

# Educational Leadership and Management in Higher Secondary Schools: Developing Insight and Skills

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**Abstract:** *Bhutan's educational system is dealing with a number of difficulties. Some of these issues have to do with educational quality, while others have to do with school administration, particularly in terms of leadership development and training programs. In order to overcome these obstacles, the Ministry of Education has developed a long-term plan to restructure the educational system, with a focus on the schools. The burden on school administrators is increasing by these issues. As a result, the caliber of school principals is crucial to these reforms; they must be able to guide the schools through the transformation process. Due to its importance in schools and subsequently in our lives, educational leadership is a topic that receives a lot of attention worldwide. The knowledge and abilities required for effective principals are examined in this study from the perspectives of policymakers and principals working in schools. The National Professional Standards for School Leaders already include the knowledge and skills required of principals, according to interviews with 20 principals and vice principals working under Samtse Dzongkhag, but participants expressed concern about how well these are applied by principals in Bhutanese schools. More significantly, the vast majority of participants agreed that administrators must acquire leadership knowledge and skills in order to deal with a variety of professors, students, and parents.*

**Keywords:** Principals, Vice-Principal, skill, quality education.

## 1. Introduction

Many countries' educational policies have not placed a high premium on school leadership. In many countries, one of the few requirements for becoming a school leader was to be a teacher for a minimum number of years, without any specific kind of training or support beyond that required for teaching. It has only been relatively recently that school management and leadership have begun to be perceived as a different profession than teaching. The demands on schools from our societies and economies have increased, student diversity is higher in classrooms, the pervasiveness of ICTs in daily life is challenging schools' operations and learning, research and evidence of what works is growing, and the government is putting more of an emphasis on education policy reforms that directly affect schools. These various factors have caused school principals' responsibilities to shift from administrative leadership to a focus on student outcomes, from having more autonomy to being held more accountable, and from having increased autonomy to having increased responsibilities for implementing policy reforms in classrooms and schools.

Since successful educational reforms involve strong and effective leadership, good leadership is especially required while schools are undergoing reform (Fullan, 2001; Leithwood et al., 2004; Matthews & Crow, 2003). In order for school leaders to be able to contribute to school reform, this article focuses on the necessity of bridging the gap between real practice and the skill process by the leaders. In order to suggest skill of leaders that can help support the professionalization of school leadership, it builds on research on school leadership that examined practices across educational systems and looked at recent trends.

## 2. Literature Review

There are individuals who advocate for the professional development of school principals since one argument that has always been made for why schools do poorly is that principals lack the necessary skills and training for managing and leading schools. Reitzug (2002) states that there are various ways to pursue professional development, including training, on-the-job training, networking, and attending professional development schools. In order to improve successful teaching and learning, a principal must implement systems for nurturing and developing the potential of educators. Because of this, the growth and improvement of educators' potential should be related to the work they are doing to build students' moral development and appropriate humanization in accordance with national objectives and goals. Tirozzi (2000) notes that methods and policies aimed at enhancing school principals' professional knowledge, skills, and attitudes constitute school principalship development.

According to Reimers (2004), boosting school effectiveness, educational effectiveness, and students' academic success all depend on the knowledge and abilities of school leaders, which can only be done through ongoing professional development. Ng (2001) affirms that principals should have access to training opportunities worldwide so they may carry out their duties to the necessary standard and caliber. According to Raelin (1986), professionals are trained to operate independently and to self-govern their work, and they have a high degree of specialization within their respective fields of expertise.

Day and Sammons' (2013) account are more thorough than the one before it since it identifies more talents in each category. Additionally, Coleman & Glover (2010) concentrate on the competencies related to leadership in education and outline a number of competencies they feel

could be helpful to leaders in their day-to-day job (Communication, Decision-making, Motivation, Delegation, Working with and through teams, Meetings, and finally Managing time and stress). Additionally, school leaders must participate in worldwide networking and programs and receive training in the most recent theories and leadership techniques (NIE-Singapore, 2013). However, school leaders require more than simply talents; they also require understanding of educational leadership and its related subject. This section serves as an example of the higher standard required of leaders. To improve these attributes, organizations need properly train and develop their leaders; this is what the literature review will cover in the following part.

It is customary in several nations that a school principal simply needs prior teaching experience to be a successful administrator. Today, though, this is unacceptable because being a school administrator differs greatly from being a teacher (Bush, 2008; Male, 2006). Bush (2008) noted that leadership takes particular preparation, and that the educational program is making progress in this area (Earley & Bubb, 2007). In many educational systems, preparing school leaders for their duties has taken center stage (Alansary, 2012). Without a recognized master's degree in education administration, it is impossible to be a school principal in nations like Canada and the United States (Bush, 2008). This demonstrates the need of training school leaders: without a good, well-prepared principal, schools cannot achieve excellence.

Different approaches could be used to prepare and develop school leaders. To better understand how leaders evolve, Yukl (2010) developed three distinct approaches: "formal training, development activities, and self-help activities" (p.423). Additionally, Yukl outlines many strategies for training people in these three techniques. The formal training technique, for instance, is connected to "a short workshop at a training center, and a management course at a university" (p.424).

Bush and Jackson (2002) investigated the availability of professional development for seasoned principals while traveling to several leadership centers in seven nations. Additionally, the NCSL is in charge of leadership development programs in England (Bush, 2011), more than 7,000 heads had taken part in these programs (Bush, 2008). There is a 17-week full-time program called "Diploma in Departmental Management (DDM)" in Singapore that aims to improve department heads' capabilities (ibid: 70). These instances not only highlight the need of preparation and development, but they also demonstrate that the established leadership programs offered by professional centers should be in charge of handling school leaders.

### Research Questions

The effectiveness of school principals has a substantial impact on their function as school leaders under Samtse Dzongkhag, as was previously indicated in the literature study. This research tries to get close to school principals to learn from their point of view what they need to be well prepared. School principals need good professional preparation and development to acquire these attributes. As

a result, the following research issues are addressed in this study:

- 1) What qualifications are required of school principals in Samtse Dzongkhag?
- 2) What training programs and opportunities are now available to help future principals develop?
- 3) What education and experience would enable school heads get ready to run public institutions under Samtse Dzongkhag?

### 3. Purpose of the Study

By examining their talents and the insight development and development programs that they have been involved in throughout their careers, this research study intends to analyze the perspectives of intermediate school leaders under Samtse Dzongkhag to discover how their potential may be improved. It also attempts to examine other leader development programs that are already offered in other nations and use them as examples to demonstrate how these programs are structured and created. It is believed that this research will contribute to the investigation of the requirements for leaders to be successful in their schools.

### 4. Significance of the Study

Bhutan's educational system is dealing with a number of difficulties, much like other countries. Some of these issues have to do with educational quality, while others have to do with school administration, particularly in terms of leadership development and training programs. The MOE has developed a long-term plan to restructure the educational system in order to overcome these obstacles, and the Ministry provides the schools primary control over this plan. The burden on school administrators is increased by these issues. As a result, the caliber of school principals is crucial to these reforms; they must be able to guide the schools through the transformation process. The school's vision, according to the principals, needs to be developed independently. Hearing from school leaders about how they prepared for these issues and what they need to do to avoid them is what gives this research its significance. Additionally, the colleges of education in Bhutan, as well as other public and private training institutions with an interest in educational leadership, might all benefit greatly from this research.

### 5. Methodology

The research methodology is covered in this section. It describes the methods used to obtain the data for the study and the approaches that were taken. Additionally, the sampling size and design were examined.

### Research Approaches

According to the discussion above, it was determined that the qualitative approach was appropriate for this study. By studying their knowledge, their emotions, and their experience, I was able to better grasp what school leaders think about their preparation and what attributes they need to lead schools under Samtse Dzongkhag. This technique

helped me achieve the research goals. In addition, focus groups, observations, and interviews are a few examples of data collection methods that use the qualitative approach (Robson, 2011; Neuman, 2006; Bryman, 1988; Have, 2004). Situation and abilities are hidden traits that cannot be examined directly but are estimated through techniques like survey items (Cheema, 2013). According to Usher (2009), employing qualitative methods like semi-structured interviews helps researchers to look at how people think and how those opinions that assist the development of leadership are created. Usher and Pajares (2008) highlighted how Bandura's theory of self-efficacy beliefs being the essential element of human agency is placed in the research of skills and the factors influencing them. In addition, a mixed-methods approach was employed to investigate the aptitude and wisdom of school principals. The study was influenced by the following research inquiries: (1) How much do school leaders think they can manage their school, lead their teachers, and engage their stakeholders? (principal capacity); and 2) How much do principals of schools in Samtse Dzongkhag think that better instructional supports result in better student-centered learning? (effectiveness of instructional supports).

#### Data Collection tools

One of the most important considerations a researcher must make while organizing and planning their research endeavor is which instruments to employ for data collection (Denscombe, 2010). One method of gathering qualitative data is through interviews. Additionally, it is a widely used instrument in educational research, and interviews are becoming a more common method of information gathering for researchers (Holstein & Gubrium, 1995; Robson, 2011). In light of the aforementioned information, a semi-structured interview was employed in this study since it might be the "richest single source of data" (Gillham, 2000: 65). Moreover, the most popular methods in educational research are semi-structured interviews (Wragg, 2012).

By predicting the value of the dependent variable based on the value of one or more independent variables, linear regression assesses the strength of a linear relationship between variables. As a result, whenever an independent variable changes, the dependent variable will also change. In order to develop a predictive model of school leadership for principals of schools under the Samtse Dzongkhag, linear regressions were used to predict the variables influencing principals' perceptions of ability and effectiveness for instructional supports (EIS). For the three elements of stakeholder involvement, instructional leadership, and school management, principals got capacity scores (i. e., average ratings). In a linear regression study to forecast the principals' perceived capacity for the three categories, the scores were the dependent variables. The average rating of questions assessing principals' perceived efficacy of instructional assistance was used to compute each respondent's EIS score. In the regression that was done to forecast EIS, this score served as the dependent variable.

#### Sampling design

One of the most crucial and challenging activities in research is sampling. According to Cohen et al. (2013), the

adequacy of the sampling technique that was employed in the research may have an impact on the quality of a piece of research. The terms "probability sampling" and "nonprobability sampling" are used by academics to describe two distinct types of sampling (Blaikie, 2000; Cohen et al. 2013; Robson, 2011). Depending on the research design, probability or non-probability sampling is used. Since the goal of this approach is to get an in-depth understanding, which is regarded as being more significant than a generalized view, qualitative research typically uses non-probability sampling. Due to time and availability restrictions, among other factors, non-probability sampling was adopted for this study since it would have been challenging to include all school principals. Additionally, non-probability sampling methods include quota sampling, dimensional sampling, purposive sampling, and snowball sampling (Robson, 2011). Purposive sampling and snowball sampling were thus employed to get the information required for this study. The survey was taken from Sindhvud (2009), which was influenced by the works of Tschannen-Moran and Hoy (1996) and Kemmerer (1991). (2001). The poll was created using the methods Tschannen-Moran and Hoy (2001) used to capture the context-specific aspect of principals' perceived effectiveness and competence. Modifications were made for this study to reflect the breadth of the school principal's obligations to connect with parents and the local government. The scales were developed in accordance with Kremmerer's (1990) paradigm for teacher incentives, which indicated that non-financial incentives for increased teacher performance included classroom-based instructional resources, instructional supervision, and training. The survey included a 5-item scale to assess the effectiveness of instructional assistance and a 11-item scale to assess principal capability (Table 1). The 16 items that make up the major capacity scale were subjected to factor analysis, and three factors with eigenvalues above were produced: 1: School administration (items 1–5), and instructional leadership (items 6–16). According to Cronbach's alpha statistics, the internal consistency of the data obtained on principal capacity ( $=.878$ ) and the efficacy of instructional supports ( $=.814$ ) was satisfactory.

#### Sample size

The results of the non-probability approach may not be generalizable and the method may not be representative. The purpose of this research was to "acquire in-depth information from those who are in a position to supply it," not to "generalize conclusions" (Cohen et al., 2013: 157). There is no set size requirement for the sample, although some considerations, such as "time and resource limitation" (Blaikie, 2000: 213) and "fitness of purpose," may serve as limitations on sample size (Cohen et al., 2013: 157). Furthermore, according to Wragg, "a preferable method would be to pick a limited number of persons for extensive interview". In order to respond to the research questions, this study used purposive and random sampling techniques to interview 10 (principals, vice-principal) out of 20 schools leaders.

A scale assessing time spent on instructional leadership and management activities, questions measuring views of teacher capacity, and self-ratings of one's own success as a school principal and job satisfaction were also included in

the survey. The kind of public school, curriculum, proportion of economically disadvantaged pupils, highest level of education acquired, years of teaching experience, years of school principal experience, age, and gender were among the demographic information gathered through the survey. Key traits of the sample's principals were determined by descriptive statistical analysis.

### 6. Result and Discussion

Hallinger and Heck (1996) discovered that when attempts are made to affect internal school procedures, principals can have an impact on student accomplishment. It takes some level of self-efficacy to accomplish this. A principal's ability to structure a course of action in order to achieve the intended result is a judgment of their expertise and understanding (Bandura, 1997). A principal's expectation that their activities will result in desired school-based outcomes is known as outcome expectancy (Bandura, 1982). Individuals may assume that a given course of action would result in specific outcomes, but if they are unsure of their ability to carry out those actions, there may not be any impact on their behavior. This is why skills and insight expectations are distinct (Bandura, 1977). Therefore, the

formulation and effective implementation of functional leadership strategies are influenced by skills and outcome expectations (McCormick, 2001). This study supports Bandura's (1997) theory of reciprocal causality because there is a perceived connection between the performance of the principals and their perception of skill. In light of this comprehension of the literature, the survey was created to gauge the capacity and perceived efficacy of principals. Analysis identified principals' self-assessments of their beliefs and values as potential indicators of their leadership styles.

#### Quantitative Results

80% of the 20 principals that took part in the study were men, and 20% were women. The majority of principals (96%) was over 40, had a master's degree or higher, had taught for at least 16 years, and was employed in institutions that had between 20 and 29% of their student body who identified as disadvantaged or poor. School principals' levels of expertise varied; 32% reported having more than 16 years of experience, 27% had between 6 and 10, and 26% had fewer than 9 years. Seventy-five percent of school principals said they were "fairly effective," and seventy percent said they were happy with their positions.

**Table 1:** Shows a summary of the results of linear regression in predicting principal capacity.

	R	R <sup>2</sup>	df	F (p)
Capacity Score1: School Management	.612	.321	80	5.174 (.000)
Capacity Score 2: Instructional Leadership	.670	.39.4	80	8.497 (.000)

Regression analysis results showing principle capacity for school administration produced a F of 5.174 (p <.05) and a R of .612, as shown in Table 1. The study accounted for 32% of the difference in how capable principals were regarded to be in the classroom in terms of things like providing technology and learning tools. A principal's potential for instructional leadership was predicted by regression analysis, and the results showed a F of 7.293 (p<.05) and a R

of .625.40% of the variation in principals' perceptions of their ability to lead instruction was explained by the analysis. Each major capacity prediction model has statistical significance. However, compared to the models for school administration and parental involvement, the model for instructional leadership explained greater variation.

**Table 2:** Summary of the Predictor Variables for Each Model

Predictor Variable	Capacity Score 1 (School Management)			Capacity Score 2 (Instructional Leadership)		
	Std. B	t	p	Std. B	t	p
Effectiveness of Instructional Support (EIS)	.674	4.34	.020	.544	3.89	.032
Time on Instructional Leadership Tasks (TILT)	-.198	-1.34	.321	-.176	-2.31	.240
Number of Years working as Educator	-.187	-1.71	.063	-.145	-2.13	.253
Number of Years working as School Principal	.349	1.45	.033	.143	2.34	.167
Principal Effectiveness	-.087	-.569	.504	-.028	-.077	.950
Principal Job Satisfaction	.432	4.26	.034	.543	5.43	.022

The primary capacity predictors for each of the two roles are listed in Table 2. Principal EIS, work happiness, years as an educator, and years as a school principal are all statistically significant (p.05) determinants of principal ability for school management, according to regression studies. Principal EIS and work happiness contributed most significantly to

predicting school management ability among these variables. According to Table 2, the principal EIS and work satisfaction were the statistically significant factors that had the most impact on determining the principal's ability to lead instruction and engage parents.



**Table 3:** Summary of Predictor Variables for Principal Effectiveness of Instructional Supports

<i>Independent Variable</i>	<i>Std. B</i>	<i>t</i>	<i>p</i>
Number of Years working as Educator	.303	2.575	.012
Number of Years working as School Principal	-.240	-2.387	.020
Highest level of education	.137	1.329	.188
Time on instructional leadership task	.111	1.015	.313
Principal effectiveness	-.038	-.386	.700
Principal job satisfaction	-.341	-2.873	.005
Teachers make good use of basic resources to teach students	-.038	-.222	.825
Teachers make good use of tech resources to teach students	.181	1.339	.185
I ask teachers for their opinions about admin matters	.035	.262	.779
Teachers keep close contact with parents in the community	.410	2.835	.006
<b>Dependent Variables</b>	<b>R</b>	<b>R<sup>s</sup></b>	<b>Df</b>
EIS Score (N=20)	.542	.378	12

F (p) = 4.124 (.001)

The result of the regression analysis shows that EIS score F of 4.124 ( $p < .001$ ) and R of .542 and the result of the regression of EIS shows 38% of the variation to principals effectiveness to instructional support.

The extent to which principals believe instructional supports are effective is influenced by their job satisfaction, how well they believe their teachers are able to communicate with parents, and how long they have been working as an educator and a school principal, according to the results of a linear regression analysis used to predict EIS. Principal EIS was most significantly predicted by job satisfaction and how principals perceive instructors' ability to sustain communication with parents. The regression's independent variables were shown to be responsible for 38% of the variation in main EIS. As seen in Table 3, the outcomes are valid.

### Qualitative Results

According to principals, teaching today is remarkably similar to how it was during the Soviet era. Student-centered learning is associated with schools addressing students' unique socio-emotional needs as well as academic and extracurricular interests and talents through extracurricular activities outside of the core curriculum. The working definition of student-centered learning in schools under Samtse District is illustrated by the comment that follows.

P1: *"In a similar way to how they educated us, we educate youngsters. I take up the same space in front of the chalkboard as my teacher did. In counting, I follow her lead with the notebooks. I very unintentionally behave in this manner. But with this generation, that is not how things operate. It already has ideas about how the world ought to be organized. There is a mismatch between what students demand and what we can realistically deliver in this situation."* The difficulties they encounter with parents and their degree of involvement in school were brought up by the principals as they talked about including extracurricular activities to support students' needs and talents.

For P 2, *"Building trust requires an open culture where all participants are recognized as unique individuals who are all on the same learning curve and are encouraged to take the lead. We must cultivate an environment at the school where everyone views themselves as learners, values initiative, and is motivated to advance personally."* This goes for both students and adults, according to P2.

According to two of the leaders we spoke with, they could not secure the capacity necessary to successfully navigate the volatility by acting alone:

*"It is possible that teamwork will lead to a positive outcome. Ownership results from sharing it together, not from being run from above. You must genuinely rely on teams to perform well and cooperate with one another when using remote workers (P 3). Even if you might not feel and think the same as the person sitting next to you, we must watch out for everyone. We must carry out this even though you might not be anxious since A, B, and C are, thus we must do it for their benefit. Everyone needs to come along. We had to make sure that nobody got lost (P4).*

However, P5, from the smallest school in our sample, believed that it was crucial to be an inspirational leader who led by example during times of crisis. P6 advised them to take the initiative and lead:

*"Participating actively and assisting everyone else with the other responsibilities. At a small school, I believe it's much easier to fit in with the surrounding neighborhoods."*

However, P7 pointed out that given the breadth and scope of their roles, leaders of larger schools might find such a job to be less relevant. They proposed that in order to make this effort more feasible, leadership should be distributed.

The need to "take decisive action to rectify bad performance" was less important, according to leaders. The priority was everyone's health and the understanding that given the volatility that was now unavoidable, everyone was trying their best. They believed their standard benchmarks had vanished. That it was simply being realistic about the capacities of individuals under the restrictions of their own circumstances.

There was no discussion of observing that performance in any way, as P8 recommended. We were aware of and trusted that they were doing their best, and that was sufficient. That was sufficient enough for me since individuals were turning in quality work, despite their levels of worry, and doing it to the best of their abilities. Managing performance in that situation, I'm afraid, is out the window.

According to P9:

*"It should be proved that principals are capable of organizing internal workshops on educational objectives, educational policies, school culture, teacher professionalism, technology use and instructional design, instructional competencies, and the most recent research on teaching and learning. Both are crucial components in building outstanding schools because a good principal should, in theory, produce good instructors. Thus, being a good principal is a critical professional responsibility."*

P10:

*"Evaluating and enhancing school performance must be covered in seminars and workshops for principals. They must first comprehend the organizational components of the school, then the approaches to improve each component, and ultimately the standards utilized to assess each component. The personnel may react negatively or with resistance if the demand to adapt and improve becomes too great."*

Principals reported that the training they got in school leadership helped them hone their soft skills, especially their listening, assertiveness, and confidence. The majority of the training they got was provided through RGoB-funded education development programs that focused on school management. Principals talked about the following areas that require more training in leadership: clerical, statistical, and decision-making skills; communication and assertiveness skills; and pedagogical skills to enhance student-centered learning. Teachers are trained in student-centered learning, according to principals, but not principals. Principals stated that the training they got as teachers helped them to develop their understanding of student-centered learning and instructional leadership concepts like teacher monitoring and mentorship. Some school leaders revealed that they had written teacher education materials on "child-centric" strategies. Principals indicated a preference for these trainings to be conducted by foreign authorities.

Regression analysis results were trustworthy enough to support inferences about the development of leadership capacity in public schools. Paying attention to how the principals of the public schools under Samtse Dzongkhag perceive the instructional supports at their disposal and how they feel about their jobs will help to influence their sense of capability for instructional leadership. The model predicting instructional leadership ability explained 45% of the variation, indicating that any changes in how well-supported education is perceived and how satisfied employees are with their jobs are related to changes in how well-equipped they feel to lead instruction. Sindhvad (2009) findings are consistent with the idea that self-efficacy is influenced by one's sense of job satisfaction.

Results show that in order to modify how administrators perceive instructional supports, it is particularly important to focus on how principals perceive teachers' ability to sustain communication with parents as well as changes in work satisfaction. Indicating a relationship between changes in these parameters and changes in principals' perceptions of instructional supports, the model that predicted principals'

perceptions of instructional supports explained 42% of the variation.

## 7. Discussion

According to Bandura's (2009) theory, people's perceptions of their own abilities—rather than real knowledge and skills—are what motivate them to meet the objectives they set for themselves. In addition, self-skill is just as crucial to a principal's success as knowledge and abilities are. According to Tschannen-Moran and McMaster (2010), changing people's ability beliefs is not easy because self-skill is a motivational construct linked to persistence, openness to trying new things, and resilience in the face of failure. Contextual elements affect readiness. The authors emphasize the role of individual verbal persuasion and authentic task-specific mastery experiences in boosting self-efficacy beliefs and encouraging the use of new techniques. They claim that the actual test of one's ability can only be experienced in the real world.

The study's findings shed some light on the environment in which Samtse District school principals' function. The demand for elitism on the part of parents and the lack of parental interest in their children's education are two significant contextual factors that have an impact on school leadership. The results also demonstrate that while principals are not trained in parent engagement, their years of experience working within the post-Soviet phenomena of developing parental engagement have aided in their perception of their leadership abilities. To promote and manage parent engagement, formal training or professional development might benefit from administrators' experience obtaining unofficial payments from parents, accommodating their needs, and motivating instructors.

In order to increase student-centered learning, principals need training in pedagogical skills, clerical, statistical, and decision-making abilities, according to interview data. The ability of principals to influence their perception of instructional supports as well as their capacity depends on task-specific mastery experiences in parent involvement, instructional leadership, and school management. The principals under Samtse Dzongkhag would profit from instruction or professional development in methods for empowering teachers to assist with initiatives for parent engagement and control over parent relationships.

## 8. Conclusion

According to the literature on decentralization of education and its impact on school leadership, there is often a dearth of instructional leadership despite the fact that it is characterized as being flexible to meet specific school needs (Chapman 2000; Hallinger 2010). Participating principals of schools under Samtse District expressed confidence in their leadership abilities. This should be taken into consideration with some caution, as the study's findings show that any potential for instructional leadership is likely restricted to extracurricular enrichment. Because academic learning still adheres to the Finland model of didactic instruction, school administrators are unlikely to promote student-centered classroom instruction. Additional study is needed to

comprehend how instructional leadership techniques like instructional supervision and teacher mentorship work and how education for extracurricular enrichment is student-centered in schools under Samtse Dzongkhag.

A sizeable portion is made up of parents' voluntary contributions and RGoB funding for all public schools. For public schools to follow the new development trend and provide extracurricular enrichment to assist pupils fulfill their potential outside of the classroom, these payments come with a volunteer commitment. To meet this demand, school principals and their teachers are faced with a problem. Parental involvement can have an impact on a principal's view of their potential for instructional leadership, school management, and parental engagement. Although a sizable portion of principals in this study said they were happy with their jobs and thought they had a lot of influence over each of the parent engagement responsibilities, more research is necessary to understand other factors influencing parent engagement capacity that may have an impact on other areas of school leadership.

How principals view instructional assistance is another aspect that has an impact on their perception of their potential for school leadership. If principals believe their teachers are capable of engaging parents, they may offer classroom materials and learning aids or use teacher support techniques like classroom inspections and mentorship. The distributed leadership function of parent engagement. Another aspect of principals' jobs that influences their impression of their capacity for school leadership is their interactions with teachers.

In this country (and most others), professional development frequently takes a one-size-fits-all approach without taking into account contextual elements that influence principals' decision-making processes, particularly in terms of instructional leadership. This study contributes to the literature on school leadership in post-Soviet countries by identifying important contextual factors that should be taken into account in the design of any training or professional development for school principals. It does this by examining principals' sense of self-efficacy for key functions of instructional leadership.

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