource, and symbolic apart from the instructional roles in their schools (Bolman & Deal, 1991). The findings from the research reveals that instructional leaders' focus on instructional role to improve students' performance is inadequate in making the school successful (Cuban, 1988). The role of the principal as instructional leader is therefore very narrow and reforms for effective schools would take place only in limited areas (Cuban (1988).

2.3 Transformational Leadership

The focus of 1990's transformational leadership approach was characterized by shared leadership, learning communities, and teacher leadership essential to create effective schools (Bass, 1985; Bass & Avolio, 1993; Graczewski, Knudson, & Holtzman, 2009; Hallinger, 2003; Kurtz, 2009). The core of transformational theories is that followers are transformed by the leaders with their inspirational and charismatic personalities. Transformational leaders are those who transform their followers into leaders by inspiring and motivating them with examples and models. Bass and Riggio (2006) define transformational leadership as an ability to empower and inspire the followers to become leaders. The Bass Transformational Leadership theory concerns the extent to which a leader influences followers. A

discussion on transformational Leadership model provided below explains the transformational leadership term and its components.

2.3.1 Bass' Transformational Leadership Model

Bass defined transformational leadership in terms of the followers' trust, admiration, and respect for the leader. In the initial stage, he identified three ways in which leaders transform followers. These were 1, followers' awareness of the importance and value of task, 2, focus on organizational goals, and 3, prioritizing the needs as per its importance. Later, Bass grounded transformational leadership theory under four components based on its moral foundations. The figure below is an illustration of Bass' (1998) four components of transformational leadership.

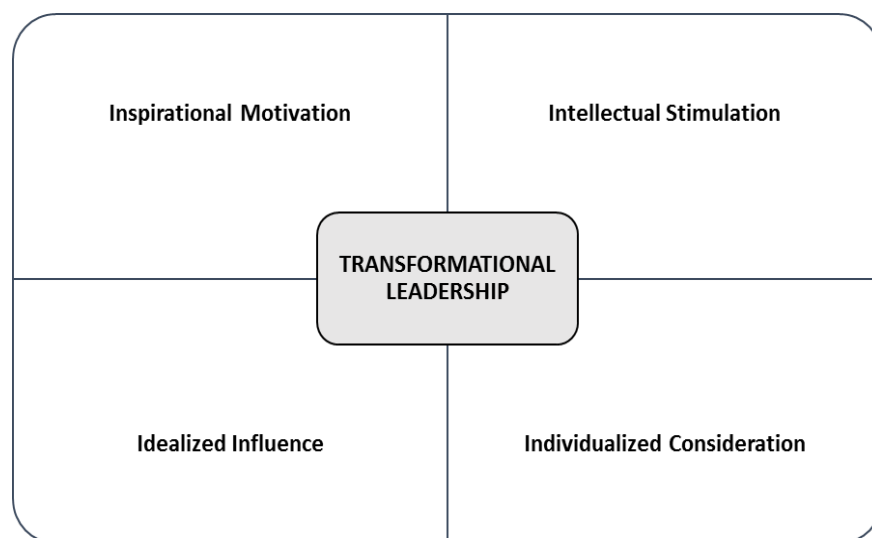


Figure 2.2 Transformational Leadership Model

Source: <https://goo.gl/1GIFzi>

There are four components in transformational leadership model (Bass, 1998). A brief description on each component is provided below.

Idealized Influence – The charismatic personality of transformational leaders make them role models. They are respected, admired, trusted, and relied upon for their high moral and ethical standards, extraordinary capabilities, persistence and determination (Bass, 1985).

Inspirational Motivation - These leaders are optimistic and show enthusiasm by creating an atmosphere of commitment to goals and a collective vision. They exhibit tremendous value for team spirit and employ charismatic approaches in urging the group to move forward. The followers consider the leader as a role model, mentor, facilitator, or teacher for collaborative tasks and motivated spirit (Bass & Avolio, 1993).

Intellectual Stimulation - Transformational Leader creates an atmosphere for the followers to express their creativity and talents. The followers are encouraged to think about problems and look for creative measures to overcome it (Bass, 1985).

Individualized Consideration - Transformational leaders as mentors or coaches consider the desires and needs of an individual teacher. Their good listening skills and personalized interaction helps the followers to develop continually toward higher levels of potential (Bass, 1985).

2.3.2 Tools to assess Transformational Leadership

The Multifactor Leadership Questionnaire (MLQ) tool is most often used to conduct research on transformational leadership. This questionnaire measures leadership traits and qualities, with Bass' (1985) factors and analysis. The original scales in the questionnaire being based on an initial factor analysis, primitive knowledge on leadership traits, and the analysis of result instead of leadership behaviours became some of the shortfalls of the tool. In response to the criticisms, Bass and Avolio (1990) revised the tool with more items describing leadership actions to be observed directly. The current version of the MLQ Form 5X has 36 items. It provides a difference between how the leader views on his leadership approaches versus how others see him. The perceptions of others form critical feedback to the leader and provide specific information to that leader to provide a basis for growth and change.

Researchers are still critical of the MLQ model. The leaders with transformational skills might motivate everyone to do a task but cannot assure a successful completion of that task. Their enthusiasm has every chance of clouding the group's perceptions on the organizational objectives. Empowerment might be in threat as the followers become over-dependent upon the leader which might restrict their

abilities. There is a risk of the presence of personality cults, where the leaders are so revered that they are only the personality that drives activity.

Bolman and Deal's (1991) four-framed leadership styles became a much preferred styles of leadership that has the blend of both instructional leadership and transformational leadership skills and practices.

2.4 Bolman & Deal's Leadership Orientation Frameworks

Bolman and Deal's (1991) four leadership orientation frameworks categorize leadership behaviors as; Structural frame, Human Resource frame, Political frame, and Symbolic frame. They labeled these organizational thoughts under four distinct categories called frames. "Frames are both windows on the world and lenses that bring the world into focus. Frames filter out some things but allow others to pass through easily. Frames help us order experiences and decide what to do" (p. 16). A numerous studies conducted using the four frames of Bolman and Deal (1991) has shown that the ability to use multiple frames has great impact on school effectiveness (Bensimon, 1989; Birnbaum, 1992; Bolman & Deal, 1991). These frames guide the leaders while managing their workplace and workforce. Choosing the appropriate frames make leadership tasks more appropriate in making the workplace conducive and worker-friendly. The leaders using the multiple frames are likely to understand the depth and complexity of organizational life. The following sections elaborate on each leadership frame in detail.

2.4.1 Leadership Orientation Framework

Bolman and Deal's leadership Orientation Framework has four components referred to as 'frames'. These four frames are; Structural, Political, human resource, and Symbolic frames. Figure 2.3 is an illustration of Bolman and Deal's Leadership Orientation Framework.

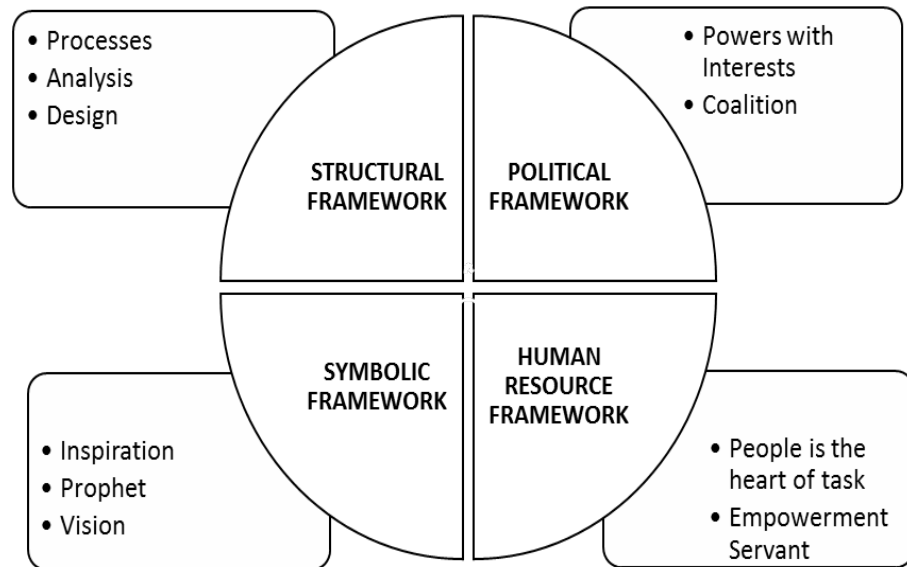


Figure 2.3 Leadership Orientation Framework

Source: www.izolife.com

A brief description on each frame in line with Bolman and Deal’s leadership orientation framework is provided below.

The structural frame emphasizes on goals, roles, and relationships. Structures are designed to fit an organization's environment. The structural leaders have faith in the importance of clear structure and management systems. They focus on structure, strategy, environment, implementation, experimentation, and adaptation (Bolman & Deal, 1991). Different activities are coordinated and conducted by assigning the roles to the participants to create rules, policies, and procedures. Frequent restructuring is required to meet the structural shortfalls. A good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done. In addition, reviews on research conducted in the field of teacher empowerment are provided.

The human resource frame considers organizations as extended family with every individual possessing diverse needs, feelings, discriminations, skills, and restrictions. Old attitudes and beliefs are defended while newer ones are learnt and accepted. Human resource leaders act as a catalyst or servant whose leadership style is to support, advocate, and empower. They remain visible and accessible, empower and increase participation, support and share information, and practice shared decision

making styles. Such leaders believe in the importance of coaching, participation, motivation, teamwork, and good interpersonal relations. A good leader is a facilitator who supports and empowers others (Bolman & Deal, 1991).

If viewed from the political frame, organizations are seen as arenas, contests, or jungles (Bolman & Deal, 1991). There are incidences like competition for power with scarce resource, deal and negotiation, and conflicts and compromises that are unavoidable. Political leaders believe that conflict and scarce resources are everyday confrontations that the managers and leaders live with. Political leaders are careful with their goals and expectations. They build connections amongst stakeholders and assess the distribution of power and interests. They are well versed in persuasion skills. They use persuasion first, followed by negotiation and coercion ultimately, if only necessary. A good political leader understands politics and is comfortable with conflict (Bolman & Deal, 1991).

The symbolic frame sees organizations as culture oriented and motivated by rituals, ceremonies, stories, heroes and myths rather than by rules, policies and managerial authority (Bolman & Deal, 1991). Rational assumptions are limited in the symbolic frame compared to other frames. Organization is compared to a theater where actors perform their roles while audiences have freedom to shape their own intuitions from what is received from the actors. Symbolic leaders are like Prophet, whose leadership style is to inspire others by using symbols to capture their attention. They convey a vision and frame experience by providing believable elucidation of experiences. Symbolic leaders believe that vision and inspiration can be etched in the participants through their personal charisma and a flair for plays. To instill and restore hope and meaning, a good leader uses symbols, tells stories and frame experience (Bolman & Deal, 1991).

An effective leadership lies in knowing which frame to apply in a particular situation (Bolman and Deal, 1991). A structural frame will be helpful in organizations with clear goals, strong technologies and stable authority whereas a human resource frame will work in an organization where employee morale and motivation is low. A political frame will be prominent where resources are scarce, conflict and diversity are high. A symbolic frame will be of particular importance where goals are unclear and ambiguity is high.

Thus, Leadership frames are used to define the types of leadership besides evaluating the managerial and leadership effectiveness. It is evident from studies that people use different views to comprehend human behavior in organizations (Edmonds, 1982; Lezotte, 1991; Sizer, 1992; Skinner, 1968). Bolman and Deal's (1991) research in Florida and Singapore revealed that all four frames were associated with leaders' effectiveness. The structural frame was the strongest predictor of managerial effectiveness in both groups of administrators, while symbolic frame stood strong for leadership effectiveness. The result conveys that leaders using multiple leadership frames have greater impact on schools' effectiveness.

The principals' roles have been recognized as one of the significant factors contributing to the success of the schools (Zigarelli, 1996). Research on effective schools reveals principal effectiveness as a key input to school reform (Barker, 1997; Murphy, 2001). Thompson (2000) undertook a study examining gender and use of leadership frames among lower, middle, and upper managers and found leaders who use multiple frames to be more effective in their leadership responsibilities. The study revealed that gender had no impact on leadership effectiveness. Therefore, the balanced leadership, in other words, use of three or more frames produced both effective managers and leaders.

The effective school principals "demonstrate a strong interest in promoting collegiality and shared leadership, an interest in shifting the norms of the school's culture from the traditional to more collaborative ways of working together" (Owens, 2004, p. 274). Powell's (2004) research on the behaviors and practices of successful principals working with at risk schools found that the school vision, mission, and culture are important for the schools to succeed. Uchiyama and Wolf, (2002) maintained that the vision of the school leads the way to achieving the goals. Similarly, Dufour and Eaker (1998) stated that shared vision and cooperative working atmosphere encourages staff to work together with a sense of direction for their future accomplishment. Therefore, the education leaders must have a vision to guide where their school is heading and have necessary plans to reach there.

2.5 Teacher Empowerment

This section presents the definitions of teacher empowerment, importance of teacher empowerment, and the dimensions of teacher empowerment as identified by Short and Rinehart (1991). In addition, reviews on research conducted in the field of teacher empowerment are provided.

Teachers can be an instrument of success or failure of the schools. It is important to examine how teachers perceive their immediate supervisor's behaviour, their workplace conditions, and relationships with co-workers and students, which directly affects productivity. Since teachers are seen as a problem or solution for any school reformation tasks (Smylie, 1996), reformation would take place only if teachers are placed in the central (Frymier, 1987). Teacher empowerment is defined as a conduct of encouraging teacher participation in making decisions in the school (Rice & Schneider 1994). Similarly, Short and Rinehart (1993) defined empowerment as "The opportunities an individual has for autonomy, choice, responsibility, and participation in decision making in organizations" (p. 592). According to Bolin (1989), teacher empowerment is providing teachers the rights to make decisions related to the goals and policies of the schools besides exercising their autonomy to choose the curriculum. When teachers feel that they have freedom to take part in decision making, they feel empowered (Janssen, 2007). Berry et al., (2008), Davidson and Dell (2003), Hirsch et al. (2006), agree that school improve when the teachers are empowered. Keeping the focus on goals to improve the schools, attention must be directed toward bestowing roles to teachers in decision making by providing opportunities for meaningful and collaborative participation in the school activities.

2.5.1 Dimensions of Teacher Empowerment

Short and Rinehart (1992) maintained that the concept of empowerment exists on three levels; foundation level, development level, and involvement level. In the foundation level, empowerment is concerned with teachers' critical thinking abilities to solve problems and take part in making decisions for the schools as teacher leaders. In the development level, effective professional development programs and initiatives help in developing teachers' self-efficacy and impact. The last level of empowerment is involvement level. It deals with the nature of teacher involvement in

decision making processes geared toward creating effective schools. Short and Rinehart suggests that adequate training must be provided to the teachers to develop them as teacher leaders. Short and Rinehart's Teacher empowerment model is illustrated in the figure below (Figure 2.4).

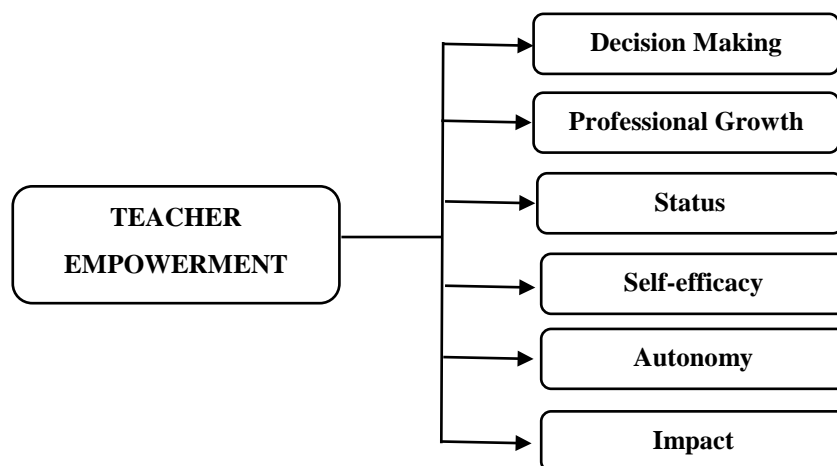


Figure 2.4 Teacher Empowerment Model

Source: Short and Rinehart's (1991) teacher empowerment concepts

Short and Rinehart (1992) and Short (1992) extended the concept of teacher empowerment by empirically grounding it within education through the construction of six dimensions: (a) decision making, (b) professional growth, (c) status, (d) self- efficacy, (e) autonomy, and (f) impact. These dimensions were revealed in a study of 211 teachers. The teachers rated 68 beliefs about what makes them feel empowered. A brief description of each dimension is described below.

Decision-making as one of the dimensions of empowerment values the involvement of teachers in making decisions for the improvement of the school's effectiveness (Short & Rinehart, 1992; Short, 1992; Short & Johnson, 1994; Martin et al. 2001). Teachers are the best persons to judge the daily happenings in the school as they possess the firsthand experience of the schools' policies and practices. When teachers play a role in decision making about their work environment, a sense of belongingness and involvement is developed in them that facilitate in achieving empowerment (Hirsch et al. 2006). However, Short (1992) asserted that teachers must have positive believe in themselves about the differences they can make with their genuine opinion and participation in school's decision making processes.

Consequently, involving the teachers in decision making processes of the school is observed as an important teacher empowerment dimension.

Professional growth concerns the teachers' perception of whether they have opportunities to develop their skills in the schools (Short & Rinehart, 1994; Short & Johnson, 1994). As of DuFour and Eaker (1998), the objective of professional development programs is to help teachers become more effective in helping students identify and capitalize on their strengths. Research has confirmed that teachers involved in collaborative work and participation in professional learning related to teaching strategies demonstrate positive attitudes toward their profession (Hirsch et al., 2006). Thus, to fulfill the needs of different learners, teachers should be accessible to professional programs and model life-long learning (Hirsch et al., 2006).

Status as a dimension of empowerment focuses on teacher perceptions of support, respect, and admiration of their colleagues (Short & Johnson, 1994). Status also refers to teachers' belief that their work is valued by their colleagues (Klecker & Loadman, 1998). The poor compensation, limited facilities, disturbed instructional time, and lack of parental support are some of the factors related to teacher perceptions of status (Maeroff, 1988). The amount of attention the teachers receive from parents, students, community members, peers and superiors help in building their status (Klecker & Loadman, 1998; Short & Johnson, 1994).

Self-efficacy is another dimension of empowerment (Short & Johnson, 1994; Klecker & Loadman, 1998). Schwarzer and Hallum (2008) defined teacher self-efficacy as improving students' performance by setting goals and realizing it through consistent planning and persuasion. When teachers perceive their competence in enhancing student learning, build and sustain effective programs to assist students, they have high self-efficacy (Short, 1994). Self-efficacy is an important component of teacher empowerment which helps in developing the learners.

Autonomy as a component of teacher empowerment "Refers to teachers' beliefs that they can control certain aspects of their work life in areas such as scheduling, curriculum, textbooks, and instructional planning, and the hallmark of autonomy is the sense of freedom to make certain decisions" (Short, 1994, p. 493). According to Klecker and Loadman (1998) teachers having the sense of freedom to take part in decision making experience autonomy. Therefore, when teachers are

regarded as professionals and allowed to make decisions related to their job, they feel empowered (Hirsch et al., 2006).

Impact as the final dimension of empowerment focuses on teachers' perceptions that they have immense influence in their students' lives. Short and Johnson (1994) concur that when one perceives that their works and deeds influence the school environment, they have greater impact. Thus, the teacher's sense of positive impact on school environment helps in boosting their self-esteem (Short & Johnson, 1994). Therefore, the primary function of teaching should be in impacting students' lives through creativity, relationships, and quality instruction.

Many studies were conducted to examine teachers' perceived level of empowerment and job satisfaction (Short & Rinehart, 1992). Amoli and Youran (2014) conducted a study to examine the relationship between teacher empowerment and job satisfaction among Iranian EFL Teachers in Tehran Aviation University. A total of 410 teachers took part in this survey. Short and Rinehart's (1992) School Participant Empowerment Scale (SPES) was administered to measure teachers' perceived empowerment while Lester's (1987) Teacher Job Satisfaction Questionnaire (TJSQ) measured teacher job satisfaction. The findings of the study indicated significant correlations between teacher empowerment and job satisfaction ($r=.508$).

Three hundred and four teachers took part in Lee and Nie's (2014) study on understanding teacher empowerment in Singapore. Result indicated that the four dimensions of psychological empowerment (i.e. 'meaning', 'competence', 'autonomy', and 'impact') were intervened the relationships between teachers' perceptions of immediate supervisor's empowering behaviours and teachers' work-related outcomes. However, only 'meaning', 'autonomy' and 'impact' dimensions of psychological empowerment interceded the relationships between teachers' perceptions of principal's empowering behaviours and teachers' work-related outcomes.

Similarly, Boglera and Somech (2005) investigated the relationship between teacher empowerment and organizational commitment, professional commitment, and organizational citizenship behaviour in Israeli middle and high schools. The data collected through the questionnaires from 923 teachers were computed using Pearson correlations and multiple regression analyses. The results

revealed that the teachers' perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession, and to their OCBs. The findings show that some of the teacher empowerment dimensions have an impact on these outcomes in the school setting. However, the researcher suggested that a number of limitations should be considered when interpreting these findings.

To examine the relationship between teacher empowerment and student achievement, Squire-Kelly (2012) conducted a study using School Participant Empowerment Scale (SPES). The Criterion Referenced Competency Test scores (CRCT) were used to measure student achievement. The SPES were distributed to teachers in five middle schools of one district in Georgia. Pearson Correlation was computed to determine the relationship between teacher empowerment and student achievement and to determine the relationship between each of the six subscales and student achievement. The findings indicated no correlation between teacher empowerment and student achievement other than a slight statistically significant correlation between one of the six dimensions and student achievement. Therefore, there is a need to investigate the nature and extent of teacher empowerment besides teachers' attitude and seriousness towards the profession.

2.6 Principal leadership and Teacher empowerment

As stated by Terry (2000), "principals should allow their teachers the freedom to be creative and take risks" (p. 2), teachers are more likely to take part in making creative decisions, keeping abreast the school's mission if they are granted the freedom and independence to take part. Short and Rinehart (1992) found that the teachers who were empowered in the schools have enhanced their job satisfaction. Somech (2005) posited that teacher empowerment increases the organizational commitment, professionalism, and self-esteem, which in turn results in improved teacher performance.

Sharp's (2009) quantitative research on the relationship between teacher empowerment and principal effectiveness shows teachers' perception of empowerment and principal effectiveness. Two independent survey instruments; Audit of Principal

Effectiveness (APE) and SPES were used to gather information from 101 teachers sampled from three high schools in Kansas City, Missouri. The results revealed significant relationships between the APE domains and SPES dimensions. It also revealed significant correlations between the domains of organizational development, organizational environment, educational program, and the subscale of professional growth. Strong relationship between the three domains of the APE and the SPES subscale of professional growth and benefits of these tools for principals suggested a need for teacher empowerment.

Teachers feel empowered when they are involved in the decision making processes of the school. To assess teacher-principal collaborative decision making practices in the schools, Leech and Fulton (2008) examined levels of high school teacher participation through shared decision making with their principals. The results indicated a weak correlation between principal leadership practices and shared decision making in the secondary schools. The relationship between leadership practice of challenging the process and the level of shared decision making in the development of policy was found the weakest. Thus, the need for teacher empowerment in all the dimensions were found necessary.

Teachers who are empowered in their professional settings express high level of morale in their professional lives. These teachers have positive impacts on the success of schools as a result of effective principal leadership. Houchard (2006) conducted research in seven schools to determine the relationship between teacher morale and principal leadership practices. Purdue Teacher Opinionnaire (PTO) was used to measure factors contributing to teacher morale and the Leadership Practices Inventory (LPI) was used to measure principals' leadership practices. The study revealed a significant relationship between teachers' rapport with the principal and the principal's support and encouragement. A significant relationship was found between teachers' satisfaction with teaching, teacher workload, and school facilities and services and the principal's ability to inspire a shared vision and distributed governance.

Similarly, a correlational study on "The relationship between high school teacher perceived principal leadership practices and teacher morale levels" was conducted by Moore (2012). The two survey instruments; Bentley and Rempel's

(1972) the Purdue Teacher Opinionnaire (PTO) and Kouzes and Posner's (2003) Leadership Practices Inventory (LPI) were used to collect data from 112 high school teachers from the two high schools (grades 10-12) in South Carolina. To measure the relationship between the five teacher perceived leadership practices and teacher morale levels, multiple linear regression analysis was used. Results indicated a statistically significant correlation between the teachers' perceived leadership practices of the high school principal and teacher morale. Thus, the results imply that principals' leadership practices make a difference in teacher morale.

Ellis (2012) conducted an exploratory mixed-methods study on "Empowering Teachers: Characteristics, Strategies, and Practices of Successful Principals". This study was based on the qualitative research of Blasé & Blasé (2001) to identify the characteristics of principals that lead to teachers' perception of teacher empowerment. Three highly successful principals with the minimum of four years' experience took part in the study along with the teachers. The study revealed that principals' characteristics, strategies, and behaviors significantly affected teachers' feelings, thinking, and behaviors and their perceptions of empowerment. The findings of this study emphasized on appreciating teacher voice and input through distributed leadership and collaboration.

There are numerous empirical records of studies regarding principal effectiveness; however, little data has been gathered concerning the relationship between principal leadership styles and teacher empowerment. As current reform movements require collaborative school environments, principal managerial style in relation to teacher perceptions of empowerment needs careful examination (Sharp, 2009). The data gathered in this study would support past research concerning leadership behaviours and teacher empowerment. In addition, it will guide future studies that could help current school principals look for effective practices assisting teacher empowerment and school effectiveness.

2.7 Summary

Researchers have attempted to define leadership throughout history. Among these recent approaches, transformational and instructional leadership are much practiced leadership skills. However, due to its narrow claims and benefits, in 1991, Bolman and Deal developed frames for leadership incorporating transformational and instructional leadership traits.

Firstly, the structural frame focuses on the importance of formal roles and relationships. Secondly, the human resource frame aims to make the organization fit its people's needs, feelings and interests. Thirdly, the political frame views organizations as political arenas in which resources are scarce and people compete for power. Lastly, the symbolic frame treats organizations as unique cultures which have rituals, ceremonies, heroes, and myths and it focuses on meaning, belief, and faith. The crucial aspect of the framework is that leaders should know which frame to apply in a particular situation.

Teacher empowerment plays a vital role in developing effective schools. Teachers who are empowered in their professional settings express high level of morale in their professional lives and have greater impacts on the success of schools. Principals who empower the teachers in all the empowerment dimensions help in building collegial working atmosphere conducive for the teachers and students to advance their profession.

CHAPTER III

METHODOLOGY

Overview

Research related to school reform suggests that principal leadership and teacher empowerment is important for the success of schools (Crowther, 2006). This study is designed to investigate principals' leadership behaviours as perceived by the ESL teachers with the use of Bolman and Deals' (1991) Leadership Orientation Questionnaire (LOQ). To examine the extent of teacher empowerment, Short and Rinehart's (1992) School Participant Empowerment Scale (SPES) was used. Structured interviews were conducted to collect data for both the constructs. The methodology employed in this study is arranged into seven sections: (a) research design, (b) setting, (c) population, sample, and sampling (d) instrumentation, which include the reliability and validity of the LOQ and the SPES, (e) data collection, (f) data analysis, and (g) summary of the chapter.

3.1 Research Design

The mixed-method research approach was used to examine principal leadership behaviours and teacher empowerment as perceived by the ESL teachers in central Bhutan. This method combines both qualitative and quantitative features to maximize the strengths and minimize the weaknesses of a single research approach (Creswell, 2003). The quantitative data was gathered through questionnaires while structured interviews were conducted to acquire qualitative data.

3.3 Population, Sample, and Sampling

This study involved a survey of teachers in 24 schools of central Bhutan. The description on population, sample, and sampling techniques are provided in this section. Eighty-eight ESL teachers from 24 schools in central Bhutan makes the population of this study. Since the population of this study was relatively less, the entire population ($n = 88$) was involved as research participants for quantitative data collection.

For qualitative data collection, a sample of five ESL teachers (one from each category of school) was selected for structured interview through purposive sampling techniques. Purposive sampling represents a group of different non-probability sampling techniques. It helps in focusing on particular characteristics of a population that are of interest, which will best enable the researcher to answer research questions (Babbie, 2001). Bernard (2002) stated that a purposive sample is selected based on the knowledge of a population and the purpose of the study. The subjects were selected because of some characteristic. The purpose of this selection was to represent different perceptions among teachers in varying contexts regarding principal leadership and teacher empowerment (Campion & Brown, 1988).

There were five different categories of schools in central Bhutan and one ESL teacher from each category was selected for the interview. ESL teachers having more than five years of teaching experience and have served under more than two principals were allowed to take part on voluntary basis as interview respondents. The reason for selecting the participants based on these criteria was to enable them to compare or contrast the leadership behaviours of the principals and to facilitate comprehensive collection of information based on their experiences. The Table 3.1 presents the information about the population and sampling of the participants.

Table 3.1 Types of Schools and ESL teachers

Types of School	Grade	No. of School	No. of ESL Teacher	Sample Interview	for
Extended Classroom (ECR)	PP-III	4	4	1	
Primary School (PS)	PP-VI	14	44	1	
Lower Secondary School (LSS)	PP-VIII	2	14	1	
Middle Secondary School (MSS)	VII-X	2	10	1	
Higher Secondary School (HSS)	VII-XII	2	16	1	
Total		24	88	5	

Source: School Statistics for 2014, Dzongkhag Education Sector, Trongsa, Bhutan

3.4 Data Collection tools

This mixed method study employed two kinds of data collection tools; questionnaire for quantitative data and structured interview for the qualitative data. A description on these tools was presented below.

The two variables (principal leadership and teacher empowerment) were analyzed based on the research questions identified in this study. Two independent survey instruments (LOQ & SPES) were used to collect quantitative data to measure these two variables. Principal leadership behaviours was measured using Bolman and Deal's (1991) Leadership Orientation Questionnaire (LOQ) while Teacher Empowerment was measured using Short and Rinehart's (1992) School Participant Empowerment Scale (SPES). The details of these two tools are provided below.

3.4.1 LOQ- Research instrument for Principal leadership

Bolman and Deal's LOQ contains parallel versions the instrument, one for leaders (Self) and the other for supervisors and teachers (Others). To measure the extent to which teachers perceive the principal leadership behaviours, the current study utilizes the latter (Others—ratings from teachers). Both versions have four sections representing the four frames as explained below.

Section I - Leader Behaviors: Rating scales for this section range from strongly disagree (1) to strongly agree (5) for leaders' behaviors. The rating scale can be understood from the table given below (Table 3.2).

Table 3.2 Interpretation of Likert Scale

Range	Scale
1.00-1.50	Lowest
1.51-2.50	Low
2.51-3.50	Medium
3.51-4.50	High
4.51-5.00	Highest

Ratings for strongly disagree were in the range between 1.00-1.50, showing the lowest level of principals' use of leadership frames. The ratings for disagree were in the range between 1.51 - 2.50. It shows the low level of principals' use of leadership frames. Ratings for neutral or medium level of leadership behaviours under the categorized frames were in the range between 2.51 - 3.50. Ratings for agree were in the range between 3.51-4.50, indicating high level of principal's use of leadership frames, and the range between 4.51-5.00 for strongly agree, representing the highest level of principals' use of leadership frames. There are 32 items in this instrument. Each frame is measured by eight items. For each individual, scores for each of the frames may range from a minimum of 8 to a maximum of 40. The following items constitute four leadership orientation frameworks:

- a. Structural Frame: item 1, 5, 9, 13, 17, 21, 25, and 29
- b. Political: 3, 7, 11, 15, 19, 23, 27, and 31
- c. Human Resource Frame: 2, 6, 10, 14, 18, 22, 26, and 30
- d. Symbolic frame: 4, 8, 12, 16, 20, 24, 28, and 32

Section II - Leadership Style Use: The second section requires the respondents to describe the leadership styles of the principal. It includes six items that rank the style of the principal from 1 to 4. Each of the choices corresponds to one of the frames: choice A corresponds to the Structural Frame, choice B corresponds to the

Human Resource Frame, choice C to the Political Frame, and choice D to the Symbolic Frame. These scores provide a range from 6 to 24 points for each of the frames.

Section III - Overall Rating: This section includes two one-item measures—perceived effectiveness as a manager and perceived effectiveness as a leader, comparing the principal to other principals with comparable levels of experiences and responsibilities. Respondents will rate the principal from 1 (least) to 5 (most).

Section IV - Background Information: This section provides demographic information about the respondents. This information asks respondent to specify gender, education level, type of school, and number of years served in his or her present position. A copy of LOQ questionnaire is provided in Appendix A.

3.4.2 Instrument Validity

Bolman and Deal (1992) analysis using survey responses from 681 higher education administrators involved a varimax rotation of all factors with eigen-values greater than 1.0 and item loadings above .50, producing four factors. Each factor represented one of the four factors. Bolman and Deal (1992) reported that factors aligning with the conceptual definitions of the frames have emerged in other similar populations.

3.4.3 Instrument Reliability

Bolman and Deal (1991) tested the instrument by comparing the ratings of 94 leaders and 556 colleagues and subordinates. After assessing the internal consistency and the subscales by computing Cronbach alphas, the reliability of the instrument for four frames was reported as: structural, .92, human resources, .93, political, .91, symbolic, .93. These numbers show the high inter-item reliability of the instrument (Bolman & Deal, 1991).

3.5 Teacher empowerment Research Tool

Short and Rinehart's (1992) School Participant Empowerment Scale (SPES) instrument was used to assess teacher empowerment. Two separate studies were conducted by the authors to assess school participant empowerment that resulted in the production of this instrument. As per the instrument's requirement, 79 participants listed the ways in which they felt empowered in their schools. Out of 110 items generated from the initial list from the past research, 75 items were examined by the researchers to indicate empowerment components. "Components of empowerment represented in the item's content included: knowledge base, competence, status, influence, autonomy, control, responsibility, collaboration, involvement in decision making, impact, and choice" (Short & Rinehart, 1992, p. 954). Using rating differences on no more than one-digit across all judges, 68 statements were generated for the authors' first study. In the second study, the research questionnaire with 68 items gathered responses from 211 teachers from three high schools in three states. Two out of three schools participating in a national project to empower teachers were selected in order to provide the contrast to test discriminant validity of the 68-item instrument used in the second study (Short & Rinehart, 1992).

As a result, the six subscales (decision making, professional growth, status, self-efficacy, autonomy, and impact) of the School Participant Empowerment Scale were identified. The instrument comprises of 38 items for the participants to describe how they feel about responsibility, participation, teacher selection, fiscal involvement, professionalism, student learning, empowerment, difference making, control, innovation, and collaboration in their schools.

The following items constitute six dimensions of empowerment:

- a. Decision making (items 1, 7, 13, 19, 25, 30,33,35,37, and 38);
- b. Professional growth (items 2, 8, 14, 20, 26, and 31);
- c. Status (items 3, 9,15,21,27, and 34);
- d. Self-efficiency (items 4, 10,16,22,28, and 32);
- e. Autonomy (items 5, 11, 17, and 23); and
- f. Impact (items 6, 12,18,24,29, and 36).

The instrument requires a strongly disagree, disagree, neutral, agree, or strongly agree response from participants. The ratings between 1.00 - 1.50 show the lowest level of empowerment and 1.51 - 2.50 shows the low level of teachers' perceived level of empowerment. Ratings for neutral or medium level of empowerment under the categorized dimensions lies between 2.51 - 3.50, indicating a medium level of empowerment. Rating for agree ranges between 3.51 - 4.50, indicating high level of empowerment, and the range between 4.51 - 5.00 for strongly agree, represents the highest level of empowerment. A full list of SPSS questions is provided in Appendix B.

3.5.1 Validity of the SPES

In an evaluation of the initial 75-item empowerment characteristics list, a panel of experts rated each of the items on the degree to which empowerment was represented in the schools researched. According to Short and Rinehart (1992), "Each item was rated on a 5-point continuum from highly representative (1) to highly unrepresentative (5)" (p. 954). For the final 38-item instrument, content validity was not established. Short and Rinehart (1992) reported that evidence of discriminant validity was established for the 38-item instrument by comparing teacher ratings from two schools that participated in a project designed to empower teachers with ratings from a school that did not employ empowerment interventions.

3.5.2 Reliability of the SPES

Short and Rinehart's (1992) School Participant Empowerment Scale (SPES) has 38 items with a total Chronbach's alpha of 0.94. The Cronbach's coefficient alpha reliabilities for the subscales and total scale as reported by Short and Rinehart (1992) from their studies conducted on 211 high school teachers were as follows: decision making, .89; professional growth, .83; status, .86; self-efficacy, .84; autonomy, .81; impact, .82; total scale, .94.

3.6 Qualitative Data Collection Tool

Interviews help researchers to collect exhaustive and significant information by gathering verbal data that reflects participants' views (Merriam, 2009). As interviews help to gather data which questionnaire fails to collect (Merriam & Simpson, 1989), structured interview was used in this research to facilitate wide range of data collection to elicit participants' opinions of principal leadership behaviors and teacher empowerment. In a structured interview, the interviewer asks another person a list of predetermined questions about a carefully-selected topic (Campion, Pursell & Brown (1988). When the interviewer asks the same questions in the same way to all the respondents, it becomes easy to repeat the interview. In addition, this type of research method is easy to standardize.

For qualitative data, structured interview questions were framed using Bolman and Deals' (1991) Leadership Orientation framework for principal leadership and Short and Rinehart's (1992) school participant empowerment concepts for teacher empowerment. Four questions for principal leadership frames with three sub-questions under each frame and six questions for teacher empowerment dimensions with three sub-questions under each dimension were developed. The questions were validated by a team of experts from Mahidol University, Thailand. A copy of the interview question is available in Appendix D.

3.7 Data Collection Procedure

The data collection procedures employed in this study are discussed under two categories; quantitative and qualitative data collection processes. The quantitative and qualitative data collection procedures are arranged as follows: before, during, and after administering questionnaires and interview.

3.7.1 Quantitative Data Collection

Before administering questionnaires: In January, 2015, the researcher submitted a proposal for research to the Mahidol University Institutional Review Board. The project was approved for study in February, 2015. After receiving the approval order, the researcher wrote a letter to the Director General, Ministry of

Education, Bhutan requesting for the permission to conduct the research using the questionnaires. The questionnaires were printed, packed, and made ready for delivery to schools. Upon the approval of the study, the researcher contacted the principals of the schools in Trongsa district, central Bhutan through telephone call and mails. Schedule to administer the questionnaire for the teachers of 24 schools were prepared and a collection point for completed questionnaires were established at each school after consulting the principals.

During administering questionnaires: The researcher visited schools and distributed the questionnaires directly to the ESL teacher participants to maintain confidentiality. The participants were instructed to fill out the two instruments and place them in a sealed envelope. The researcher collected the completed questionnaires.

After administering the questionnaire: The researcher collected the completed questionnaires and set it ready for data analysis. The entire process of data collection lasted for one month.

3.7.2 Qualitative data collection process

Before the Interview: The researcher arranged the materials required for the interview such as interview questions, notebook, pen, audio recorder, and prepared with the questions. Before the interview session, the researcher prepared a relaxed atmosphere for the interviewee by exchanging introductions. Interviewees were asked to sign the consent forms after seeking their permission.

During the interview: The researcher provided the interviewee with an overview of the interview format and instructed about the series of questions to be asked. Time was given to the interviewee to ask questions and clarify doubts. Interviewee was informed that the interview will be audiotaped and the material will be treated with extreme confidentiality. Similarly, the researcher informed the interviewee that the researcher will take notes. A copy of consent form is attached in Appendix A.

The researcher listened carefully to the responses of the interviewee, responded when necessary, and maintained control over the interview. Notes were taken by the researcher during the interview. Probes were used to encourage the

respondents to reveal more information. The researcher provided some time for the interviewee to reflect, add on, or ask questions at the end of the interview.

After the Interview: The researcher checked the note maintained during the interview to ensure that important points were not left unrecorded. The researcher then verified the data using the audio records and notes taken during the interview. Finally, the researcher secured the interview materials and set it ready for data analysis.

3.8 Data Analysis

Two data analysis techniques employed in this mixed-method study are discussed in this section. First, quantitative data analysis is discussed. In the second part, qualitative data analysis technique is discussed.

3.8.1 Quantitative Data Analysis

The research questions for this study focuses on principal leadership and teacher empowerment as perceived by the teachers. It also pertains to the teachers' perception of principal leadership behaviours and the extent to which they are empowered in the school. This research examined the relationship between principal leadership and teacher empowerment as perceived by the teachers. These questions were answered as follows:

- Descriptive statistics (mean and standard deviation) for the five sub-scales of the Leadership Orientations Questionnaire (Bolman and Deal, 1991) were calculated to answer research question one.
- Descriptive statistics (mean and standard deviation) for the six sub-scales of the School Participant Empowerment Scale were calculated to answer research question two.
- The third research question was answered by using Pearson correlation analysis for the relationship between the two independent variables (principal leadership behaviours and teacher empowerment as perceived by the teachers).

The correlation coefficient (r) ranges from -1.0 to +1.0. The closer r is to +1 or -1, the more closely the two variables are related. If r is close to 0, it means there

is no relationship between the variables. If r is positive, it means that as one variable gets larger the other gets larger. If r is negative it shows an inverse correlation, meaning, as one gets larger, the other gets smaller. This technique of interpretation was employed to generate correlational results.

3.8.2 Qualitative data Analysis

The concepts of content analysis techniques were used to analyze the qualitative data collected from the interviews. Content analysis is regarded by the researchers as a flexible method for analyzing text data (Cavanagh, 1997) as it describes a group of analytic approaches such as impressionistic, intuitive, interpretive analyses to systematic, strict textual analyses (Rosengren, 1981). The researcher labeled, transcribed data, compared, contrasted, and grouped into categories using the concept of content analysis. After grouping the data, the researcher put the information under related categories.

3.9 Summary

The mixed-method research approach was used to examine principal leadership behaviours and teacher empowerment as perceived by all the 88 ESL teachers of 24 schools in Trongsa district, central Bhutan. Since the population of this study was relatively less, the entire population was involved as research subjects for quantitative data collection. A sample of five ESL teachers (one from each category of school) was selected through purposive sampling techniques to gather the qualitative data using structured interviews.

This mixed method study employed two independent survey instruments (LOQ & SPES) to collect quantitative data. Principal leadership behaviours was measured using Bolman and Deal's (1991) LOQ tool while Teacher Empowerment was measured using Short and Rinehart's SPES. Structured interview with 10 questions, four for leadership frameworks and six for teacher empowerment dimensions with three sub-questions under each heading were developed, pilot tested, and used to collect qualitative data.

Descriptive statistics (mean and standard deviation) for the five sub-scales of the Leadership Orientations Questionnaire and the six sub-scales of the School Participant Empowerment Scale was calculated to answer research question one and two. The third research question was answered by using Pearson correlation analysis for the relationship between the two independent variables. The concepts of content analysis techniques were used to analyze the qualitative data collected from structured interviews.

CHAPTER IV

RESULTS

Overview

This chapter presents the findings of this study. The quantitative data were analyzed using descriptive statistics, Pearson correlation, and regression analysis. The qualitative data gathered through structured interviews were analyzed using content analysis technique. This chapter is divided into two sections: Section I for quantitative results and Section II for qualitative results. In each section, research findings based on the three research questions as reflected in the first chapter are presented. A summary of the research findings is presented at the end of the chapter.

4.1 Section I Quantitative Result

In this section, demographic data and three research findings as per the research questions are presented.

4.1.1 Demographic Data

Out of 88 ESL teachers, 39.5% were female and 60.5% were male who took part as research participants in quantitative data collection as shown in Figure 4.1. All the 88 ESL teachers from 24 schools of central Bhutan took part in this study. Four ESL teachers (4.5%) from 4 ECR (Extended classrooms), 44 ESL teachers (50%) from 14 Primary Schools (PS), and 14 ESL teachers (15.9%) from 2 Lower Secondary Schools (LSS) took part in this study. In addition, 10 (11.4%) ESL teachers from 2 Middle Secondary Schools (MSS) and 16 (18.2%) ESL teachers from 2 Higher Secondary Schools (HSS) participated in this study.

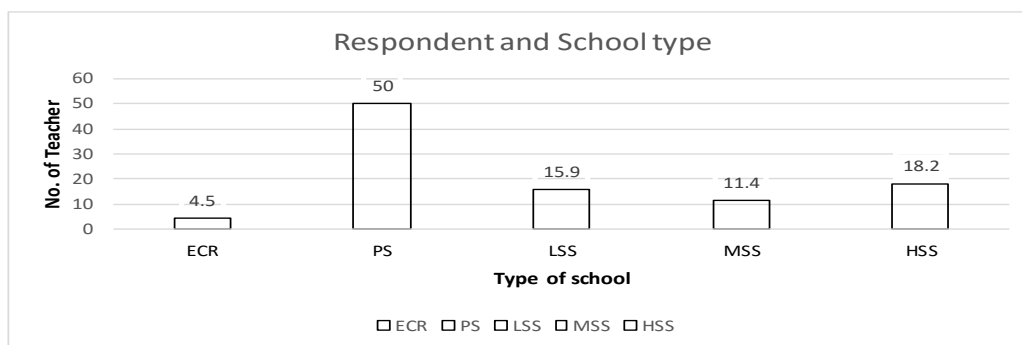


Figure 4.1 Respondents and Types of schools

4.2 Finding One

For research question 1: What leadership styles are exhibited by the principals in the schools of Bhutan as perceived by the ESL teachers, the researcher endeavored to determine what leadership styles teachers perceive their principals predominantly utilize, as measured by the Leadership Orientation Framework. The findings are presented in three parts: Leadership behaviours, Leadership styles, and Effectiveness as a manager or leader.

4.2.1 Leadership Behaviours

The 5-point rating scale of the LOQ tool had a Likert scale range of 1=strongly disagree to 5=strongly agree. Ratings for strongly disagree ranged between 1.00 - 1.50, indicating the lowest level of principal's use of leadership frames. Ratings for disagree were in the range between 1.51 - 2.50, showing the low level of principals' use of leadership frames. Ratings for the medium level were in the range between 2.51 to 3.50, and 3.51 to 4.50 for agree, indicating high level of principal's use of leadership frames. The range between 4.51 - 5.00 for strongly agree represented the highest level of principals' use of leadership frames. The following items constitute four leadership orientation frameworks:

- a. Structural Frame: item 1, 5, 9, 13, 17, 21, 25, and 29
- b. Political: 3, 7, 11, 15, 19, 23, 27, and 31
- c. Human Resource Frame: 2, 6, 10, 14, 18, 22, 26, and 30

d. Symbolic frame: 4, 8, 12, 16, 20, 24, 28, and 32

Mean scores for teacher perception of Leadership frame ranged from $M = 3.16$ to 3.26 , with the two highest subscales being reported as structural frame and political frame and the lowest being as Human resource frame. Table 4.2.1 showed that teachers in general viewed their principal as operating from structural ($M = 3.26$) and political ($M = 3.22$) leadership framework subscales.

4.2.2 Principals' use of Leadership Frames

Under Principal leadership, structural frame has the highest rating ($M = 3.26$, $SD = .77$). Teachers rated principals on the political frame the second highest followed by the human resource frame. The symbolic frame was rated the lowest ($M = 3.16$, $SD = .79$) as reflected in Table 4.1. In general, the results from the descriptive statistics revealed medium level of principals' use of leadership frames.

Table 4.1 Teacher Perception of Leadership Frames their Principal Utilizes

Principal Leadership	<i>M</i>	<i>SD</i>	Level
Structural Frame	3.26	.77	Medium
Political Frame	3.22	.76	Medium
Human Resource Frame	3.21	.82	Medium
Symbolic Frame	3.16	.79	Medium
N=88	3.21	.79	

A detailed descriptive analysis on each leadership orientation framework was performed. These descriptive statistics are presented as Structural (Table 4.2), Political (4.3), Human resource (4.4), and Symbolic frame (Table 4.5).

4.2.3 Principals' use of Structural Frame

Structural frame has eight items (Table 4.2). Teachers' perceptions of principals' attention to detail is highest compared to rest of the items under this frame (Item 25: $M = 3.57$, $SD = .76$). This highest rated item shows principals' high level of attention to detail. Similarly, the result indicated teachers' perceptions of principals' use of careful thinking and logical reasoning to be the second highest utilized item (Item 1: $M = 3.38$, $SD = .81$). Item 17 (Approaches problems with facts and logic) was

scored the lowest ($M = 3.07$, $SD = .78$). In short, under structural frame, all the items have the ratings representing medium level of the use of structural frame.

Table 4.2 Descriptive Statistics on Structural Frame

Structural Frame	<i>M</i>	<i>SD</i>	<i>Level</i>
25 Has extraordinary attention to detail.	3.57	.76	High
1 Thinks very clearly and logically.	3.38	.81	Medium
5 Strongly emphasizes careful planning and clear time lines.	3.31	.67	Medium
29 Strongly believes in clear structure and a chain of command.	3.24	.77	Medium
9 Approaches problems through logical analysis and careful thinking.	3.23	.83	Medium
13 Develops and implements clear, logical policies and procedures.	3.16	.81	Medium
21 Sets specific, measurable goals and holds people accountable for results.	3.08	.79	Medium
17 Approaches problems with facts and logic.	3.07	.78	Medium
Average	3.26	.77	Medium

4.2.4 Principals' use of Political Frame

Based on the results in Table 4.3, under political frame with eight items, ESL teachers perceived their principals to have shown a medium level of ability to mobilize people and resources to get things done (Item 3: $M = 3.34$, $SD = .81$). However, they felt their principals to be less persuasive and influential (Item 11: $M = 3.10$, $SD = .69$). All the items under this frame revealed a medium level of principals' use of political frame.

Table 4.3 Descriptive Statistics on Political Frame

	Political Frame	<i>M</i>	<i>SD</i>	<i>Level</i>
3	Shows exceptional ability to mobilize people and resources to get things done.	3.34	.81	Medium
19	Is very effective in getting support from people with influence and power.	3.33	.81	Medium
23	Is politically very sensitive and skillful.	3.26	.72	Medium
7	Is a very skillful and shrewd negotiator.	3.24	.80	Medium
31	Succeeds in the face of conflict and opposition.	3.20	.76	Medium
15	Anticipates and deals adroitly with organizational conflict	3.19	.74	Medium
27	Develops alliances to build a strong base of support.	3.14	.73	Medium
11	Is unusually persuasive and influential.	3.10	.69	Medium
Average		3.22	.76	Medium

4.2.5 Principals' use of Human Resource Frame

The ratings for all the items under Human resource frame represented medium level of principals' use of human resource frame as shown in Table 4.4.

Table 4.4 Descriptive Statistics on Human Resource Frame

	Human Resource Frame	<i>M</i>	<i>SD</i>	<i>Level</i>
2	Shows high levels of support and concern for others.	3.38	.79	Medium
18	Is consistently helpful and responsive to others.	3.29	.86	Medium
30	Is a highly participative manager	3.21	.89	Medium
10	Shows high sensitivity and concern for others' needs and feelings.	3.19	.80	Medium
14	Fosters high levels of participation and involvement in decisions.	3.19	.84	Medium
6	Builds trust through open and collaborative relationships.	3.18	.76	Medium
22	Listens well and is unusually receptive to other people's ideas and input.	3.14	.80	Medium
26	Gives personal recognition for work well done.	3.11	.85	Medium
Average		3.21	.82	Medium

Under Human Resource frame, ESL teachers perceived their principals to have shown high level of support and concern for others (Item 2; $M = 3.38$, $SD = .79$) compared to other items. Furthermore, they expressed their experience of principals' consistent help and responsiveness to them (Item 18: $M = 3.29$, $SD = .86$). On the

other hand, principals' personal recognition for work well done was found the lowest (item 26: $M = 3.11$, $SD = .85$).

4.2.6 Principal's use of Symbolic Frame

All the items under symbolic frame represented medium level of principals' use of symbolic frame leadership styles. Item 4 (Inspires others to do their best) has the highest mean score ($M = 3.36$, $SD = .85$) followed by item 20 (Communicates a strong and challenging vision and sense of mission) with second highest mean and standard deviation ($M = 3.20$, $SD = .76$).

Principals' level of imagination and creativity was found the lowest (item 16: $M = 3.03$, $SD = .85$) as presented in Table 4.5. This shows that the principals undermined the importance of symbols. The fact that principals do not exercise symbolic leadership proves that they failed to act as a role model conveying values through clothing, behavior, attention and routines (Deal & Petersen, 1994).

Table 4.5 Descriptive Statistics on Symbolic Frame

	Symbolic Frame	<i>M</i>	<i>SD</i>	<i>Level</i>
4	Inspires others to do their best	3.36	.85	Medium
20	Communicates a strong and challenging vision and sense of mission.	3.20	.76	Medium
28	Generates loyalty and enthusiasm.	3.19	.80	Medium
32	Serves as an influential model of organizational aspirations and values.	3.17	.69	Medium
8	Is highly charismatic.	3.16	.81	Medium
12	Is an inspiration to others	3.11	.90	Medium
24	Sees beyond current realities to create exciting new opportunities.	3.03	.69	Medium
16	Is highly imaginative and creative	3.03	.85	Medium
	Average	3.16	.79	Medium

4.2.7 Leadership Styles

For the leadership styles section, the teachers rated their principals by giving the number "4" to the phrase that best described the principal, "3" to the item that is next best, and on down to "1" for the item that is least like the principal. The scores were computed as follows:

$$a) \text{ Structural Frame} = 1a + 2a + 3a + 4a + 5a + 6a$$

$$\text{b) Human Resource Frame} = 1b + 2b + 3b + 4b + 5b + 6b$$

$$\text{c) Political Frame} = 1c + 2c + 3c + 4c + 5c + 6c$$

$$\text{d) Symbolic Frame} = 1d + 2d + 3d + 4d + 5d + 6d$$

The teachers rated their principals as operating from political frame ($M = 3.17$ $SD = .57$) as shown in Table 4.6. Rest of the frames were rated below the medium level representing low level of principals' use of human resource, structural, and symbolic frames.

Table 4.6 Descriptive statistics on Leadership Styles

Frames	<i>M</i>	<i>SD</i>	<i>Level</i>
Political Frame	3.17	.57	Medium
Human Resource Frame	2.34	.53	Low
Structural Frame	2.20	.58	Low
Symbolic frame	2.29	.62	Low

4.2.8 Principals' Effectiveness as a Manager or Leader

The respondents rated their principals' effectiveness as a manager or leader in a comparable level of experience and responsibility with other principals. The 5-point rating scale with Likert scale range of 1 = strongly disagree to 5 = strongly agree with the scale midpoint of '3' defined as 'neutral' was used to rate principals' effectiveness as a manager or leader. Table 4.7 shows teachers' ratings of the Principals' Effectiveness as a Leader and Manager.

Table 4.7 Principals' Effectiveness as a Leader and Manager.

Effectiveness as a	<i>M</i>	<i>SD</i>	<i>Level</i>
Manager	3.29	.63	Medium
Leader	3.23	.69	Medium

ESL teachers in general rated principals' effectiveness as a manager and leader under medium level. As reflected in table 4.2.7, the overall mean and standard deviations of principal's effectiveness as a manager and leader is almost identical, indicating similar effectiveness as manager and leader.

4.3 Finding Two

Findings related to research question 2: To what extent do ESL teachers feel that they are empowered? The researcher desired to determine the level of empowerment among teachers, as measured by the School Participant Empowerment Scale (SPES). The 5-point rating scale of the SPES had a Likert scale range of 1 = strongly disagree to 5 = strongly agree with the scale midpoint of '3' defined as 'neutral.' Ratings for strongly disagree were in the range between 1.00-1.50, indicating lowest level of teacher empowerment. Ratings for disagree were in the range between 1.51-2.50. It shows the low level of teacher empowerment. Ratings for neutral or medium level of teacher empowerment were in the range between 2.51-3.50. Ratings for agree were in the range between 3.51-4.50, indicating high level of teacher empowerment, and the range between 4.51-5.00 for strongly agree, representing the highest level of teacher empowerment as perceived by ESL teachers. The following items constitute six dimensions of empowerment:

- a. Decision making (items 1, 7, 13, 19, 25, 30,33,35,37, and 38);
- b. Professional growth (items 2, 8, 14, 20, 26, and 31);
- c. Status (items 3, 9,15,21,27, and 34);
- d. Self-efficiency (items 4, 10,16,22,28, and 32);
- e. Autonomy (items 5, 11, 17, and 23); and
- f. Impact (items 6, 12,18,24,29, and 36).

As presented in Table 4.3.1, the mean scores for teacher empowerment ranged from $M = 2.69$ to 3.63 , Self-efficacy, Status, Impact, Autonomy, and Decision making, respectively.

4.3.1 Teachers' Perceived Empowerment

ESL teachers in general perceived medium level of empowerment under all the dimensions other than Self-efficacy ($M = 3.63$, $SD = .78$) and Status ($M = 3.53$, $SD = .71$) which were rated as high level of teachers' perceived empowerment. Decision Making ($M = 2.69$, $SD = .95$) and Autonomy dimensions ($M = 2.88$, $SD = .98$) were rated the lowest while Self-efficacy ($M = 3.63$, $SD = .78$) was rated the highest. The overall rating of the SPES was neutral, mean of 3.14, indicating a medium level of empowerment as shown below (Table 4.8).

Table 4.8 Descriptive statistics on Teachers' perceived Empowerment

Six Dimensions of Teacher Empowerment	<i>M</i>	<i>SD</i>	<i>Level</i>
Self-efficacy	3.63	.78	High
Status	3.53	.71	High
Impact	3.18	.93	Medium
Professional growth	3.15	.93	Medium
Autonomy	2.88	.98	Medium
Decision making	2.69	.95	Medium
n=88	3.14	.95	

The mean and standard deviation was calculated for each of the teacher empowerment dimension to examine how the teachers rated their perceived empowerment in each item under each dimension. These descriptive statistics are presented as Decision making (Table 4.9), Professional growth (4.10), Status (4.11), Self-efficacy (4.12), Autonomy (4.13), and Impact (Table 4.14).

4.3.2 Teachers' perception of empowerment in Decision Making

Out of 10 items under Decision Making dimension, seven items (35, 37, 33, 1, 30, 7, and 38) showed medium level of empowerment (see Table 4.3.2). Item 35, "I can plan my own schedule" has the highest mean ($M = 3.18$, $SD = .57$). This highest rated item indicated a medium level of teacher empowerment in decision making dimension. This revealed teachers' perception of medium level of empowerment in scheduling their curricular and co-curricular tasks.

The standard deviation of first three items were between .54 - .57. Item 13, 19, and 25 shows the low level of empowerment under this dimension. Item 13 has the lowest mean ($M = 1.80$, $SD = .98$) as presented in the table below (Table 4.9).

Table 4.9 Descriptive Statistics on Decision Making

Decision Making	<i>M</i>	<i>SD</i>	<i>Level</i>
35 I can plan my own schedule	3.18	.57	Medium
37 My advice is solicited by others.	3.12	.54	Medium
33 Principals, other teachers, and school personnel solicit my advice	3.11	.55	Medium
1 I am given the responsibility to monitor programs.	3.11	.76	Medium
30 I can determine my own schedule	2.87	.94	Medium

(Table continues)

Table 4.9 Descriptive Statistics on Decision Making

7	I make decisions about the implementation of new programs in the school.	2.78	.94	Medium
38	I have the opportunity to teach other teachers about innovative ideas	2.68	.63	Medium
25	I am given the opportunity to teach other teachers.	2.38	.77	Low
19	I am involved in school budget decisions.	1.85	.97	Low
13	I make decisions about the selection of other teachers for my school	1.80	.98	Low
Average		3.26	.77	Medium

4.3.3 Teachers' perception of Empowerment in Professional Growth

As reported in Table 4.10, a “neutral” or medium level of empowerment were found under professional growth dimension related to giving importance to students, professional function and environment, and teacher collaboration. However, low level of empowerment was found regarding learning and professional growth. Item 20 “I work at a school where kids come first” has the highest mean ($M = 3.60$, $SD = .71$) indicating high level of empowerment.

The standard deviation for items 20, 8, 2, and 31 were between .71 to .77. This means that teachers' perception of empowerment on Professional Growth as perceived by the ESL teachers is congruent. Item 26 “I am given the opportunity to continue learning” has the lowest mean ($M = 2.68$, $SD = .95$). It indicated teachers' perception of low level of empowerment under professional growth. In general, the results revealed a medium level ($M = 3.15$, $SD = .93$) of teacher empowerment under professional growth dimension (Table4.10).

Table 4.10 Descriptive Statistics on Professional Growth

Professional Growth	<i>M</i>	<i>SD</i>	<i>Level</i>
20 I work at a school where kids come first	3.60	.71	High
8 I am treated as a professional.	3.46	.72	Medium
2 I function in a professional environment.	3.46	.74	Medium
31 I have the opportunity to collaborate with other teachers in my school.	3.28	.77	Medium
14 I have the opportunity for professional growth	2.81	.89	Low
26 I am given the opportunity to continue learning	2.68	.95	Low
Average	3.15	.93	Medium

4.3.4 Teachers' Perception of Empowerment in Status

Four items (item 9, 27, 21, and 15) under Status dimension (Table 4.11) showed the high level of empowerment. Item 9, "I believe that I am very effective" has the highest mean ($M = 3.86$, $SD = .59$), indicating a high level of teachers' perception of empowerment with regard to their effectiveness as a teacher. The remaining two items (item 3 and 34) show a medium level of empowerment as perceived by the teachers under Status dimension.

Table 4.11 Descriptive Statistics on Status

Status		<i>M</i>	<i>SD</i>	<i>Level</i>
9	I believe that I am very effective.	3.86	.59	High
27	I have a strong knowledge base in the areas in which I teach	3.67	.75	High
21	I have the support of my colleagues	3.53	.64	High
15	I have the respect of my colleagues	3.53	.81	High
3	I believe that I have earned respect	3.40	.63	Medium
34	I believe that I am good at what I do.	3.19	.67	Medium
Average		3.53	.71	High

4.3.5 Teachers' Perception of Empowerment in Self-efficacy

Under Self-efficacy, the study revealed the high level of teacher empowerment in general (Table 4.12). The item with the highest mean under Self-efficacy Dimension was item 10 ($M = 3.89$, $SD = .64$). Teachers expressed their behaviours of empowering students to be the highest perceived empowerment subscale under Self-efficacy dimension. Item 28 has the lowest mean ($M = 3.32$, $SD = .95$).

Table 4.12 Descriptive Statistics on Self-efficacy

Self-efficacy		<i>M</i>	<i>SD</i>	<i>Level</i>
10	I believe that I am empowering students	3.89	.64	High
4	I believe that I am helping kids become independent learners.	3.87	.69	High
22	I see students learn.	3.72	.67	High
16	I feel that I am involved in an important program for children	3.53	.81	High
32	I perceive that I am making a difference.	3.43	.72	Medium
28	I believe that I have the opportunity to grow by working daily with students	3.32	.95	Medium
Average		3.63	.78	High

4.3.6 Teachers' Perception of Empowerment in Autonomy

Among the four items in Autonomy (Table 4.13), all the items showed a medium level of empowerment. Item 11 "I am able to teach as I choose" has the highest rating ($M = 3.09$, $SD = .99$) showing a medium level of teacher empowerment. Teacher's feeling of empowerment related to curriculum was the lowest rated item under Autonomy dimension ($M = 2.51$, $SD = .84$).

Table 4.13 Descriptive Statistics on Autonomy

Autonomy	<i>M</i>	<i>SD</i>	<i>Level</i>
11 I am able to teach as I choose.	3.09	.99	Medium
5 I have control over daily schedules.	2.96	.92	Medium
17 I have the freedom to make decisions on what is taught.	2.93	.84	Medium
23 I make decisions about curriculum.	2.51	.84	Medium
Average	2.88	.95	Medium

4.3.7 Teachers' Perception of Empowerment in Impact

Impact as one of the dimensions of teacher empowerment has six items (Table 4.14). Only one item (24) represented low level of empowerment ($M = 2.39$, $SD = .96$) while rest of the items represented medium and high level of empowerment. Item 6 with the highest mean ($M = 3.82$, $SD = .69$) represents teachers' ability to get things done while item 24 with the lowest mean ($M = 2.39$, $SD = .96$) represents teachers' perceived decision deprivation situation.

Table 4.14 Descriptive Statistics on Impact

Impact	<i>M</i>	<i>SD</i>	<i>Level</i>
6 I believe that I have the ability to get things done.	3.82	.69	High
18 I believe that I am having an impact.	3.65	.69	High
29 I perceive that I have the opportunity to influence others.	3.20	.76	Medium
36 I perceive that I have an impact on other teachers and students.	3.06	.62	Medium
12 I participate in staff development.	2.89	.98	Medium
24 I am a decision maker	2.39	.96	Low
Average	3.18	.93	Medium

The ESL teachers in general viewed their most empowered subscales as Self-efficacy (Table 4.8). The medium level of empowerment was found in Self-

efficacy, Status, Impact, and Professional Growth while the low level of empowerment was found in Decision Making and Autonomy dimensions.

4.4 Finding Three

To answer the third research question: What is the relationship between ESL teacher’s perception of school leadership and teacher empowerment, correlations between the independent variables under principal leadership (Structural Frame, Human Resource Frame, Political Frame, and Symbolic Frame) and the dependent variables (Decision Making, Professional Growth, Status, Self-efficacy, Autonomy, and Impact) under teacher empowerment were calculated. The findings in Table 4.15 showed that, on the whole, principal leadership correlated positively with teacher empowerment ($p < .05$). However, no statistically significant correlations were established from this correlational analysis. For example, human resource frame under principal leadership and professional growth frame under teacher empowerment has the highest correlation coefficient ($r = .495$) signifying the lowest correlation. Political frame under principal leadership frame and autonomy under teacher empowerment dimension has the lowest correlation coefficient ($r = .298$) showing high correlation.

Table 4.15 Correlations for principal leadership and teacher empowerment

TE \ PL	Decision Making	Professional Growth	Status	Self-efficacy	Autonomy	Impact
*Structural Frame	.378**	.424**	.363*	.371**	.362**	.406**
*Human-Resource Frame	.397**	.495**	.393*	.401**	.382**	.398**
*Political Frame	.315**	.425**	.326*	.327**	.283**	.335**
*Symbolic Frame	.359**	.414**	.317*	.318**	.298**	.351**

** . Correlation is significant at the 0.01 level (2-tailed).

Given these correlations, the lowest ($r = .283, p = .01$) and the highest ($r = .495, p = .01$), regression analysis was used to further investigate the relationship between the independent and the dependent variables.

Teacher empowerment, the dependent variable was regressed against Principal leadership as independent variable. Table 4.16 presents the results of the regression of Principal Leadership on Teacher empowerment in general.

Table 4.16 Regression of Principal Leadership on Teacher Empowerment

Predictors	β	T	P	R^2
(Constant)		4.276	.000	
Teacher Empowerment	.425	4.348	.000	
F=18.905				.180

Statistically significant relationship between principal leadership as independent variable and teacher empowerment as dependent variable emerged ($\beta = .425, t (4.348), p = .00$). The regression result revealed that principal leadership has influence on teacher empowerment ($p < .01$). As the p-value is less than 0.05, the result suggests a significant relationship between principal leadership and teacher empowerment.

4.5 Section II Qualitative Result

This qualitative part of the study examined principal leadership styles, teacher empowerment, and the relationship between principal leadership and teacher empowerment. The sample population consisted of five teachers from five categories of schools, representing five different levels of education (extended classroom, primary school, lower secondary, middle secondary school, and higher secondary school). These samples were selected using purposive sampling techniques. The teachers involved in this structured interviews had two or more years of experience with the principal their ratings were based upon.

In this qualitative result section, the findings are presented in three parts as per the research questions. The researcher examined teachers' perspectives related to

the following research questions: 1. What leadership styles are exhibited by the principals in the schools of Bhutan as perceived by the ESL teachers? 2. To what extent do ESL teachers feel that they are empowered? What is the relationship between ESL teacher's perception of school leadership and teacher empowerment? Thus, in this section, the results are arranged in the following orders: 1. Findings on Principal leadership behaviours, 2. Findings on Teacher Empowerment, and 3. Findings on the relationship between principal leadership and teacher empowerment.

4.6 Finding One

To answer research question one, What leadership styles are exhibited by the principals in the schools of central Bhutan as perceived by the ESL teachers, the researcher identified four core themes related to principal leadership behaviours as per the leadership framework of Bolman and Deal (1991). Three research questions under each frame: (a) Structural (b) Human resource, (c) Political, and (d) Symbolic, were asked to the interviewees to determine the types of principals' leadership behaviours prevailing in the schools of central Bhutan (See Appendix B).

The content analysis of the interviews produced a thematic structure consisting of four core themes for Principal Leadership. *Structural Leadership* is the first core theme, with the following sub-themes: a) analytical skills, and, b) architectural skills. *Human Resource Leadership* is the second core theme, with the following sub-themes: a) relationship, b) motivations, and c) initiatives. The third main theme reflects *Political leadership*, with the following sub-themes: a) resource management, and b) conflict resolution. The last core theme under principal leadership behaviours is *Symbolic leadership*, with the following sub-themes: a) personality, and b) flair for drama. The following analysis explores each of these themes in detail.

4.6.1 Principals' use of Structural Frame

As structural frame concerns on formal rules and order of the organization, questions were asked to investigate teachers' perceptions of principals' analytical and architectural leadership behaviours. Figure 4.2 shows the core theme and sub themes for Structural frame.

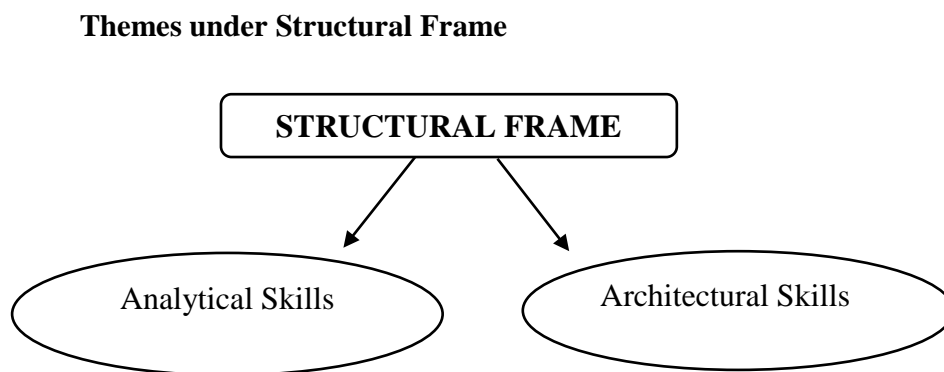


Figure 4.2 Core theme and sub themes for Structural Frame

Analytical Skills: Most of the interviewees expressed the experiences of their principals' possession of analytical skills. It is observed in interviewee A, one of the higher secondary school teachers' statement:

So far our school did not encounter any major problems that would require extreme level of logical analysis or careful thinking. However, our principal does employ logical analysis and careful thinking. Some of the problems like teachers refusing to take up additional teaching hours in times of teacher shortage, teachers' performance evaluation, and problems like the interference of community in academic processes where their involvement are not necessary were dealt consciously.

Similarly, interviewee B, a primary school teacher responded that:

I think my principal is more logical than most of the people I have met. He sees the 'future' before doing anything. His plans are well-thought and usually there is not much to add to the way he sought things out.

In contrast, one interviewee from the lower secondary school expressed the absence of logical reasoning in his principal.

As far as I am concerned, I haven't seen much of the tasks rendered by the principal based on logical analysis and careful thinking. There are plenty of examples related to responsibility clashes and disharmony in the school. Had it been for principal's logical analysis and careful thinking capabilities, such issues at the first place might not creep in the school (C).

Interviewee C justifies his statement of the principals' limited logical analysis and careful thinking capabilities as a result of poor professionalism and lack of strict recruitment criteria. He stated:

Some of our principals have poor professional background. I don't find zeal and interest in them to pursue professional development programs. Most of them remain idle as principals. As a result, I find teachers losing respect for them. I really think the concerned authorities involved in recruiting principals need to come up with a comprehensive recruitment criteria. And after recruitment, there must be some tools to evaluate their leadership behaviours and performances on a regular basis.

Architectural Skills: When it comes to architectural skills under structural frame, most of the interviewees expressed their feelings of principals' lack of architectural skills like creating strong visions, missions, rules, procedures and hierarchies. The response below is an example of a middle secondary school teacher's perceptions of architectural skills of the principals.

We have a written management policy but I am not sure whether it is being understood and shared by all – principal, teachers, students, and community. I cannot guarantee that all the people involved in the functioning of the school would have understood and acted as per the management policy. I feel that all the people involved in school processes must first understand the policies of the school, then commit to the policy and strictly adhere to the norms governing the policies while carrying out any school activities. I strongly urge all the stakeholders in the school to have clear vision and mission so that we achieve effective school reform (D).

The interviewee further stressed on the importance of clear management policy in the school:

When we have clear management policy and guidelines, first of all, we know who we are by profession. Secondly, we become aware of our responsibilities and we know when and how to shoulder our duties. Most importantly, management policy guides our daily tasks (B).

The importance of principal's qualification and work experience was observed as a factor determining the quality of leadership and school. As stated by interviewee E, a teacher from the extended classroom:

There are many officiating principals in the schools of central Bhutan. I have an officiating principal in my school too. The problem with officiating principals is that, they are firstly, not recruited based on leadership and managerial competency. Secondly, they are inexperienced.

The schools are failing and it is inevitable when the schools are headed by the principals who don't have clear mission and vision. We need principals with strong leadership and management skills.

4.6.2 Political frame

When conflicts are high and the resources are scarce, a central task for principals operating from political frame is to mobilize the resources and strive to strengthen school's goals and objectives. Political leaders accentuates on building a power base through the construction of teacher networking facilities, association and partnership. Therefore, under political frames questions were asked to highlight the principals' behaviours in mobilizing resources and redress the conflicts if any being experienced by the teachers.

Under political frame as a core theme, two sub themes; resource management and conflict resolution were generated from the content analysis of qualitative data. The figure below (Figure 4.3) shows the core and sub themes under political frame:

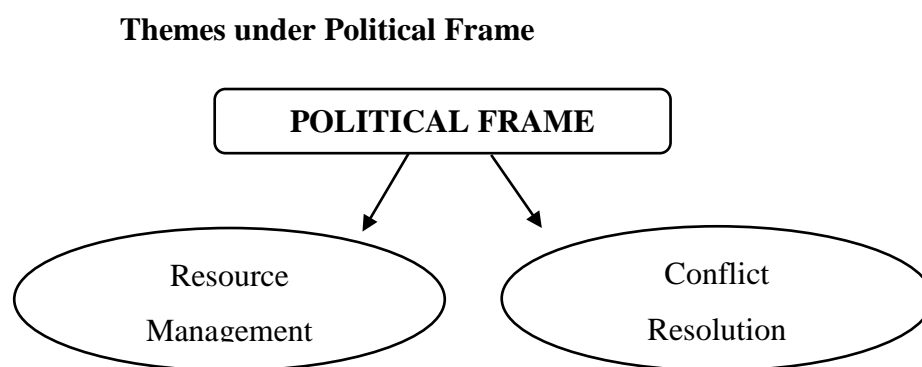


Figure 4.3 Core theme and sub themes under Political Frame

Resource management: One of the interviewees expressed the problems faced in terms of resource scarcity like textbooks and teaching aids and the leader's inactivity in responding to such issues.

In my school, textbooks are limited and we let students share it with their friends. Similarly, teaching-learning materials are very limited and those we have in the school are of poor quality. Teaching becomes difficult when teachers have to wait for teaching aids as we share it with other teachers. At times, the tussle and rush for the resources disrupt the

relationship among teachers. Whenever we sit for meeting, we address these issues and request our principal to reiterate it to the concerned authorities. However, nothing has changed so far (A).

Similarly, interviewee B's response on the scarcity of resources support the lack of resources faced in the schools and certain level of improvement he experienced.

Compared to the previous years, things are getting better now. Teaching never went as planned in my previous years as a result of inadequate supply of teaching-learning resources. We took these issues to our principal for several times but did not see any changes taking place. I still remember waiting for the Workbooks for the second grade about two months. I even went to some of my neighboring schools in search of the books. The conditions were similar in almost all the schools I visited. Now, I think we have quite enough resources and materials than before, and I am optimistic that the things get better in the coming days. My principal has become more careful about resource management and distribution this time.

In contrast, interviewee D stated her satisfaction of principal's political leadership skills in getting the resources assembled for the school. Furthermore, she stated her feelings of the principal's competency in managing the human resource properly as can be understood from her response:

My principal never sits idle when it comes to resource management. He is very prompt at getting the resources from relevant sources whenever we are in need. Besides his resource management skills, he is very active in keeping all the teachers happy and satisfied. He is very good at negotiating and resolving the conflicts too.

Thus, a need for efficient budgeting and resource distribution that are in alignment with school improvement plans and priorities was found important.

Conflict resolution: As a school leader, knowledge, skills, truthfulness, and consistency is required to deal with conflicts. A principal who approach conflict resolution through political frame possesses these skills and traits. The interviewees shared about the presence and nature of conflicts in the schools. They further elaborated on their principals' skills and strategies employed to resolve the conflicts as stated in the following responses:

Conflicts are present in the schools. It occurs on a daily basis. However, it depends on how effectively the principal react to resolve it. My principal is

quite good in sensing the rise of conflicts at the very initial stage. He is also talented in solving the conflicts through different approaches (Interviewee A).

I take school for a family house. Principals are like our parents and teachers are like siblings. Conflicts related to profession, position, space, and resources are inevitable! When we have conflicts, we try to resolve it in our level. We approach our principal only at times when it is beyond our skills and convenience to settle it (Interviewee C).

In contrast to interviewee A and C, interviewee B and D's responses indicated their principals' poor conflict resolution skills.

If it is not for the unchecked conflicts and animosity, our school might not be having teacher 'groupism' issues in the past! We had senior teacher group, junior teacher group, male teacher group, and female teacher group. Our principal, instead of breaking these walls and building professional environment, as far as I know, he was in one of the groups. It was very difficult for a newcomer like me to work in the school then. Now, I can sense these trends fading away slowly with the arrival of the new principal and most of the teachers who left for new schools on transfer (Interviewee B).

We have some professional tussles happening on regular basis. I am quite happy with it actually because I get to know my colleagues better on professional grounds. For me, I learn many new things from such professional debates and verbal exchanges. However, sometimes it gets personal. There are incidences where some of my colleagues reached to principal's office for negotiation but we did not like the way our principal handled the situation. We found it little unprofessional because instead of investigating the case from the start, it was settled with a verbal warning which, in fact, has no impact on any of the parties (Interviewee D).

Unlike the previous responses, interviewee E shared about his perception of conflicts and how to avoid from getting involved in the conflicts.

Getting involved in the conflicts is not my personality. I try my best to avoid conflicts, and to do so, the first thing I do is I limit my interactions with my colleagues. I communicate with my friends only if I have some genuine reasons. Most of the time, I find the conflicts arising among the teachers related to the roles, responsibilities, and resources. I do what is asked from me and I do it as ordered. The truth is, I don't like to bother people and I don't like being bothered too (Interviewee E).

4.6.3 Human Resource frame

Human resource leaders give importance to people. They focus their management skills to develop a good relationship between people and organizations. Coaching, participation, motivation, teamwork, and good interpersonal relations are some of the traits of effective human resource leaders. A good leader is a facilitator and participative manager who supports and empowers others. Thus, to elicit a wider range of teachers' perceptions of their principals' human resource leadership, questions were asked on their relationship, principals' support and initiatives, and motivations. Figure 4.4 shows the core theme and sub themes for Human Resource frame.

Themes under Human Resource Frame

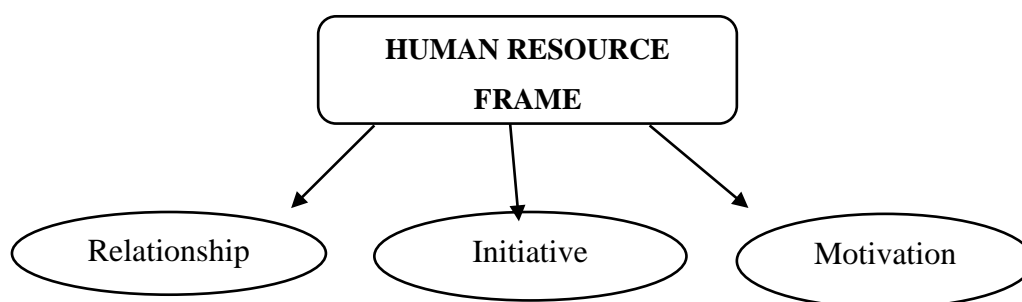


Figure 4.4 Core theme and sub themes under Human Resource Frame

Relationship: An urge for good relation between the principal and teachers was a strong component throughout the interviews. All the interviewees responded enthusiastically about the need for a good organizational relationship where everyone embraces motivation and teamwork ideas. One of the interviewees said, “My only wish is to work in a school where roles and responsibilities are clearly defined. When people know their roles, they understand their responsibilities. This is how a strong team spirit develops” (Interviewee C). Similarly, another interviewee put it this way:

I am happy to work in my school. We have a caring principal. The relationship between the principal and the teachers is healthy and professional. We consult our principal when we are confronted with problems related to curricular resources and instructional processes. He never ignores to attend to our problems.

Another interviewee expressed his feelings about the relationship he experiences in his school:

The leaders have to lead the school with passion and the followers must follow in the same ways. I like seeing my principal taking part in the school activities most frequently than sitting reserved in the office. Good relationship develops between the principals and teachers when everyone takes part in the activities. Our principal takes part in most of the activities (Interviewee D).

Initiatives: Principals who focus school's change processes through human resource approach possess the ability to assess and initiate things independently. Under initiatives as a sub theme of Human Resource Frame, the result revealed teachers' mixed perceptions of their principals' initiative skills. The indication of principals' initiative skill as well as their lack of these skills is presented in the following responses:

I feel blessed to have met an amazing principal who is very creative and initiates most of the activities creatively. He is my role model. He gets well with the teachers because he never holds the concept of superiority and inferiority. He treats all of us as equal teachers and he works equally hard with the teachers (Interviewee A).

My principal is unpredictable in a positive way. We never know what he is up to and it is difficult to describe about his leadership traits. However, one thing really outshines the good qualities he possesses as a principal. His initiative leadership approach is something we all look up to and admire. Most of the activities are initially initiated by the principal as examples for us. Then he leaves us with similar activities to try it in our own ways. I think this is how a leader should lead (Interviewee B).

My principal's distributed way of governance is in a way effective but it has some drawbacks when it comes to initiating school activities. Most of the time, he leaves the things for teachers to do and he hardly evaluate the processes than the end results. He is not well versed in initiating things and this often results in chaos and commotions among the teachers (Interviewee C).

Similar to interviewee C, interviewee D and E shared about their principals' limited skills in organizing the things. They expressed about their principals' tendency to make the teachers initiate and conduct the activities.

Motivation: Some of the interviewees' responses emphasize on empowering the teachers and motivating them to do better in their profession. Interviewee C's response indicated principal's lack of empowering behaviours especially in terms of school finance. This refers to maintaining transparency by involving teachers in any financial decisions made in the school.

Most of the school development initiatives require adequate financing from different sources. Schools in Bhutan get very limited budget and it is important to involve teachers in planning the activities to put the budget into effective use. This requires teacher involvement in making decisions related to school budgeting. But sadly, no one knows how much amount the school receives and where it is spent (C).

Similarly, under human resource frame, one of the interviewees expressed his concerns of inappropriate behaviours exhibited by the principals in terms of recruiting teachers for professional development opportunities.

The biggest challenge that requires immediate attention is the principal's inappropriate behaviours in appointing teachers for professional development opportunities. It does not matter how hard you work or how strong your professional profile can be if you don't listen and befriend the principal. At times, some teachers develop very intimate relationship with the principal and they land up doing his personal works too. They are the ones in the priority list and most of the opportunities are reserved for them (E).

4.6.4 Symbolic frame

Symbolic principals provide vision and inspiration through symbols, stories, and sharing experiences of success and achievements to instill hope and meaning in teachers' professional lives. Their personal charisma and a flair for drama to get people excited and committed to the organizational mission plays a significant role as a symbolic leader. The sub-themes under symbolic frame leadership behaviour are: a) personality, and b) flair for drama as shown in Figure 4.5.

Themes under Symbolic Frame

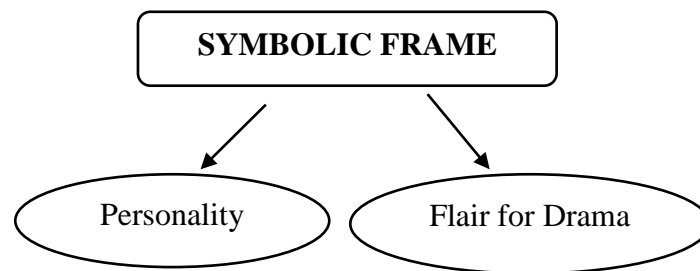


Figure 4.5 Core theme and sub themes under Symbolic Frame

Flair for drama: In order to examine principals' symbolic-frame leadership traits, questions were asked to the interviewees about their principal's use of symbols, experiences and stories. Most of the interviewees shared about their principals' lack of the use of symbol and storytelling skills. The lack of principals' symbolic approach to managing the school can best be observed in the response given by interviewee A:

We often read about leaders who are successful because they can inspire the followers by using symbols, narrating stories of success and failure, and sharing their experiences. I don't think there is one teacher in this school that doesn't believe that our principal works very hard. At times he works from morning till late evening for the school. I appreciate his endurance and I respect his perseverance too. However, to be frank, he is a kind of reserved leader. It is quite rare to see smiles on his face, and very rare to hear stories, symbols or experiences. I am sure he will make a great leader if these qualities at some point of time be mixed with his sincere and hardworking nature.

The responses from teachers also indicated that principals' lack of symbolic leadership approach might be because of the time constraints and heavy administrative workload as remarked by interviewee C,

Principals in Bhutan are overloaded with administrative and academic tasks. In addition, they are compelled to take part in other activities that are beyond their jurisdiction. I don't expect my principal to lavish his time in meetings by engaging in telling stories, sharing experiences, or engage in role plays or dramas to get important information conveyed. Moreover, I prefer straight forth talks.

Personality: Symbolic leaders' strength lies in their charismatic characteristics. Symbolic leaders etch vision and inspiration in the teachers through their personal charisma and a flair for plays. Thus, a principal's personality plays a

vital role in approaching school improvement initiatives through symbolic approach. Following responses from the interviewees described the personality of their principals.

My principal is a cool person. I did not see him losing his temper so far. He is funny and outgoing too. He never shows a bossy attitude to the teachers. He gets well with the teachers and students. Sometimes, he cracks jokes in the staff meetings and it makes the moment happy and tension free. His confidence and trusts for the teachers help to do the job well (Interviewee A).

He is a very humble person. He is sometimes humorous but most of the time, he is serious in a gentle way. He doesn't act like he is superior to the teachers. He is very respectful. Teachers feel free to talk to him because he is very approachable person (Interviewee E).

Unlike the positive comments shared by some of the interviewees above, there were interviewees with negative description of their principal's personality.

As a person, I think my principal is quite acceptable. However, as a leader, I am not a great fan of my principal. My principal is quite cunning and selfish. I find my principal sneaking out of the school to attend the private business sometimes. And there are evidences of my principal attending most of the workshops rather than letting the teachers to take part (Interviewee B).

He is quite young and inexperienced. His mood fluctuates quite often, and so is his decision! Sometimes he shouts at us, but we don't retaliate not because we respect him, but I don't find reasons to shout and act equally inexperienced. However, deep down, he is a good-hearted man. He apologizes and forgives quickly (Interviewee C).

4.7 Finding Two

To answer research question two, to what extent do ESL teachers feel that they are empowered, the researcher identified six constructs related to teacher empowerment as per the teacher empowerment dimensions of Short and Rinehart (1992). Three research questions under each dimension: (a) Decision making (b) professional growth, (c) Status, (d) Self-efficacy, (e) Autonomy, and (f) Symbolic, were asked to the interviewees to determine the level of ESL teacher empowerment found in the schools of central Bhutan (See Appendix B). For teacher empowerment,

six core themes were produced using the content analysis: Decision making, Professional growth, Self-efficacy, Status, Autonomy, and Impact.

Decision making as a first core theme has three sub themes; decision making in curriculum and instruction, decision making in scheduling, and decision making in finance. Professional growth as a second core theme has two sub themes; professional development programs, and opportunities for trainings. Under self-efficacy as a third core theme, there are two sub themes; teaching and students' growth. Status as a fourth theme has two sub themes. They are respect and social status. Under Autonomy as the fifth core theme and Impact as the sixth core theme, no sub themes were generated. Thus, the analyses were focused on the core themes. Each of the themes was explored in the following analysis of the results generated from the structured interviews.

4.7.1 Teachers' Perception of Empowerment in Decision making

Decision making as the first core theme has three sub themes. The first sub theme is teachers' involvement in making decisions related to curriculum and instructions. Second sub theme is teachers' involvement in making decisions related to their work life and scheduling. The third sub them is teachers' involvement in making decisions related to finance. The figure given below (Figure 4.6) is an illustration of core and sub themes under decision making.

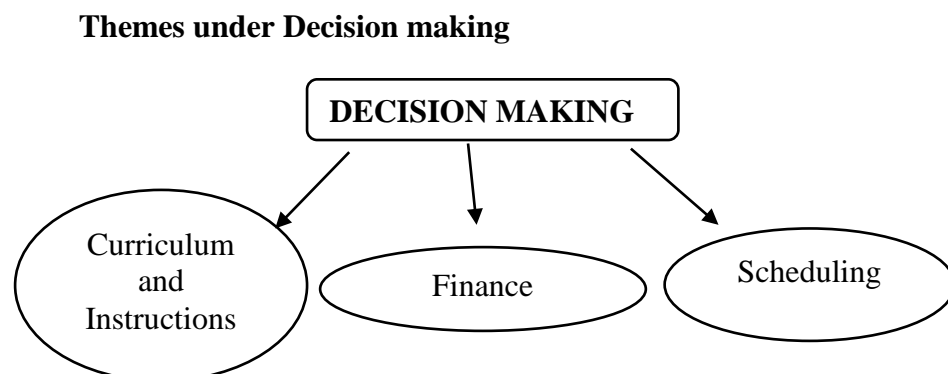


Figure 4.6 Core theme and sub themes under Decision making

Curriculum and Instruction: Interviewees expressed their mixed feelings of empowerment in the areas like making decisions related to choice of curriculum and instruction, and scheduling their own tasks.

Interviewees shouldering administrative responsibilities in the school expressed their experiences of empowerment. However, none of the interviewees expressed their involvement in making decisions related to financial matters. As remarked by interviewee A,

As a member of the School Management Team (SMT), I get to sit with the principal to decide on almost all important matters regarding the functioning of the school.

Similarly, interviewee C expressed her feelings of empowerment as she served as school Professional Development coordinator:

I make decisions related to the allocation of subjects, assignment of works to the teachers, and some academic related activities. I also take part in recruiting teachers for short term trainings and seminars.

In contrast, the interviewees who do not bear administrative roles expressed their feelings of inadequate empowerment. As stated by interviewee D, “Decision making opportunities are vested in the hands of authority. In my school, decisions are made by the principal and as a teacher our duty is to work as per the directions we receive from the principal”. In the same vein, interviewee E expressed,

I am not involved in decision making processes like school budget, choice of curriculum and instruction, and scheduling the activities. The principal takes a unilateral decision, sometimes even without discussing it with Vice principals or school management teams.

One interviewee remarked that decisions made collaboratively are hardly implemented by the school authority. The principals’ power in revoking the decisions made collaboratively and consenting on his or her own decisions can be observed in interviewee B’s statement:

We sit for hour-long meetings, discussing on certain issues of the school. We make unanimous decisions after the meetings but it was never respected or implemented. The principal ultimately decides and implements on his own.

Scheduling: Under scheduling, teachers' participation and freedom in framing their own timetables for curricular and co-curricular activities in the school were discussed. Some of the interviewees responded of having control over making their own schedules as indicated in the following interview responses.

Normally, our teaching timetables and schedules are discussed in a meeting, agreed upon unanimously, and framed respectively. However, we have certain level of freedom to alter it as per our conveniences and I am happy with it (Interviewee A).

The flows of our lessons are interrupted quite often by some adhoc events that are not included in our school calendar. Certain directives and orders from other stakeholders and organizations impede the delivery of our scheduled curricular and co-curricular activities, but we have control over rescheduling and conducting the missed activities depending on the availability of time and resources (Interviewee C).

However, the following responses from some interviewees indicated the presence of stereotyped practices and system in regard to scheduling curricular and co-curricular activities.

We practice a stereotyped system of scheduling the curricular and co-curricular activities in the school. What was conducted in the previous years are conducted at present in a similar way at the same point of time. There isn't much for us to change as it works well (Interviewee B).

All the teachers in my school know what type of activities and when will these activities happen in the school. In the beginning of the year, we prepare these schedules in reference to the previous years' schedules. So far, I think things are going as planned and we have freedom to adjust the schedule as per its suitability (Interviewee E).

In contrast, interviewee D shared about his perception of depravity of freedom in scheduling the tasks.

Although we have the directives from the national and district levels, school authorities have their own hands in scheduling the whole school processes. We are supposed to plan our tasks and conduct it as ordered. It becomes very confusing when many powerful people with different views keep interfering in our work. We don't know whose decisions are important at first and secondly we don't know whose decisions are to be followed. In this transaction, I feel teachers are left out or lost. (Interviewee D).

Finance: Teachers' perceptions of their involvement in making decisions related to school's finance were assessed under this sub theme. Almost all the

interviewees shared about their perceptions of disempowerment in the field of finance. The following responses indicated teachers' perceptions of lack of empowerment in making decisions under financial domain.

Even as a member of school management team I don't have any knowledge of school's financial status. I think school finance is principal's responsibility. I am not involved in any financial decisions and I am happy I am out of it! However, I feel there is a need for our principal to disclose the financial status of the school for our information. Transparency is not about being transparent but earning respect and admiration from the subordinates for being a sincere and honest person (Interviewee A).

I have never taken part in making decisions related to school budget. We have a separate group of most senior teachers assisting the principal in terms of making decisions related to finance. Given the chance to make slight reform in how school finance should be handled, I would definitely speak on behalf of teacher involvement in the group, unbiased of teachers' status in the school (Interviewee B).

All I have done for the past four years was to collect the school fees from the student in the beginning of the academic year. This is one of the responsibilities for being a class teacher. I collect the fees and hand it over to School Development Fund (SDF) committee. This is the only occasion where I get involved in school's financial matters (Interviewee C).

Similarly, interviewee D and E shared the similar feelings of lack of involvement in making decisions related to school finance.

4.7.2 Teachers' Perception of Empowerment in Professional Growth

Professional growth as a second core theme has two sub themes; professional development programs, and opportunities for trainings. Under professional growth dimension, interview questions gathering the details of the existence of professional development program, opportunities for teachers to develop and expand their perspectives and skills were collected. The figure given below (Figure 4.7) is an illustration of core theme and sub themes under professional growth.

Themes under Professional growth



Figure 7 Core theme and sub themes under Professional growth

Professional development programs: All the interviewees expressed about the presence of professional development programs in schools. As of interviewee ‘D’,

We have strong professional development hold in our school. All the activities related to teachers’ professional development are carried out in line with the national education policy. Since every teacher is supposed to get 80 hours of professional trainings and coaching in the school, we have a sound professional development programs evidently practised.

Having placed professional development programs in place, some of the interviewees expressed the holistic growth they experience from these programs.

Bhutanese teachers are responsible for the wholesome development of the children. Our job is not confined to teaching only. We are the guide, the gardener, the nurse, the clerk, and, many more. The nature of our professional development activity ranges from physical beautification of the school to academic excellence. Thus, we attend different programs and I feel it is helping us develop holistically.

However, the results also indicated the lack of competent professionals to facilitate professional development activities. The interviewees raised their concerns about the mismatch between the professional development workshops they attended and their teaching discipline. The lack of competent professionals and the mismatch between the programs and the disciplines can best be observed in the response given by interviewee B:

We have professional development programs but I think we don’t have sound professionals to facilitate the activities in the school. As a result, I find most of our teachers not very serious about the school based professional development programs.

Training opportunities: Under training opportunities as a sub theme of professional growth, interviewees expressed their feelings of limited opportunities for trainings prevailing in the schools. They further shared their concerns and sadness about ineffective teacher recruitment practices for training and in-service programs. Interviewee C expressed his concerns and observations in length.

I am an English teacher. So far, I have attended a couple of in-service programs. Sadly, those programs were not for my elective subjects. It is quite funny to say that I attended teaching of Primary Science workshop and Mathematics curriculum revision at one point of time. Such mismatching professional development programs never helped me to grow professionally. It is not uncommon to see such things happening in the schools of Bhutan.

Interviewee D shared about teachers availing the trainings for financial purposes even though the trainings are not related to their subjects.

Whenever we get chance to attend district or national based in-service professional development programs, the program does not match our subjects. However, we attend it for some financial benefits.

Interviewee E's comments on training opportunities reveal some of the unprofessional practices prevailing in terms of teacher selection for training.

It is sad to say that we have unprofessional people in control of selecting teachers for trainings or in-service professional enrichment programs. We hardly know who attends what professional development programs. At times, the candidate for trainings would be selected outright from the district level. Sometimes, teachers attending the professional development programs would be hand-picked by the principal. It does not matter what subject the candidate teach or what program he or she attends.

Similar concerns were shared by interviewee A:

The distribution of training opportunities for teachers has always been one of the problems in schools across the country. I have seen some teachers attending three or four workshops in a year while some teachers do not get to attend one. It is disheartening to see some of the teachers attending such programs not for their professional growth but for the financial benefits. I really wish the concerned authorities to first, select a responsible person to attend such programs, second, track their performance, and finally, evaluate their impacts in the school.

4.7.3 Teachers' Perception of Empowerment in Status

Under Status dimension, status as a core theme has two sub themes; respect and social status. The theme and sub themes are illustrated below (Figure 4.8).

Themes under Status



Figure 4.8 Core theme and sub themes under Status

Respect: Teachers' perceptions of the possession of professional respect and admiration from their colleagues and the acknowledgement of their expertise were best expressed in the following responses:

As a teacher, I feel I have earned respect from my students and colleagues. They solicit my advices and suggestions. Most importantly, I feel I have chosen the right profession. I enjoy teaching to the fullest and I am happy that the teachers are respected by the society (A).

In the similar way, interviewee B responded that teachers in Bhutan are highly regarded and respected. The respect they receive from their colleagues and students can be ascertained from interviewee B's response: "I am fortunate to be a teacher. My students respect and appreciate the way I teach and treat them. This indeed has helped me to garner respects from their parents too."

Interviewee C', D, and E's responses contradicted interviewee A and B's statements:

I have seen the teachers happy in teaching profession 10 years ago. Now, most often I hear my colleagues whining about the pressure they receive from the leaders, students' parents, and the students. People from all the walks of life are ready to shout at teachers even for a small issue related to teachers' attitude or professional conduct (Interviewee C).

Teachers are opting for resignation from this profession and there are records of teachers resigning voluntarily in the past. Had it not been for the strict Civil Service Acts of our country, I fear most of the teachers would have left this profession (Interviewee D).

I do not talk about respect on individual level but in general, I think teachers have lost a great deal of public respect. It could be because of some ill-behaved or unprofessional teachers resulting in a collateral damage of teachers' hard earned image and reputation. What is more shocking than to see our own students sometimes revolting against some of us? (Interviewee E).

Social Status: Hoyle (2001) categorized status under three different labels; occupational prestige, occupational status, and occupational esteem. Occupational prestige stresses on the position of an occupation in a hierarchy of occupations as perceived by the public. Occupational status concerns the requirements like power, income, and education associated with a particular occupation. Occupational esteem deals with an occupant's personal qualities, competence and dedication towards the occupation as perceived by the public.

As of the interviewee C, teaching, unlike other professions is a tensed job. Although, the teachers work more than any other professionals, they are underpaid and less regarded. Interviewee D supports the statement made by interviewee C;

We work from morning till evening. Our work is not confined to teaching. We earn so less that it becomes a challenge for us to survive. At the end of the day, we receive the same comments from the authorities and the parents. Instead of appreciating our works, they always leave us with unprofessional comments and disgruntles.

Interviewee E holds a similar perception:

Teaching is no more considered a noble profession. The most disheartening thing about teaching is that the people no more treat teaching as a profession in the first place. They have the notions that people with sound academic qualification can teach even if they do not undergo rigorous training to become a teacher. Our works are not appreciated. This makes us morally down and professionally destroyed.

4.7.4 Teachers' Perception of Empowerment in Self-efficacy

Teachers' feelings of ability to be effective in teaching and bringing positive changes such as academic excellence and overall development of the learners were explored to assess teacher' perception of empowerment under self-efficacy dimension. Two sub themes were generated under self-efficacy as a core theme. The

figure given below (Figure 4.9) is an illustration of the core and sub themes under self-efficacy dimension.

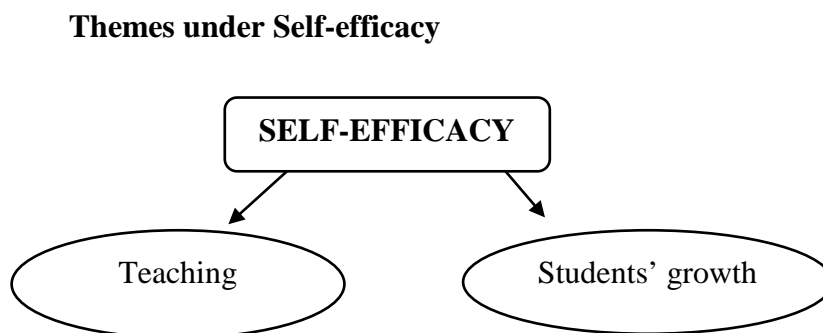


Figure 4.9 Core theme and sub themes under Self-efficacy

Teaching: Under teaching as a sub theme, teachers' self-efficacy in teaching was explored. All the interviewees expressed about their teaching and its positivity. Given below are some of the responses of the interviewees on their teaching.

I enjoy being a teacher. It helps me to update my knowledge. Before going to the class, I make sure that all my lesson plans and activities are in place. While teaching, I am careful with the way I deliver my lesson, involve students in activities, and evaluate students' works as quick as possible. As a teacher, I feel I am very effective (Interviewee C).

I am an effective teacher. The reasons are simple! For four consecutive years, my students have achieved 80% and above in my subject. In addition, so far I did not encounter any students with disruptive behaviours in my class. Apart from teaching the subjects, I am entitled to teach, I provide life skill education, value education, and co-curricular education to my students (Interviewee E).

Students' growth: The results revealed teachers' perceptions of an optimum level of empowerment and satisfaction. Interviewees expressed their feeling of sense of empowerment as being able to bring changes in the lives of the teachers and students. The following response of interviewee C is an example of ESL teachers experiencing empowerment under self-efficacy dimension.

I am a keen reader. This inspires my colleagues and students to read. My commitment towards the profession, dedication towards my responsibility, endurance for the task, and punctuality for the service is looked up as

examples. I can now see my colleagues and students reading books, I can sense the professional competition amongst my colleagues and students, and the growth in their personality altogether.

Interviewee E's response expresses her feelings of effectiveness as a teacher.

My students are my valuable possessions. Whatever I do, I do it in such a way that it has positive impressions on my students' lives. Teaching is a challenging task and it becomes tough when the resources are limited and the pressures are high on you from different sources. Amidst all these odds, I remain stiff and strong for my students. If resources are affordable for me to buy when it is not there in my school, I buy it and use it for my students. I improvise most of the teaching-learning materials and use it for my students. It gives me immense pleasure and I feel satisfied too. It inspires my colleagues and students.

4.7.5 Teachers' Perception of Empowerment in Autonomy

Teacher empowerment under Autonomy dimension revealed teachers' beliefs of having less control over their life in areas such as scheduling, curriculum and instruction, and freedom to make certain decisions. Although, one of the interviewees shared about having empowerment under autonomy dimension, majority of the interviewees expressed their feelings of inadequate empowerment. Interviewee C remarked that:

Our education is exam oriented one. We have strict curriculum to be delivered. Moreover, we are bound to follow the schedules prepared by the school in line with the education directives. We don't have the freedom to make decisions. I felt that we are denied the freedom to take risks.

Interviewee E and C shared similar perceptions of empowerment under autonomy dimension. Furthermore, interviewee D's response supports the lack of autonomy ESL teachers experience in school.

As English teacher, I feel it is very important to have autonomy in the choice of curriculum and teaching strategies. I do not like to teach in the same way as directed in the curriculum. Moreover, I find most of the contents included in the English syllabus ineffective. Given the chance, I look forward to choosing the topics that most appropriately suits learners' need and educational requirement.

4.7.6 Teachers' Perception of Empowerment in Impact

Under Impact dimension, teachers' perception of their types of instruction and its influence on the lives of their students were assessed. All the interviewees expressed that they have positive impacts on the lives of the students. For example, interviewee B expressed the experience of impacting the students through her instructional activities. Similarly, interviewee C remarked that:

I feel my teaching is impacting the learners positively. I have seen my students growing academically sound, besides the positive changes in their attitudes. All these positive transformations I am seeing in my learners strongly inspire me to work hard. This is one of the invaluable benefits I get as a teacher.

A parallel view on teachers' impact on the lives of the students and their teacher colleagues was shared by interviewee D:

As a teacher, I work very hard to keep my professional standard at par. This in fact has inspired my colleagues to work hard too. I feel proud to see my friends working equally hard to develop their professional status. I try my best to teach my students using the best teaching skills and strategies, the best teaching-learning materials, and creating the best learning environment. As a result, I can see my students growing academically sound and becoming socially competent. These are my invaluable achievements as a teacher.

4.8 Finding Three

To answer research question three, what is the relationship between principal leadership and teacher empowerment, an analysis concerning the influence of leadership behaviours on teacher empowerment was conducted using the qualitative data gathered from the interviews. The results from the interviews revealed the relationship between principal leadership behaviours and teacher empowerment. Following responses from the interviews elicit the importance of effective principal leadership behaviours and its impacts on teacher empowerment.

Today, we have schools that are not at par with our Ministry's education standard. The reasons are many but it all comes down to one; an ineffective principal leadership. Such principals barely empower the teachers because they rarely follow the decentralized way of governance. Principals with good leadership and management skills and sound professional knowledge have great impact in the lives of teachers working under them. Therefore, I strongly feel that principals' leadership skills and

professionalism positively influence the teachers. I also feel that professionally competent principals can adequately empower the teachers working under him because teacher empowerment is not sharing the power but sharing the workload for the development of effective schools (interviewee C).

This is my seventh year working as a teacher. From my experience, I strongly feel that the principal's leadership practices influence teachers' job satisfaction and work commitment. Teachers and staff tend to feel more comfortable if their principal understands their roles in the school. Thus, to have positive impact on teachers, I strongly feel that the principals must display positive attitude towards his profession, school, teachers, and students (Interviewee D).

When asked about the relationship between principals' leadership behaviours and teacher empowerment, the interviewees in this study overwhelmingly agreed on the influence of principals on teachers. Thus, the analysis of interview responses on the relationship between principal leadership and teacher empowerment indicated the existence of strong relationship and influence of principal leadership on teacher empowerment.

4.9 Summary

In this section, the summary of research findings is presented as per the three research questions.

Under Principal leadership, the results from the descriptive statics and qualitative data revealed medium level of Principals' use of leadership frames. Similar results were generated from the qualitative data. The interviewees perceived their principals' limited use of leadership frames as a result of poor professional competency, ineffective principal recruitment criteria, and a huge amount of administrative workloads.

ESL teachers in general perceived low level of empowerment under Decision making and Autonomy dimensions while a medium level of empowerment were found in rest of the dimensions. The overall rating on teacher empowerment indicated medium level of empowerment as perceived by ESL teachers. The qualitative results indicated that the teachers in central Bhutan are inadequately empowered. Teachers' involvement in making decisions related to curriculum and

scheduling was found little higher than their involvement in making decisions related to school finance.

To find the relationship between principal leadership and teacher empowerment, a correlational analysis was conducted. The results revealed no significantly strong correlations between the constructs. The regression result revealed that principal leadership has influence on teacher empowerment. The qualitative data analysis indicated the relationship and influence of principal leadership on teacher empowerment.

CHAPTER V

DISCUSSION

Overview

This chapter discusses the findings shown in the previous chapter. The discussions are presented based on the three proposed research questions as follows: 1) a discussion of findings on leadership behaviours exhibited by the principals, 2) a discussion of findings on the extent of ESL teacher empowerment, and 3) a discussion on findings of the relationship between principal leadership and teacher empowerment. In addition, the implication, limitation, and the conclusion of the chapter is provided.

5.1 Discussion of Finding One

Research Question 1: What leadership styles are exhibited by the principals in the schools of Bhutan as perceived by the ESL teachers?

Leadership frames can be used to define the types of leadership besides evaluating the managerial and leadership effectiveness. It is evident from studies that people use different views to comprehend leadership behavior in organizations (Lezotte, 1992). The current study revealed a medium level of use of leadership frames by the principals in the schools under Trongsa District in central Bhutan. It is in consistent with the results obtained by various researchers (Bolman & Deal, 1991; Ellis, 2012; Sharp, 2009; Thompson, 2000).

Bolman and Deal's (1991) research in Florida and Singapore revealed that all four frames were associated with leaders' effectiveness. The structural frame was the strongest predictor of managerial effectiveness in both groups of administrators, while symbolic frame stood strong for leadership effectiveness. The result conveys that leaders using multiple leadership frames have greater impact on schools' effectiveness.

Similarly, Thompson (2000) examined gender and use of leadership frames among lower, middle, and upper managers in secondary and postsecondary institutions by analyzing the ratings of 57 leaders by 472 subordinate participants from lower, middle, and upper management. The study found the leaders who use multiple frames to be more effective in their leadership responsibilities. In addition, no significant differences were found between men and women in their leadership characteristics. The study revealed that the balanced leadership, in other words, use of two or more frames produced both effective managers and leaders.

Sharpe's (2005) study analyzed the program directors' leadership style with graduate medical education effectiveness. Medical residents were the participants in his study. The results revealed that program directors were rated the highest in the human resource frame followed by the structural, political, and symbolic frames. Results indicated the combination of structural and human resource frames was most commonly identified among program directors.

Although the present study revealed principals' medium level of use of leadership frames, it supports the previous researches (Bolman & Deal, 1991; Thompson, 2000; Sharpe, 2005). As per the findings, discussions are presented as follows: 5.1.1 Structural frame, 5.1.2 Political frame, 5.1.3 Human resource frame, and 5.1.4 Symbolic frame.

5.1.1 Structural Frame

Leaders who approach the change using structural frame focus on structural elements within the organization through strategy, implementation, and adaptation. However, even this highest rated frame represented a medium level of principals' use of structural frame. As structural frame concerns on rules and order of the organization, teachers perceived their principals' limited use of analytical and architectural leadership behaviours as a result of poor professional background and principal recruitment criteria. In addition, despite the presence of schools' missions, visions, goals, and strategies, some of the research participants expressed their uncertainty of teachers' understanding of these structural components. Some teachers' failure to understand these structural components as mentioned by the participants owe to the existence of some untrained principals.

In contrast, in the schools where principals are professionally trained and competent in leading the school, research participants expressed their understanding of management policy and guidelines. As a result, teachers experienced clear understanding of their roles and responsibilities and embraced school management policies and guidelines as a guide to their daily tasks.

Structural frame leadership approach works well when goals are clear, cause and effect relationships are well understood, and when the conflicts, uncertainties, or ambiguities in the organizational settings are limited (Bolman & Deal, 1991). Most of the interviewees expressed the experiences of their principals' possession of analytical skills. On the other hand, under structural frame, most of the interviewees expressed their feelings of principals' lack of architectural skills like creating strong visions, missions, rules, procedures and hierarchies. Day (2000) stated that leadership is creating and maintaining a sense of vision, culture, and interpersonal relationships. Thus, it is necessary for the principals to understand structural frame as an approach to lead the school and exhibit leadership responsibilities that helps in making the teachers understand and work as per the schools' visions, missions, goals and strategies.

5.1.2 Political Frame

Political principals mobilize resources, avoid or settle conflicts and strengthen school's goals and objectives. According to Cruz (1995), effective principals should build coalitions between parents, teachers and, students through effective communication and leadership roles. In this study, ESL teachers perceived their principals to have shown some ability to mobilize people and resources to get things done as a political leader. The result revealed a medium level of principals' involvement in scarce resource management and conflict resolution. However, some teachers felt the principals' tendency to remain idle pertaining to resource scarcity problems in schools.

Similar results were obtained from the analysis of qualitative data. Interviewees reported the challenges they are facing in relation to the shortage of teaching-learning materials. Some of the principals' tendency to ignore such issue or

lack of effort to settling such problems related to resource scarcity was perceived by the teachers as their principals' poor resource management skills.

In general, teachers perceived their principals' use of political leadership approach to be at a medium level. Leaders approaching the change through political approach focus on the political realities existing in the organizational processes (Bolman & Deal, 1991). In the schools where resources are scarce and goals and values are in conflict, principals' political approach helps in building power bases, negotiating conflicts over fewer resources, and creating compromises. Bolman and Deal (1994) suggest that conflict is inevitable under political leadership approach when various individuals struggle for power to realize special interests. However, political leaders view conflict as a means of acquiring cohesion and unity. Therefore, it is important for the principals to have some basic knowledge on political frames and employ political leadership approaches to mobilize resources and resolve conflicts in the schools.

5.1.3 Human Resource Frame

Human resource leaders focus their management skills to develop a good relationship between people and organization through coaching, participation, motivation, teamwork, and maintaining good interpersonal relations (Bolman & Deal, 1991).

Under Human Resource frame, ESL teachers perceived their principals to have shown high level of support and concern for others. However, teachers' perceived that their principals gave less recognition to teachers for work well done. The ratings for all the items under Human resource frame represented medium level of principals' use of human resource frame. Leaders who approach change from a human resource frame focus on people by emphasizing on distributed leadership to support, empower, and respond to the needs of the teachers.

The need for the good organizational relationship that emphasizes the concepts of motivation and teamwork was the common aspirations of all the participants. To inculcate a school culture where teachers feel respected and share strong professional relationship, a reform in the distribution of roles and responsibilities were found necessary. Similarly, to have a strong and organized

human resource management practices, teachers perceived that principals' unprecedented initiatives and involvement in curricular and co-curricular activities would strengthen the relationship between the principal, teachers and students.

Although most of the participants expressed about the motivation they receive from their principals, some participants shared their experiences of limited motivation they receive. In order to have a successful and motivated school, it is important to have motivated teachers. Thus, principals must give priority to teacher empowerment, motivation, and teachers' professional needs so that they can put their attention on students.

The study also revealed some of the principals' unprofessional practices in teacher selection for trainings and workshops which in turn, demotivated the teachers as per their perceptions. Especially, allowing ESL teachers to take part in the professional development program that is totally different from their teaching subjects should not be encouraged. The principals should ensure that ESL teachers are provided with right training and opportunities that would benefit language education. Therefore, it is important that the principals practice human resource leadership approach to manage the resources, maintain good relationship, and improve the quality of teachers' services through coaching, motivation, and exhibition of professional conducts in all the school activities.

5.1.4 Symbolic Frame

Symbolic leaders approach the change using vision and inspiration to tackle problems related to goals and expectations (Bolman & Deal, 1991). Traditions, ceremonies, and rituals are some of the leadership skills for leaders' symbolic school reform initiatives. ESL teachers rated Symbolic frame the lowest among the four frames, indicating their perception of principals' limited use of symbolic frame.

All the items under symbolic frame represented medium level of principals' use of symbolic frame leadership styles. Although the teachers felt that their principals inspire others to do their best and communicates a strong vision and mission, the principals' level of imagination and creativity was found the lowest. Similarly, the qualitative findings indicated principals' limited use of symbols like storytelling, experience sharing, and relating the activities with the story of success

and achievement from the past. It is important for the principals to work on how to boost their creativity and handle school and staff management processes through symbolic approach. In addition, to keep the teachers inspired and motivated, principals should inculcate the habits of storytelling, dramatization, role modelling, and share experiences to break the monotony of school processes.

In general, the results from the descriptive statistics revealed medium level of principals' use of leadership frames. A review of the literature on school reform and restructuring reveals that principals play an important role in all successful school reform efforts. Therefore, it is very important for the principals to use two or more leadership frames depending on the situations to bring positive changes in the schools, teachers, and students' lives. Most importantly, English being the instructional language in the schools of Bhutan, empowerment of ESL teachers would result in empowering the teachers across the curriculum and subjects as all the subjects are taught in English, except Dzongkha, the national language. Furthermore, the principals' balanced leadership approaches would also prepare ESL teachers to demonstrate teacher leadership in the classrooms. Thus, ESL teacher empowerment would help to prepare ESL students for higher education inside the country and abroad apart from its positive influence on other teachers' professional enrichment.

5.2 Discussion of Finding Two

Research Question 2: To what extent do ESL teachers feel that they are empowered?

The findings of this study on teacher empowerment support previous researches. Wall and Rinehart (1998) found that the teachers experienced high level of empowerment in Status dimension. Decision making was rated the lowest, indicating their low level of empowerment in making decisions in the schools. Similar results were found by Klecker and Loadman (1998). Teachers' sense of empowerment was high in Professional Growth dimension followed by self-efficacy, status, and impact. Low level of empowerment was found in Autonomy and Decision making dimensions. Bogler and Somech's (2005) study revealed similar results: status ($M = 4.1$, $SD =$

0.62), professional growth, impact, self-efficacy, autonomy and decision making ($M = 3.1$, $SD = 0.73$).

In the present study, similar results were acquired: Self-efficacy ($M = 3.63$, $SD = .78$), Status, Impact, Professional Growth, Autonomy, and Decision Making ($M = 2.15$, $SD = .95$), see Table 4.8. These findings imply that teachers feel that they are performing their professional duties well (self-efficacy), they have respect (status), and they are effective at their job (impact). However, in all the studies, teachers felt that they were not involved in schools' decision-making processes. Interestingly, teachers felt least empowered in making decisions related to finance. When similar results are repeatedly shown by the studies, it is clear that teachers really were not given the opportunity to participate in various forms of school decision-making. According to the research results, discussions are divided into 6 dimensions: Decision Making, Professional Growth, Status, Self-efficacy, Autonomy, and Impact.

5.2.1 Decision Making Dimension

“Decision Making relates to the participation of teachers in critical decisions that directly affect their work. In many cases, this means participation in decisions involving budgets, teacher selection, scheduling, curriculum, and other programmatic areas” Short (1991, p.8).

Short and Rinehart (1992) conducted a study to examine teachers' perceptions of empowerment involving 257 teachers and discovered, “Teachers who perceive a greater sense of empowerment believe that they can impact the work of the organization and recognize that they have the power to identify problems, institute change efforts, and ultimately, be responsible for organizational outcomes” (p. 13).

A similar study conducted by Shen (1998) found that teachers have a greater influence in the classroom activities than their involvement in making decisions related to the overall school processes. In the study, 55% of the teachers reported that the decisions they mostly make were related to classroom issues such as books and supplies, 61% perceived that they had influence over curriculum and policy, and 69% reported their involvement in making decisions related to classroom instructions. The finding from the present study in terms of teacher empowerment in decision making corresponds to these researches.

When decision making is considered as the important component of teacher empowerment, it is surprising to note the least mean rating on this dimension, representing low level of empowerment in this study. As reflected in Table 4.9, item 13 “I make decisions about the selection of other teachers for my school” has the lowest mean ($M = 1.80$, $SD = 1.12$) followed by item 19 “I am involved in school budget decisions” ($M = 1.85$, $SD = 1.06$). The interpretation of these scores simply means the teachers in the 24 schools of Trongsa district, central Bhutan were least involved in making decisions related to teacher selection and financial matters in the school. Decision Making dimension’s overall mean ($M = 2.69$) was below the “neutral” 3.00 mid-point of the rating scale (Table 4.8), indicating low level of empowerment in decision making. Even the highest mean on the Decision making dimension for item 35, “I can plan my own schedule” indicated that the teachers were not adequately empowered in making decisions in school activities.

Similar results were generated from the analysis of qualitative data indicating a low level of teacher empowerment in decision making dimensions. Although the interviewees expressed about their partial experiences of empowerment under curriculum and instruction and scheduling their own tasks, none of the interviewees expressed about feeling empowered under financial domain. Research findings support the importance of investing and involving teachers in all level of decision making processes in the schools. In order to achieve high quality educational processes and outcomes for students, action must be taken to harness the expertise and experience of ESL teachers for effective educational designs and policies. Therefore, the principals should engage in distributed leadership approaches by involving the teachers in all levels of decision making for effective school reform.

5.2.2 Professional Growth Dimension

Professional development helps in meeting educational demands. It is the process of developing the teachers’ skills and abilities required to achieve outstanding results from students (Hassel, 1999). According to Short (1994), teachers’ professional growth refers to their perceptions of opportunities and activities offered by the school in which they work to let them to learn continuously, and expand their knowledge and skills.

The overall mean for the 6-item Professional Growth dimension (3.15) was slightly above point (3.00) with the standard deviation of .93 (Table 4.8). This indicates that ESL teachers in the schools of Trongsa district, central Bhutan experienced medium level of empowerment in professional growth dimension. It is interesting to note that the item on the Professional Growth subscale (Table 4.10) with the lowest mean ($M = 2.68$, $SD = .95$) was item 26 “I am given the opportunity to continue learning.” The second lowest mean rating under this dimension was item 14 “I have the opportunity for professional growth” ($M = 2.81$, $SD = .89$). These items with ratings below the “neutral” (3.00) scale indicated low level of empowerment as a result of lack of professional development programs and training opportunities.

Similar results were generated from the qualitative data analysis. Although some of the interviewees reported of having professional development programs in schools and the evidence of its practices, most of the interviewees perceived that these activities were of poor quality as a result of ineffective professionals to initiate and conduct professional development programs. The results indicated the presence of ineffective teacher recruitment practices for training and in-service programs as a result of responsible stakeholders’ unprofessional selection activities.

In addition, the results also revealed the mismatch between professional development programs that teachers’ attend and their teaching subjects. For effective school reform to take place, suitable professional development programs, efficient selection committee, and comprehensive teacher selection criteria should be put into place. Similarly, teachers should take professional development programs seriously and attend the programs that are relevant to their teaching subjects. Most importantly, in Bhutanese context where content language integrated teaching, in other word, English as a medium of instruction is predominantly in use, ESL teachers’ professional development would help in developing professionally competent teaching environment besides their own professional growth.

5.2.3 Status Dimension

Status as empowerment dimension reflects teachers’ perceived level of esteem, respect, and admiration received from individuals during their professional journey. When teachers perceive that their knowledge and expertise are admired and

respected by the colleagues, they sense the presence of professional status (Short, 1991).

Status dimension is ranked the second highest among the 6 dimensions. It has an overall mean of 3.53 with a standard deviation of .71 (Table 4.8). ESL teachers in Trongsa district, central Bhutan indicated that their empowerment measured in terms of their status in school was slightly above the medium level. Although the Status dimension was rated as second highest among the six dimensions, an analysis of individual item under this dimension raises questions regarding the teachers' professional status and performance. For example, the highest rated item 9 "I believe that I am very effective" and the lowest rated item 34 "I believe that I am good at what I do" contradicts teachers' professional position and performance as perceived by ESL teachers in Trongsa district (Table 4.11).

The qualitative data analysis generated similar results were under status dimension. Some of the interviewees perceived that have they gained professional respect and admiration from their colleagues, students and the community. However, as a teacher, most of the interviewees did not feel respected as a result of the pressures they receive from the school, students, leaders, and other stakeholders. On the other hand, some teachers' unprofessional display and attitude towards teaching was suggested as another factor that deteriorated the respect and admiration for teachers from the public. Thus, to reestablish teachers' fame and regard in the eyes of the general public, teachers should conduct professionally.

5.2.4 Self-Efficacy Dimension

Self-Efficacy refers to "teachers' perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students, and can effect changes in student learning," (Short, 1991, p. 11).

Among the six dimensions of teacher empowerment, Self-Efficacy with six items has relatively high mean ($M = 3.63$, $SD = .78$), (Table 4.8). It indicated that ESL teachers under the investigation had the ability to effect changes in students' learning. For example, in Table 4.12, teachers' empowering behaviours (item 10) and attitude towards making the student an independent learner (item 4) shows medium

level of empowerment. It is encouraging to see the teachers empowering their students, despite theirs' at stake.

The qualitative data analysis revealed teacher' perceived empowerment in effectiveness of their teaching and students' growth. Teachers' satisfaction in teaching lied in students' academic performance and excellence. Furthermore, the results revealed that teaching benefited the teachers in updating their knowledge. Similarly, students' positive mental, social, and attitudinal transformations were some of the reasons for their perception of feeling empowered under self-efficacy dimension. Despite teaching being one of the challenging tasks, the results indicated teachers' resourcefulness, commitment, and love for their students as some of the important qualities of teachers.

5.2.5 Autonomy Dimension

Short (1991, p. 11) defined autonomy as, "...the teachers' sense of freedom to make certain decisions that control certain aspects of their work life. These aspects may be scheduling, curriculum, textbooks, and instructional planning..." Autonomy allows teachers' professional growth that is essential for schools' success (Whitaker & Moses, 1990).

Autonomy as one of the dimensions of teacher empowerment measured autonomy in scheduling, choice of teaching methods and strategies, choice of lesson, and freedom to approach curriculum. This dimension was rated the second lowest ($M = 2.88$, $SD = .99$), Table 4.8. This indicated that ESL teachers in central Bhutan rated their empowerment on this dimension below "neutral", the midpoint of the rating scale. The Item 23, "I make decision about curriculum" and item 5 "I have control over daily schedules" showed low level of autonomy (Table 4.13). These scores represented the lack of freedom and opportunities for the ESL teachers in the schools of Trongsa district to take control over their daily schedule and choose how they approach curriculum and classroom instruction. Effective school reform would take place if teachers have control over the time, curriculum, teaching pedagogies and approaches.

Teacher empowerment under Autonomy dimension revealed teachers' beliefs of having less control over their life in areas such as scheduling, curriculum

and instruction, and freedom to make certain decisions as per the qualitative data analysis. The results indicated that teachers' experiences of disempowerment in scheduling their own tasks, making changes to the curriculum, and involvement in decision making resulted from exam oriented education system, pre-set curriculum, and unilateral decision making practices. Thus, giving certain level of freedom to teacher in scheduling, choice of curriculum, and making decisions would help in empowering the teachers for effective school reform. In addition, leaders should build environments where autonomy can occur (Whitaker & Moses, 1990).

5.2.6 Impact Dimension

The Impact Subscale refers to the teachers' sense that they have an effect and influence on school life. They feel that what they are doing is worthwhile, they are doing it in a competent manner, and they are recognized for their accomplishments....," (Short, 1991, p. 10).

The overall mean and standard deviation on the Impact dimension represents neutral or medium level of empowerment (Table 4.8). In Table 4.14, item 6, "I believe that I have the ability to get things done" with the highest mean represented medium level of empowerment while the item 24 "I am a decision maker" with the lowest mean under Impact dimension showed low level of empowerment. This strongly indicated teachers' poor impact in the school. For impact to be realized in the schools, a need for teacher involvement in all school activities and providing opportunities to take part in making decisions related to the functioning of the school was found important.

The results from qualitative data analysis depicted teachers' strong perception of empowerment in their instructional influence on students. The results indicated that teachers' instruction has positively impacted students in different ways. For example, students' excellence in academic performance and positive attitude were some of the testaments of teachers' success through empowerment. On the other hand, teachers' perception of impacting the school through involvement in decision making was found low.

In almost all the studies (Bogler and Somech, 2005; Klecker & Loadman, 1998; Wall & Rinehart, 1998), teachers did not feel empowered in relation to their

professional life and decisions (Autonomy) or to take part in important school-related decisions (Decision making). Most importantly, this study revealed the poor level of teacher empowerment in all the empowerment dimensions in the schools of central Bhutan. It is unquestionable to have poor language education and high teacher attrition rate in Bhutan with teachers being barely empowered. Reform in education such as curriculum revision, leadership recruitment and training, teacher selection, and professional development initiatives are destined to fail if the teachers, the agent of reform, are deprived of opportunities to influence change. Therefore, principals need to adopt different leadership and managerial strategies that emphasizes the importance of involving teachers in decision making related to managerial and instructional domains.

5.3 Discussion of Finding Three

Research Question 3: What is the relationship between ESL teacher's perception of school leadership and teacher empowerment?

Sharp's (2009) quantitative research on the relationship between teacher empowerment and principal effectiveness shows teachers' perceptions of empowerment and principal effectiveness. The study revealed significant correlations between the domains of organizational development, organizational environment, educational program, and the subscale of professional growth.

In addition, Ellis' (2012) exploratory mixed-method study revealed principals' characteristics, strategies, and behaviors significantly affecting teachers' feelings, thinking, and behaviors and their perceptions of empowerment across six dimensions of empowerment. The findings of this study accentuated on appreciating teacher involvement in all levels of school processes through distributed leadership and collaboration that contribute to teachers' sense of empowerment.

On the other hand, Leech and Fulton (2008) examined levels of high school teacher participation through shared decision making with their principals. The results indicated a weak correlation between principal leadership practices and the level of shared decision making in the secondary schools. The relationship between leadership practices of shared decision making in policy development was found the

weakest. The teachers perceived their level of contributions in the area of policy development as higher with principals exhibiting greater risk-taking behavior.

In this study, no significantly strong correlations were established between principal leadership and teacher empowerment. Therefore, regression analysis was performed to check whether principal leadership influences teacher empowerment or not. The results revealed that principal leadership has influence on teacher empowerment.

The qualitative data analysis indicated the relationship between principals' leadership behaviours and teacher empowerment. According to the data, principals' leadership behaviors significantly affected teachers' perceptions of empowerment. All the interviewees in this study overwhelmingly agreed on the influence of principals' leadership behaviours on teacher empowerment, thus, indicating the existence of strong relationship and influence of principal leadership on teacher empowerment. It is evident that the competent and trained principals provided their teachers with a strong feeling of empowerment that impacted their behaviors and perceptions in positive ways.

5.4 Summary

This mixed-method research approach examined principal leadership behaviours and teacher empowerment as perceived by ESL teachers of Trongsa district in central Bhutan. Leadership behaviours were examined using Bolman and Deal's LOQ and interview questions framed using this construct. Leadership frames help principals conceptualize different leadership approaches. Short and Rinehart's SPES and interview questions formulated using the teacher empowerment concepts was used to examine teacher empowerment.

The results revealed principals' medium level of use of leadership orientation framework and teacher empowerment. No significantly strong correlations were established between principal leadership and teacher empowerment. Regression analysis revealed the influence of principal leadership on teacher empowerment. Principals need to adopt different leadership and managerial strategies that emphasizes the importance of decentralized governance through teacher involvement in decision

making related to managerial and instructional domains. Therefore, principals must use two or more frames depending on the circumstances as an approach to developing successful school. In addition, teachers must be placed in the central through empowerment for effective school reform to take place.

For effective language teaching to take place, ESL teachers must be empowered in all the dimensions of empowerment. ESL teachers empowered to make decisions in designing curriculum, scheduling timetable, and recruiting teachers for school or trainings would help in impacting teachers' professional work life positively besides bringing improvement in students' academic performances.

CHAPTER VI

CONCLUSIONS

Overview

Chapter Six is organized into five parts: (a) a summary of the study, (b) a summary of the findings, (c) implications of the study, (d) recommendations, and (e) conclusion.

6.1 Study Summary

The purposes of this quantitative study were: (1) to find the leadership behaviour of principals as perceived by ESL teachers in the schools of central Bhutan, (2) to identify ESL teachers' perceived level of empowerment, and (3) to examine the relationship between principal leadership and teacher empowerment. The whole population of 88 ESL teachers of 24 schools in Trongsa District, central Bhutan took part in answering the questionnaire for quantitative data while the qualitative data were gathered through structured interviews from 5 ESL teachers selected through purposive sampling technique.

Bolman and Deal's Leadership Orientation Questionnaire (LOQ) was used to examine principal leadership behaviours. Short and Rinehart's School Participant empowerment Scale (SPES) was used to examine teacher empowerment as perceived by the ESL teachers. The mean and standard deviation were computed for LOQ and SPES to examine principal leadership behaviours and teachers' perceived empowerment. Pearson correlation and regression analysis were computed to find the relationship between principal leadership and teacher empowerment. The qualitative data gathered through structured interviews were analyzed using content analysis technique.

6.2 Summary of the Findings

The summary of the findings are presented as per the three research questions. The first part presents the findings on Principal leadership behaviours. In the second part, the finding on the extent of teacher empowerment as is presented. The third part presents the findings on relationship between principal leadership and teacher empowerments.

6.2.1 Conclusion of Research question One

What leadership styles are exhibited by the principals in the schools of Bhutan as perceived by the ESL teachers?

This research question is answered using Bolman and Deal's LOQ and structured interviews. Teachers perceived that their principals' most used leadership frame to be structural frame, indicating structural frame leadership style. On the other hand, principals' use of Human resource frame was found the lowest, indicating principals' limited use of human resource leadership approach. In general, the results from the descriptive statistics and the analysis of structured interviews revealed medium level of principals' use of leadership frames. Therefore, it is very important for the principals to use two or more leadership frames depending on the situations to bring positive changes in the schools, teachers, and students' lives.

6.2.2 Conclusion of Research question Two

To what extent do ESL teachers feel that they are empowered?

This research question is answered using Short and Rinehart's SPSS and structured interviews. ESL teachers in general perceived low level of empowerment under Decision Making and Autonomy dimensions while a medium level of empowerment were found in rest of the dimensions. The overall rating of the SPES was neutral, indicating medium level of empowerment.

For effective school reform to take place, teachers must be empowered by involving them in schools' all-level decision making processes. ESL teachers in particular must be empowered adequately as almost all the subjects in Bhutan are being taught in English. ESL teacher empowerment would enable in empowering and

developing professional competency across the subjects and curriculum through knowledge sharing and role modeling.

6.2.3 Conclusion of Research question Three

For research question 3, what is the relationship between ESL teacher's perception of school leadership and teacher empowerment, correlational statistics were computed. Furthermore, regression analysis was conducted to examine the influence of leadership on teacher empowerment.

The findings showed that, on the whole, principal leadership correlated positively with teacher empowerment. However, no significantly strong correlation was established. Thus, regression analysis was conducted to check whether principal leadership has any influence on teacher empowerment or not. The result revealed that principal leadership has influence on teacher empowerment. An analysis of qualitative data revealed the same results.

6.3 Implications of the Study

The study revealed principals' medium level of use of leadership frames. Similarly, it revealed a partial teacher involvement in making decisions related to students and instruction and not at all or very little in administrative operation, such as setting school goals, new teacher selection, budget allocation, and teacher evaluation. For effective school reform to take place, Education Ministry, curriculum developers, principals, teacher educators, and classroom teachers must acknowledge these findings.

The Ministry of Education (MoE) should encourage teacher participation in productive seminars and activities to enhance teachers' professional growth and self-efficacy, rather than involving them in cost saving, one-size fits-all programs.

Similarly, the curriculum developers must consult teachers to influence, design, and create the curriculum collaboratively.

To encourage teachers' participation in shared decision making, teacher educators should help teachers to build social and professional skills required in decision making processes.

Patterson, Purkey, and Parker (1986) pointed out that the "principal is not, in fact, the only person who can provide leadership, especially leadership for school improvement" (p. 103). The principals need to create avenues to involve teachers in making decisions in all aspects of school activities. Therefore, the practice of decentralized governance and shared decision-making must be encouraged or inculcated. In addition, principals should be encouraged and trained to use multiple frames for the wholesome development of the school. In addition, principals should maintain sincerity and integrity while selecting teachers for professional development programs.

The presence of teacher empowerment in the schools would be futile if it fails to advance students' benefit and educational betterment (Conway & Calzi, 1995). Classroom teachers should be conscious of their central position as educators and keep improving and updating their knowledge by developing collaborative working atmosphere. Furthermore, ESL teachers should pursue professional development programs, upgrade their qualification, and use wide varieties of new teaching pedagogies and skills.

6.4 Recommendations for Further Study

The findings of this study were gathered only from the schools in Trongsa district in central Bhutan. To authentic and further consolidate the findings; it is advisable to involve more number of schools located at different places. Similarly, more generalizable findings would be achieved if principals are involved in future studies.

In future, the mixed-method research, inclusive of the information like relation between gender, age, teachers' education background, and teaching experience would expand the findings. Based on literature reviews and data analysis, a study exploring the relationship between ESL teachers' sense of empowerment and job satisfaction levels could be conducted.

This study could be replicated with the addition of variables that address a more in-depth analysis of the leadership and teacher effectiveness. In future studies, the use of both Leadership Orientation Questionnaire for principals (Self) and teachers (Others) would help in gathering in-depth information for principal leadership behaviours and teacher empowerment.

Furthermore, comparative studies could be performed utilizing the Leadership Orientation Questionnaire and School Participant Empowerment Scale across the country to provide additional insights as to the overall effectiveness of the school in regard to teacher perceptions of empowerment.

6.5 Conclusion

Based on the findings from the current study, conclusions can be drawn. In general, teachers perceived a medium level of use of leadership frames by the principals and the existence of a medium level of teacher empowerment in the schools of Trongsa district in central Bhutan. Although, no significantly strong correlations were established between principal leadership and teacher empowerment, regression and qualitative data analyses revealed the relationship and influence of principal leadership on teacher empowerment. Thus, the principals should adopt leadership orientation frameworks in order to increase their leadership productivity. Similarly, teachers should be empowered in all the empowerment dimensions to increase their professional effectiveness, which in turn, results in effective school reform.

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APPENDICES

APPENDIX A

PERMISSION AND APPROVAL LETTERS

Faculty of Liberal Arts, Mahidol University
Phutthamonthon Sai 4 Road, Salaya
Nakornpathom, Thailand 73170
12th December, 2014

Dear Dr. Lee G. Bolman

I am conducting a research on “The Relationship between principal leadership and teacher empowerment in the schools of Bhutan” in partial fulfillment of the requirement for the degree of Masters in Applied Linguistics, Mahidol University, Thailand. My dissertation chair is Associate Professor Dr. Songsri Soranastaporn.

Having explored a number of research tools on Principal leadership, I found your “Reframing Organization and Leadership Orientation Tools” to be the most appropriate tool for my study. This study will be the first of sort to be conducted using your Leadership Orientation Tools in the schools of Bhutan. I anticipate incredible findings from this research.

Please allow me to use your leadership orientation tools for my research and advise me on changes (if any) in your tools.

Thanking you
Yours sincerely

(Phub Dorji)
MA Applied Linguistics (graduate student)
Faculty of Liberal Arts
Mahidol University, Thailand
Email: phd8664@yahoo.com
Phone #: +660958744163

Please contact me if I can answer further questions.
Yours sincerely

Songsri S.

Assoc. Prof. Songsri Soranastaporn, Ph.D. Faculty of Liberal Arts, Mahidol University

APPROVAL LETTER FOR LEADERSHIP ORIENTATIONS SURVEY INSTRUMENT

To: Potential Users of Leadership Orientations Instruments
From: Lee Bolman
Subject: Permissions and How to Use

I. Permission

On request, we routinely grant permission for non-commercial, research use of the Bolman and Deal Leadership Orientations Survey Instruments. We do ask that users agree to provide us with copies of any research reports that they produce using data from the Instruments, and that they submit to us, if we request it, a copy of their data file.

II. Using the Instruments

The Leadership Orientations comes in parallel versions: *Self* (for people to rate themselves) and *Others* (for ratings from colleagues). They can be downloaded in MS Word format. Research has found that the validity of self-ratings of leadership is generally low, so there is a considerable advantage in getting colleague ratings.

Both versions have three sections:

Section I:

This section contains rating scales, and the items are in a consistent frame sequence: structural (items 1, 5, 9,13,17,21,25,29), human resource (items 2, 6, etc.), political (items 3, 7,...), symbolic (items 4, 8...).

There are also sub-scales within each frame, again in a consistent sequence: analytic (items 1, 9, 17, 25), supportive (2, 10, 18, 26), powerful (items 3, 11,19,27), inspirational (4,12,20,28), organized (5,13,21,29), participative(6,14,22,30), adroit(7,15,23,31), charismatic (8,16,24,32). In our own research, we have primarily

used the 8-item frame measures. We have primarily used the 4-item sub-scales for management development rather than research applications.

Section II:

The second section contains six forced-choice items. The options under each item are arranged in the same sequence: structural, human resource, political, symbolic.

Section III:

This section has two one-item measures: effectiveness as a manager, and effectiveness as a leader. (Expanding the number of items to measure effectiveness would be a good way to strengthen the instrument, and we encourage users to do that.)

Reliability of Leadership Orientations Scales:

Reliability statistics for Leadership Orientations (Based on approximately 1,300 colleague ratings for a multi-sector sample of managers in business and education).

SPES PERMISSION LETTER

Faculty of Liberal Arts, Mahidol University
Phutthamonthon Sai 4 Road, Salaya
Nakornpathom, Thailand 73170
12th December, 2014

Dear Dr. Paula M. Short

I am conducting a research on “The Relationship between principal leadership and teacher empowerment in the schools of Bhutan” in partial fulfillment of the requirement for the degree of Masters in Applied Linguistics, Mahidol University, Thailand. My dissertation chair is Associate Professor Dr. Songsri Soranastaporn.

Having explored a number of research tools on teacher empowerment, I found your “School Participant Empowerment Scale, SPES” to be the most appropriate tool for my study. This study will be the first of sort to be conducted using your SPES tools in the schools of Bhutan. I anticipate incredible findings from this research.

Please allow me to use your SPES tools for my research and advise me on changes (if any) in your tools.

Thanking you
Yours sincerely

(Phub Dorji)
MA Applied Linguistics (student)
Faculty of Liberal Arts
Mahidol University, Thailand
Email: phd8664@yahoo.com
Phone #: +660958744163

Please contact me if I can answer further questions.
Yours sincerely

Songsri S.

Assoc. Prof. Songsri Soranastaporn, Ph.D.
Faculty of Liberal Arts, Mahidol University
Phutthamonthon Sai 4 Road, Salaya
Nakornpathom, Thailand 73170
Tel. 662-4414401-4 ext. 121/ Fax: 662-4414410
Mobile:081-481-4001/ E-mail: songsri.sor@mahidol.ac.th

SPES PERMISSION LETTER

Short, Paula

M pmsshort@central.uh.edu

You have permission to use the SPES in your research.

Best wishes,

Paula

Paula Myrick Short, Ph.D.
Theresa M. Monaco Chair
Senior Vice Chancellor for Academic Affairs, UH System
Senior Vice President for Academic Affairs and Provost, UH
Distinguished Professor of Education
203 Ezekiel W. Cullen Building
University of Houston
Houston, TX 77204-5023
832-842-0550
pmsshort@uh.edu

From: Fub Dorji [mailto:phd8664@gmail.com]

Sent: Friday, December 12, 2014 12:10 AM

To: pmsshort@uh.edu

Subject: Requesting for the permission to use SPES tools

MU IRB CERTIFICATE


Certificate of MU-SSIRB Approval
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Certificate of Approval No.:	2015/062.1702
MU-SSIRB No.:	2015/047 (B1)
Title of Project:	A STUDY OF PRINCIPAL LEADERSHIP AND TEACHER EMPOWERMENT AS PERCEIVED BY ESL TEACHERS IN CENTRAL BHUTAN
Principal Investigator:	Mr.Phub Dorj
Name of Institution:	Faculty of Liberal Arts, Mahidol University
Approval includes:	1) MU-SSIRB Submission form version received date 6 February 2015 2) Participant Information sheet version date 6 February 2015 3) Informed Consent Form version date 6 February 2015 4) Questionnaire version received date 6 February 2015

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval:	February 17, 2015
Date of Expiration:	February 16, 2016

Chairman	Head of the Institute
	
(Emeritus Professor Dr. Santhai Sermerit)	(Assoc. Prof. Dr. Wariya Chirwanoo) Dean of Faculty of Social Sciences and Humanities

Office of The Committee for Research Ethics (Social Sciences), Faculty of Social Sciences and Humanities, Mahidol University
Phuttamonthon 4 Rd., Salaya, Phuttamonthon District, Nakhon Pathom 73170. Tel:(662) 441 9180 Fax:(662) 441 9181
Website: www.mu-ssirb.com ; e-mail: mu-ssirb310@gmail.com

REQUEST FOR PERMISSION TO CONDUCT STUDY

	Faculty of Graduate Studies Mahidol University <i>Wisdom of the Land</i>	25/25 Graduate Studies Building, Salaya, Phuttamonthon Nakhosaphon 73170, Thailand Tel./Fax +66(0) 2441 0177 http://www.grad.mahidol.ac.th E-mail dean@mahidol.ac.th
Ref. No. 0517.02\SL\ 0505		
February 18, 2015		
Subject: Request for permission to conduct interview		
Dear, The Director General, Ministry of Education, Thimphu, Bhutan		
This letter is to certify that MR. PHUB DORJI , student ID no. 5638019 LAAL/M, a M.A. student in APPLIED LINGUISTICS(International Program), Faculty of Liberal Arts, Mahidol University undertaking a thesis entitled "A STUDY OF PRINCIPAL LEADERSHIP AND TEACHER EMPOWERMENT AS PERCEIVED BY ESL TEACHERS IN CENTRAL BHUTAN" Associate Professor Dr.Songsri Soranasataporn is his Major Advisor.		
As part of his thesis project MR. PHUB DORJI will have to collect data and information by the instrument of this study consist of mixed method study: Quantitative data will be gathered using two different questionnaires. Quantitative data will be gathered using structure interview. We would highly appreciate your kind permission to allow his to conduct interview at Trongsa District, Bhutan. The duration of collecting research February 25, 2015 - March 28, 2015 your kind assistance will enable his to accomplish his academic plan, and thus contribute to his educational success.		
Your kind assistance would be great appreciated.		
Yours sincerely,		
		
(Asst. Prof. Dr.Auemphom Mutchirwong) Acting Dean, Faculty of Graduate Studies, Mahidol University.		

APPROVAL LETTER



འབྲུག་རྒྱལ་ཁབ་ཤུགས་རྒྱུ་ལྟུང་གི་ རིམ་ལྗོངས་སློབ་འཁུར་འཛུགས་པུ་ཤིང་།
Department of School Education

Educating
for

GNH



DSE/SLCD/PLG(3)/2015/ 51 55

26/02/15

The DEO
Dzongkhag Administration
Trongsa

Data collection for research

Sir,

Mr. Phub Dorji is undertaking research on the topic " **A Study of Principal Leadership and Teacher Empowerment as Perceived by ESL Teachers in Central Bhutan**" in partial fulfillment of his M.A course in Faculty of Liberal Arts, Mahidol University. The data collection requires the involvement of teachers under your Dzongkhag.

Therefore, you are requested to kindly facilitate Mr. Phub Dorji in his data collection efforts for the above cited research topic.

Yours sincerely,



(Roshan Khewy)
Director General

CC:

1. Mr. Phub Dorji, for information.

APPROVAL LETTER



དཔལ་ལྷན་འབྲུག་གཞུང་།
 རྫོང་ཁག་བདག་སྐྱོང་། ཚོམ་ཅེ་རྫོང་། རྫོང་གསལ།
ROYAL GOVERNMENT OF BHUTAN
DZONGKHAG ADMINISTRATION
Chhoetse-dzong: Trongsa
Education Sector



DAT /EDN/C-27/2014-2015/ 4604

Date: 3/03/2015

The Principals

.....
Trongsa

Data Collection for Research

Sir/Madam,

Mr. Phub Dorji is undertaking research on the topic "A Study of Teacher Leadership and Teacher Empowerment as Perceived by ESL Teachers in Central Bhutan" in partial fulfillment of his MA course, Applied Linguistics in Faculty of Liberal Arts, Mahidol University. The data collection requires the involvement of teachers in your school. Therefore, you are requested to kindly facilitate Mr. Phub Dorji in his data collection efforts for the above cited research topic.

Yours sincerely,

(Kutzing)
Dzongkhag Education Officer
 Dzongkhag Education Office
 Dzongkhag Administration

1. Mr. Phub Dorji for information
2. Office file

CONSENT FORM

ML-SSIRB 03

Form of Informed and Voluntary Consent to Participate in Research

Date...../...../.....

My name is....., aged.....years old, now living at the address
 no..... road/street.....sub-district/tambon.....
 district/angpar.....province..... Postal code.....Tel. No.....

I hereby express my consent to participate as a subject in the research project entitled: **A STUDY OF PRINCIPAL LEADERSHIP AND TEACHER EMPOWERMENT AS PERCEIVED BY ESL TEACHERS IN CENTRAL BHUTAN**

In so doing, I am informed of the research project's origin and purposes; its procedural details to carry out or to be carried out; its expected benefits and risks that may occur to the subjects, including methods to prevent and handle harmful consequences; and remuneration, and expense. I thoroughly read the detailed statements in the information sheet given to the research subjects. I was also given explanations and my questions were answered by the head of the research project.

I therefore consent to:

1. Participate in the questionnaire survey.
2. Participate in the interview study.

(Please check all the options that apply)

On the condition that I have any questions about the research procedures, or on the condition that I suffer from an undesirable side effect from this research, I can contact Mr. Phub Dorji, Mobile no. +975-17659896

On the condition that I am not treated as indicated in the information sheet distributed to the subjects, I can contact the chair of the Committee for Research Ethics (Social Sciences), Mahidol University (ML-SSIRB) at the office of the Committee for Research Ethics (Social Sciences), Mahidol University, Tel. 024419180, Fax 024419180

I am aware of my right to further information concerning benefits and risks from the participation in the research project and my right to withdraw or refrain from the participation anytime without any consequence. I consent to the researchers' use of my private information obtained in this research, but do not consent to an individual disclosure of private information. The information must be presented as part of the research results as a whole.

I thoroughly understand the statements in the information sheet for the research subjects and in this consent form. I hereby give my signature.

Informed Consent form version 6 February 2015



1

MU-SSIRB-03

Signature..... Participants/ Proxy/ Date.....

(.....)

Signature..... Person in Charge of Informing and Requesting a Consent/ Head of

(.....) Research Project/ Date.....

In case that the participant is not literate, the reader of all the statements for the participant is (Mr./Mrs./Ms.....), who gives his/her signature as a witness.

Signature..... Witness/Date.....

(.....)



PARTICIPANT INFORMATION SHEET

Participant Information Sheet

In this document, there may be some statements that you do not understand. Please ask the principal investigator or his/her representative to give you explanations until they are well understood. To help your decision making in participating the research, you may bring this document home to read and consult your relatives, intimates, personal doctor or other doctor.

Title of Research Project: A study of Principal Leadership and Teacher Empowerment as perceived by ESL Teachers in Central Bhutan

Name of Researcher: Phub Dorji

Research Site - Office and its telephone number available for contact both in and out of the office hours

Trongsa Primary School

Trongsa Dzongkhag, Central Bhutan.

Mobile Number: +975-17659896

Source of Fund: Thailand International Development Cooperation Agency, TICA

This research project aims to explore Principal Leadership and Teacher Empowerment as perceived by ESL Teachers in Central Bhutan.

You are invited to take part in this research project because you are English as Second Language (ESL) teacher teaching in Trongsa district, Central Bhutan. As an English teacher, you have the opinion about your principal's leadership skills and teacher empowerment. Your opinion about principal's leadership skills and teacher empowerment will help the researcher to examine the leadership behaviour of principals and identify ESL teacher empowerment as perceived by the ESL teachers in schools of central Bhutan. In addition, it will examine the relationship between principal leadership and teacher empowerment.

There will be 66 teachers taking part in this study including 5 interview participants. The research project will last for nine (09) months (February to October, 2015) with 1 month for data collection (February to March, 2015)

If you decide to participate in the research project, you will go through the following procedures:

If you volunteer, first you will be asked to complete the Leadership Orientation Questionnaire (Bolman & Deal, 1991) and School Participant Empowerment Scale (Short & Risgaard, 1992). This will take about one hour. If you feel uneasy or uncomfortable with any questions in the questionnaire(s), you have the right to not to reply.

If you also volunteer for the structured interview, you will be asked to share your perceptions about principal leadership and teacher empowerment based on 30 interview questions: 12 questions for principal leadership and 18 questions for teacher empowerment. If you feel uneasy or uncomfortable with any interview questions, you have the right to not to reply. The interview will be conducted once only and it will last for about two hours. However, if the information gathered from the interviewee is insufficient or unclear, additional interview with the same interviewee



will be conducted. The entire interview will be tape recorded. The researcher will ask for clarification and accuracy of the information collected individually.

While interviews/questionnaires will be recorded and notes of your answers taken, no record of your name or address will be kept. Information that would make it possible to identify you will never be included in any report.

If you have any queries, or problems related to this research, please contact Mr. Phub Dorji, the researcher, at phone number: +97517659896.

- The participant is not responsible for any expense for participating in this research.
- The researcher will inform the participant immediately if there are any benefits, or risks of the study without concealment.
- All private information of the participant will be kept confidential. However, all relevant information will be reported in the overall results of the study using fictitious names. Individual information is also subject to examination by a group of persons from funding agency, a government agent in charge, or ethics committee, for instance. All the data both in soft and hard (written and recorded) obtained from the participants for this research study will be destroyed completely within one year after completion of my Thesis. Paper records will be shredded and recycled. Records stored on a computer hard drive will be erased. For data stored on USB drives or recorded data on tapes, CDs, or DVDs, the storage devices will be physically destroyed. A record stating what records was destroyed, and when and how it was destroyed will be maintained.
- The participant has the right to withdraw from the project at anytime without prior notice. And the refusal to participate or the withdrawal from the research project will not at all affect the proper service or treatment that he/she will receive.
- On the condition that you are not treated as indicated in this information sheet, you can contact the Chair of Institutional Review Board, Social Science (MU-SSIRB) at the office of the Committee for Research Ethics (Social Sciences), Faculty of Social Sciences and Humanities, Mahidol University, Tel 0 2441 9180, Fax 0 2441 918.

I thoroughly read the details in this document.

Signature..... Participant

(.....)

Date.....



APPENDIX B

LEADERSHIP ORIENTATION QUESTIONNAIRE

Objectives: Bolman and Deals' (1991, 1998, and 2013) Leadership Orientation Questionnaire (LOQ) is adopted for this study to investigate principals' leadership behaviours as perceived by the ESL teachers of central Bhutan.

The questionnaire comprises of four sections. Section One contains questions about leaders' behaviours. Section Two contains Leadership style use questions. **It** requires the respondents to describe the leadership styles of the principal. The third section contains Overall rating, **which** includes two one-item measures—perceived effectiveness as a manager and perceived effectiveness as a leader, comparing the principal to other principals with comparable levels of experiences and responsibilities. The last section contains background information about the respondents.

The responses will be kept confidential and will not have any implication on respondents' personal or professional lives. So, your HONEST ANSWERS will be highly appreciated and valued.

LEADERSHIP ORIENTATIONS (OTHER)

Section One: Leader Behaviors

Please indicate how often each item is true of the person that you are rating by marking (√) against the scale.

Use the following scale in answering each item.

1	2	3	4	5
Strongly disagree		Sometimes		Strongly agree
	Disagree		Agree	

So, you would answer '1' for an item by that is never true of the person you are describing, '2' for one that is occasionally true, '3' for one that is sometimes true, and so on.

Leader Behaviours	(5)	(4)	(3)	(2)	(1)
1. Thinks very clearly and logically.					
2. Shows high levels of support and concern for others.					
3. Shows exceptional ability to mobilize people and resources to get things done.					
4. Inspires others to do their best.					
5. Strongly emphasizes careful planning and clear time lines.					
6. Builds trust through open and collaborative relationships.					
7. Is a very skillful and shrewd negotiator.					

8. Is highly charismatic.					
9. Approaches problems through logical analysis and careful thinking.					
10. Shows high sensitivity and concern for others' needs and feelings.					
11. Is unusually persuasive and influential.					
12. Is an inspiration to others					
13. Develops and implements clear, logical policies and procedures.					
14. Fosters high levels of participation and involvement in decisions.					
15. Anticipates and deals adroitly with organizational conflict.					
16. Is highly imaginative and creative.					
17. Approaches problems with facts and logic.					
18. Is consistently helpful and responsive to others.					
19. Is very effective in getting support from people with influence and power.					
20. Communicates a strong and challenging vision and sense of mission.					
21. Sets specific, measurable goals and holds people accountable for results.					
22. Listens well and is unusually receptive to other people's ideas and input.					
23. Is politically very sensitive and skillful.					
24. Sees beyond current realities to create exciting new opportunities.					
25. Has extraordinary attention to detail.					
26. Gives personal recognition for work well done.					
27. Develops alliances to build a strong base of support.					
28. Generates loyalty and enthusiasm.					
29. Strongly believes in clear structure and a chain of command.					
30. Is a highly participative manager.					
31. Succeeds in the face of conflict and opposition.					
32. Serves as an influential model of organizational aspirations and values.					

Section Two: Leadership Style

This section asks you to describe the leadership style of the person that you are rating. For each item, give the number "4" to the phrase that best describes this person, "3" to the item that is next best, "2" to the phrase that nearly describes this person, and 1" for the item that is least like this person.

Leadership Style	
1. The individual's strongest skills are:	
a. Analytic skills	
b. Interpersonal skills	
c. Political skills	
d. Ability to excite and motivate	
2. The best way to describe this person is:	
a. Technical expert	
b. Good listener	
c. Skilled negotiator	
d. Inspirational leader	
3. What this individual does best is:	
a. Make good decisions	
b. Coach and develop people	
c. Build strong alliances and a power base	
d. Energize and inspire others	
4. What people are most likely to notice about this person is:	
a. Attention to detail	
b. Concern for people	
c. Ability to succeed, in the face of conflict and opposition	
d. Charisma.	
5. This individual's most important leadership trait is:	
a. Clear, logical thinking	
b. Caring and support for others	
c. Toughness and aggressiveness	
d. Imagination and creativity	
6. This person is best described as:	
a. An analyst	
b. A humanist	
c. A politician	
d. A visionary	

Section Three: Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate this person on:

1. Overall effectiveness as a manager.

1 2 3 4 5

2. Overall effectiveness as a leader.

1 2 3 4 5

Section Four: Background Information

The following information will not be provided to the ratee, but will contribute to our efforts to understand how perceptions of leadership styles are influenced by the relationship between rater and ratee.

1. You are: Male () / Female ()
2. Name of the School: _____
3. Type of school you currently work: a. HSS () b. MSS () c. LSS () d. PS () e. ECR ()
4. Which of the following best describes your work relationship with the ratee:
 - a. The ratee is at a higher level in the organization than I am. ()
 - b. The ratee and I are at about the same organizational level. ()
 - c. I am at a higher level in the organization than the ratee. ()
 - d. I am a client or customer of the ratee's organization. ()
 - e. Other. Please specify: _____

APPENDIX C
SCHOOL PARTICIPANT EMPOWERMENT SCALE (SPES)
QUESTIONNAIRE

A study of principal leadership and teacher empowerment as perceived by ESL teachers in central Bhutan

Objectives: The questionnaire is adapted to investigate the ESL teacher empowerment as perceived by the ESL teachers in Central Bhutan. There are 32 items about teacher empowerment in this questionnaire. The instrument requires a strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5) response from participants.

Your responses will be kept confidential and will not have any implication on your personal as well as professional life.

Leader Behaviours	(5)	(4)	(3)	(2)	(1)
1. I am given the responsibility to monitor programs.					
2. I function in a professional environment.					
3. I believe that I have earned respect.					
4. I believe that I am helping kids become independent learners.					
5. I have control over daily schedules.					
6. I believe that I have the ability to get things done.					
7. I make decisions about the implementation of new programs in the school.					
8. I am treated as a professional					
9. I believe that I am very effective					
10. I believe that I am empowering students.					
11. I am able to teach as I choose.					
12. I participate in staff development.					
13. I make decisions about the selection of other teachers for my school.					
14. I have the opportunity for professional growth.					
15. I have the respect of my colleagues.					
16. I feel that I am involved in an important program for children.					

17. I have the freedom to make decisions on what is taught.					
18. I believe that I am having an impact.					
19. I am involved in school budget decisions.					
20. I work at a school where kids come first.					
21. I have the support of my colleagues.					
22. I see students learn.					
23. I make decisions about curriculum.					
24. I am a decision maker.					
25. I am given the opportunity to teach other teachers.					
26. I am given the opportunity to continue learning.					
27. I have a strong knowledge base in the areas in which I teach.					
28. I believe that I have the opportunity to grow by working daily with students.					
29. I perceive that I have the opportunity to influence others.					
30. I can determine my own schedule.					
31. I have the opportunity to collaborate with other teachers in my school.					
32. I perceive that I am making a difference.					
33. Principals, other teachers, and school personnel solicit my advice.					
34. I believe that I am good at what I do.					
35. I can plan my own schedule.					
36. I perceive that I have an impact on other teachers and students.					
37. My advice is solicited by others.					
38. I have the opportunity to teach other teachers about innovative ideas.					

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APPENDIX D

INTERVIEW QUESTIONS

Principal Leadership

1. Structural frame:

1. Does your school have a written management policy, which is understood and shared by all – Principal, teachers, students, and community?
2. What are some of the benefits the school had for having a clear management policy?
3. How far does your Principal approach problems through logical analysis and careful thinking?

2. Human Resource frame:

1. Are you involved in making decisions related to school and curriculum?
2. What are some of the areas that your principal show high levels of support and concern for others?
3. Are there any evidences of your principal giving personal recognition for work well done?

3. Political frame:

1. Did you experience any exceptional ability in your principal in mobilizing people and resources to get things done?
2. How effective is your principal in getting support from people with influence and power?
3. Do the teachers in your school maintain good relation and support each other?

4. Symbolic frame:

1. What are some of your achievements in the school as a result of your principal's inspiration and motivation?
2. Successful schools have professionally trained principals who provides effective leadership skills. In the light of this statement, what traits contribute to the success of a principal in your opinion?
3. In what area is your principal imaginative and creative?

Teacher empowerment**5. Decision Making:**

1. Describe any opportunities for decision making available to you in your school.
2. Are there certain circumstances or issues for which you think the principal need to adopt different decision-making processes? If so, what are they?
3. How do these decision-making processes reflect your principal's leadership style?

6. Professional Development:

1. Does your school have professional development plans and programs in place with evidences of implementation?
2. Do you think you have a strong knowledge base in the areas in which you teach?
 - If yes, how do you help other teachers develop professionally?
 - If no, what are some of the professional development programs that you look forward to developing your subject knowledge?

7. Self-efficacy:

1. In what ways do you influence others? Did that bring positive changes in the lives of teachers and students?
2. Do your Principal, teachers, and school personnel solicit your advice?
3. Describe your relationship with other teachers at your school.
 - a. Are you involved in the selection process?
 - b. Mentoring/Training?
 - c. Is there mutual respect and support?

8. Status:

1. As a teacher, do you feel respected in the school?
2. Does your principal and colleagues show professional respect and appreciation to each other?
3. How do you feel as a teacher in the society?

9. Autonomy:

1. Name some of the things you frequently do in the school at your own risk and initiations.
2. When and how often do you change the topic and objectives of the lessons prescribed in the curriculum or syllabus?
3. Is it common to see the teachers using variety of teaching strategies (role play, dramatization, group works, classroom debates, question-answer techniques, field trips, project works, local wisdom, use of ICT, etc.) appropriate to each subject?

10. Impact:

1. As a teacher do you feel that you have immense influence in the students' lives?
2. Do your teacher colleagues appreciate and respect your work?
3. What makes you feel that you have high or low self-esteem as a teacher in your school?

BIOGRAPHY

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PUBLICATIONS/PRESENTATIONS

Dorji, P. & Soranastaporn, S. (2015). A study of teacher empowerment as perceived by ESL teachers in central Bhutan. *The 6th National Graduate Conference* (NGC 1-2015). Kasetsart University, Thailand.

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