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The significant problems we face cannot be solved at the same level of thinking we were at when we created them

(*Albert Einstein*)

Editorial

It is inspiring to note that research and publication culture in the Bhutanese education system is taking firm root. While it is an encouraging development, we should not forget that we also need to have competent research consumers in our system. It is fundamental that research products are meaningfully consumed. Today in this 21st Century much emphasis is being placed on teaching and learning that is informed by research. In the developed countries, research is also considered to be the driving force for policies. So it is significant that teaching and learning and implementation of any new policies must be informed by research rather than by one's ideology.

Therefore, on behalf of all the present and future researchers within the education family, we at the CERD urge all relevant stakeholders to make good use of the research findings for the benefit of the entire nation. At CERD we are fully committed to further enhancing our research and publication culture through the organisation of workshops and seminars, and by providing an outlet for publication of research papers, reflections, views and issues related to education.

This is the 13th volume of RABSEL and having journeyed thus far, we are pleased that RABSEL has in its own small ways helped educators understand and apply the concepts of educational research in improving their practices. Each volume of the journal emphasised the importance of scientific research in designing improvements in the educational setting.

The 13th volume of *RABSEL* addresses some of the crucial issues concerning education in Bhutan. The first article by Dorji Thinley, *The document research: A description of procedures for gathering and analysing mute evidence*, describes the main aspects of documentary research to show its complexity and how, in fact, it can be a process of exploring primary sources of data in research.

The effect of principal leadership behaviours on student performance by Kencho Lham is a study which reveals to the extent that the principals of Bhutan practice the 21 leadership responsibilities/practices identified by Tim Waters, Marzano and McNulty in their meta-analysis of principal leadership and student achievement. It also examines the relationship between principal leadership behaviours and student performance in the Bhutanese schools.

A simple scaffold for researching by Tshering Wangmo attempts to portray the understanding of what research is and what its purposes are, through the explanation of various definitions. It uses an example of an earlier field study to explain and

substantiate the nine main stages of conducting research. Some of the key terms which continually appear in the process of a research are also described in the course of the discussion. Thus, providing a comprehensive scaffold for novice researchers.

Globalisation is a reality and sustainable educational change an imperative: A personal perspective by Chenchu Lhamu highlights some of the issues confronting education in Bhutan and a need to set up a target for further improvement and development.

Karma Dorji with wide-ranging experiences as a teacher, principal, curriculum officer and a school monitor shares his *reflections on teacher morale in Bhutan*. He emphasises the need to strengthen the morale of teachers to help uplift the standards and quality of education in Bhutan. The paper defines morale and discusses why teachers' morale is important. He also addresses how the morale of teachers can be replenished or diminished.

A study of motivational level in Bhutanese teachers by Kuenga Dorji focuses on the satisfaction level of the Bhutanese teachers with respect to their age, qualification and place of work. The study encompasses eight of the many factors of motivation.

A brief position paper by Robin Kumar Dahal claims that *teachers are the first nation builders*. This paper discusses the multi-faceted role of educators in the society. It highlights how educators play a role in shaping each individual's life which in turn contributes to the success of the country.

With deep appreciation, we would like to thank all our contributors and readers for their continued interest and support. We will strive to continue to make RABSEL an important forum for sharing research, visions, ideas and convictions that will take education forward in Bhutan.

We are happy to inform all our contributors and readers that we have formed an editorial team including external editors from other universities abroad. We have also included the manuscript guidelines in this volume and, therefore, we request all future papers to be submitted following this guidelines.

Tashi Delek

**Dean
Research and Industrial Linkages**

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Document Research

A Description of Procedures for Gathering and Analysing Mute Evidence

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Abstract

Although document study is a widely employed research method, it is not as much written about in methodological literature as it perhaps should, given its usefulness as a powerful means of gathering quantitative as well as qualitative data. Some scholars choose to look at documentary research as simply exploring secondary sources of data, while questionnaires, interviews, observations, and other conventional methods are recognised as the primary sources (see for example, Wellington, 2006, p. 109). In this paper, I describe the main aspects of documentary research to show how complex it is and how, in fact, it can be a process of exploring primary sources of data. In doing so, I draw upon a number of scholarly works on documentary research, particularly in the educational context. Based on ideas borrowed from these works, the paper describes eight different aspects of document study, namely - considering a useful framework for interrogating documents, identifying and classifying documents, following ethically sound procedures for accessing documents, assessing the quality of documents, and searching for meaning. The paper presents a brief description of two popularly employed methods of constructing meaning in document research, namely thematic analysis and content analysis. The paper then states very briefly the limitations of document research. To place the discussion in context, I refer to the secondary English curriculum and the infusion of Gross National Happiness (GNH) values and principles in it as an example. The paper concludes that documents can also be the central focus of research, and not merely used in conjunction with other sources of data such as interviews, surveys, or observations.

Introduction

Generally ‘documents’ in educational research represent public and private documents (Creswell, 2008, p. 231; Kellehear 1993, p. 51-59; Koshy, 2005, p. 96; Wellington, 2006, p. 112) available or distributed in paper or electronic forms, or in the form of tapes or disks (Wellington, 2006, p. 110). In educational research, public documents include policy documents, curriculum documents, syllabuses, examination papers, schemes of work, lesson plans, inspectors’ reports, newsletters, government papers, circulars, annual reports, minutes of meetings, assignment sheets, and samples of children’s written work (Bennett, 2005; p. 58; Creswell 2008, p. 23; Elliott, 2001, p. 78; Wellington 2006, p. 108-110). A researcher interrogating documents will find these definitions a useful framework for preparing a list of relevant documents for a particular study.

As a record of “objectives and policies which are not easily communicated” (Koshy, 2005, p. 96), documents provide valuable information that may normally be difficult to obtain through surveys or interviews. Also, as an “unobtrusive” (Babbie, 2004; Glesne, 1999; Kellehear, 1993; Marshall, 1999) or “nonreactive measure” (Babbie 2004) of social phenomenon, documentary study is considered important because it provides information “not available in spoken form, and because texts endure and thus give historical insight” (Hodder 2000, p. 704). Thus, used in conjunction with other methods employed in a study, documentary analysis helps to complement, elaborate or challenge “portrayals and perceptions” (Glesne, 1999, p. 59) that emerge from questionnaires, interviews and field notes. Furthermore, as Glesne (1999, p. 58) puts it, “Documents corroborate your observations and interviews and thus make your findings more trustworthy. Beyond corroboration, they may raise questions about your hunches and thereby shape new directions for observations and interviews”.

Documents, like “other unobtrusive measures provide both historical and contextual dimensions to your observations and interviews” and enables the researcher to enrich data as heard or observed by “supporting, expanding, and challenging your portrayals and perceptions” (Glesne, 1999, p. 59). It is important that the information gathered from ‘written record’ or ‘existing sources’ (Kellehear, 1993) provides the researcher useful insights into the problems and issues raised by the research questions. In short, the study of documents can provide a “useful background and context for the project” and help to draw meaningful comparisons, for instance, between what was claimed in policy language and “what has happened in practice” (Koshy, 2005, p. 96) within teaching and learning experiences.

Framework for Gathering and Analysing Documentary Evidence

In order to gather data that answers the research questions, it is important that the data gathering and analysis processes are supported by a useful framework. Following Aminzade and Laslett's (as cited in Babbie, 2004, p. 336), Creswell (2008, 231), Elliott (2001, p. 78), Gillham (2005, p. 42-44), Kellehear (1993, p. 52), and Wellington (2006, p. 108-112), a framework may be used to identify and classify key documents, employ ethically sound procedures for accessing the documents, assess their quality, and search for meanings and interpret them. Such a framework can provide the researcher broad guidelines for systematically interrogating the documents for a study, like the following:

- Identify the documents that can provide useful information to answer the research questions
- Consider both public and private documents as sources of information
- After confirming the degree of access or openness, seek permission for use of documents
- Assess the documents for accuracy and completeness in answering the research questions
- Gather information from the documents
- Look for emergent themes in the information gathered and what questions they help to answer
- Interrogate their context and biases or vested interests
- Draw broad generalizations from the emergent themes.

Identifying and Classifying Documents

Table 1 (next page) presents a typical example of a typology of documents that a researcher may gather and analyse. Building a typology is necessary (Elliott, 2001, p. 231-233) if, for example, the researcher is interested to study educational policy, pedagogy and practice and see how the values and principles of Gross National Happiness are particularly captured in these documents. Being clear about the 'document type' will help the researcher to avoid collecting documents that would not yield useful and relevant information. Furthermore, the typology will help the researcher to avoid the temptation to pick and choose only documents of one's choice, which could affect the quality of data. As Koshy (2005, p. 96) says, "Personal choices may affect the type of documents collected". Identifying the 'authorship' of the public documents will enable the researcher to focus on the key documents that in the researcher's view represent the perceptions and views of the stakeholders, namely policy planners, administrators, and curriculum developers. Equally important, it helps the researcher to "Identify the types of documents that can provide useful

information to answer your qualitative research questions” (Creswell, 2008, p. 231). The typology in Table 1 (shown as an example) indicates the document type, authorship, period the documents cover, the degree of access, and the intended data analysis techniques.

Table 1 Typology of Documents

Document type	Authorship	Period Covered	Degree of Access	Data Analysis Technique
Policies	Royal Government of Bhutan; Ministry of Education (MOE)	2002-2006	Published and available free in print and online	Thematic analysis
Minutes & Recommendations	MOE	2000-2007	Published and available free in print and online	Thematic analysis
Curriculum Documents	CAPSD, MOE	1996-2005	Published and available in offices and libraries	Thematic analysis
Syllabuses	CAPSD, MOE	1996-2003	Published and available in offices and libraries	●Thematic analysis ●Content analysis
Public Exam Papers	Bhutan Board of Examinations, MOE	2003-2007	Published and available at BBED as well as online	Content analysis
Education Monitoring Officers’ Reports	Education Monitoring and Support Division, MOE	2004-2007	Published and available upon request at EMSD	Thematic analysis

Adapted from Elliott (2001, p. 78); Wellington (2006, pp. 111-112)

Periodicity of Documents

Hodder (2000, p.) believes that written documents as “mute evidence”, “unlike the spoken word, endures physically and thus can be separated across space and time from its author, producer or user”. For example, if a researcher is interested to explore the presence of GNH values and principles in the secondary English curricula for schools in Bhutan, then data may be gathered from both the old and new curricula. The ‘old curriculum’ in this context would refer to the secondary English curricula for grades 7 to 12 that were taught until 2005 and were replaced by revised ones beginning 2006. Glesne (1999, p. 58) says, “Documents and other unobtrusive measures provide both historical and contextual dimensions to your observations and interviews”. The periodicity of documents is important because change in views, perceptions and stances

may be captured from the ways these are stated in the documents at various points in time. A comparative analysis of documents across time would provide useful perspectives on policy shifts in relation to the English curriculum, particularly in relation to the infusion of GNH values and principles.

Procedures for Collecting Documents

A few specific guidelines must be followed in accessing documents so that the steps and procedures involved are ethically sound. As indicated in Table 1, confirming the degree of access or “openness” (Wellington, 2006) is an important and necessary step in accessing documents. Openness, as Wellington (2006, p. 111-112) explains, “ranges from closed or restricted access to openly published documents and, at the upper end, documents which are not only public but also freely distributed to all”. Think of a useful example. Are the government policy documents ‘2020: A Vision for Peace, Prosperity and Happiness’ (1999) and ‘Education Sector Strategy: Realizing Vision 2020: Policy and Strategy’ (2003) ‘closed’, ‘restricted’ or ‘openly published’ in terms of access?

Referring to the typology in Table 1 again, the researcher may come to learn that the first two categories — policy documents, and minutes and recommendations of annual education conferences may be openly published on the websites of concerned government agencies (e.g. Ministry of Education). Similarly, curriculum and syllabus documents may also be openly published and available in schools, colleges of education, and the Curriculum and Professional Support Division (CAPSD) library. The researcher may need to be aware that although access is not ‘closed’ or ‘restricted’, library procedures must be followed to collect these documents for an intended study. If the documents can be obtained from offices, then verbal requests must be made and the purpose for gathering the documents must be explained.

Assessing the Quality of Documents

It is important to consider the quality of the documents to be studied so that the information gathered is trustworthy and representative of the views and perceptions of policy planners, administrators, and curriculum developers. Scott (as cited in Wellington, 2006, p. 114-115) suggests four criteria for evaluating the quality of documents:

- **Authenticity:** Is the evidence genuine and of unquestionable origin?
- **Credibility:** is the evidence sincere, undistorted, worthwhile and accurate?
- **Representativeness:** Is the evidence typical of its kind or is it generalisable?
- **Meaning:** What is it and what does it tell? Is it told clearly and comprehensibly?

Aminzade and Laslett (as cited in Babbie, 2005, p. 336), emphasise the need to “assess the evidentiary status of different types of documents, and to determine the range of permissible inferences and interpretations”. Assuming that the six document types in Table 1 are going to be examined for evidence of GNH values and principles, the documents will then need to be viewed against these criteria and attempt must be made to ensure that the evidences, views and perceptions presented in them are trustworthy and reliable. It then becomes important that the documents listed are collected from their original sources, namely the respective agencies in the Ministry of Education. Using these criteria will help the researcher to ensure that the themes that emerge from the documents generally represent the firsthand, original voices of policy planners and curriculum developers. So, no works of commentary or interpretation of these texts will be of much value.

Searching for Meaning

Documents, whether in the form of statistics or summary information have “usually nothing to do with research *per se*” but they can “provide a dimension that you could not hope to create for yourself” (Gillham, 2005, p. 43-44). As well, it is important to be aware that although documents are not designed to answer research questions, yet useful findings can emerge from the researcher’s “painstaking analysis” and efforts to “extract answers of value” to the study (Gillham, 2005). The study of documents must then start from the premise that a text or document would not yield objective truth or have “a single ‘objective’ inner, essential meaning” and that its meaning “depends on the intentions of the author(s) and the perspectives of the reader” (Wellington 2006, p. 115). So, as Scott (in Wellington, 2006, p. 115) points out, the documents must be viewed as “socially situated products”.

Themes Identification

The sheer diversity documents can overwhelm the researcher to the extent that s/he will face the danger of being lost in a sea of textual information and not being able to make sense of it. So, extracting data of relevance to the research

questions is useful. ‘Relevance’, as Gillham (2005, p. 44) says, “comes from weighing and assessing and selecting the evidence that does have a bearing on the research issues”. Furthermore, Wellington (2006, p. 115) says:

Documentary research starts from the premiss that no document should be accepted at face value, but equally that no amount of analysis will discover or decode a hidden, essentialist meaning. The key activity is one of interpretation rather than a search for, or discovery of, some kind of Holy Grail.

As Wellington (2006, p. 15) remarks, “To search for a single, objective, essential meaning is to search for a chimera”. Meanings can be explored in the documentary data using thematic and content analysis techniques, which are described briefly below. For thematic analysis, significant statements about GNH may be highlighted and gathered together to decipher patterns. Also, analysis will entail looking for meanings through “Literal understanding” (denotation) as well as “Interpretative understanding” (connotation) of documents (Wellington, 2006, p. 116). While denotation of the text involves understanding the “literal or surface meaning of words, terms, and phrases”, connotation involves “deeper understanding and interpretation of the document” (Wellington, 2006, p. 116). The process of exploring themes in the documents in relation to GNH, understood literally or interpretively, may be guided by a simple and useful framework based on four relevant aspects of document study that Usher and Edwards (1994) and Usher (1996, as cited in Wellington, 2006, p. 116-117) and Wellington (2006, p. 116-117) suggest. These are:

- Authorship:** Who wrote it? What are their positions and their bias?
- Audience:** Who was it written for? What assumptions does it make, including assumptions about its audience?
- Context/frame of reference:** When was it written? What came before it (pre-text) and after it? How does it relate to previous documents and later ones (inter-text)? What is beneath the text (sub-text)?
- Content:** Which words, terms or buzzwords are commonly used? Can their frequency be analysed quantitatively (content analysis)? What rhetoric is used? Are values conveyed, explicitly or implicitly? What metaphors and analogies does it contain? What is not in it?

Analysis

Meanings can also be explored in documentary study using content analysis

technique. Content analysis, Babbie (2004, p. 314) says, is “the study of recorded human communications” which include, among others, forms such as “books, magazines, Web pages, poems, newspapers ... speeches, letters, email messages ...”. Minichiello et al. (2008, p. 328) call it “A research method applied to texts for purposes of identifying specific characteristics or themes”.

Content analysis of documents may be guided by a simple conceptual framework. First, a distinction may be made between the positivist and interpretive or inductive approach to content analysis. Quantitative or positivist researchers employing content analysis would, as Kellehear (1993, p. 33-34) says, normally develop thematic categories “prior to searching for them in the data” and “Frequently, the category is quantified, that is, the number of times it occurs is counted”. Conversely, in a qualitative, interpretive study, since the approach is inductive, categories can be searched in the data which show evidences of GNH values and principles in the secondary English curriculum.

Second, within the interpretive paradigm, to gather data that answer the research questions for document study, it is important to employ an appropriate sampling technique. Since there are numerous sampling techniques available to the researcher, it is important to decide on a sampling design that is “appropriate to the research question” (Babbie, 2004).

Third, since content analysis, as in thematic analysis, is “essentially a coding operation”, it is important to determine the units of analysis that “we make descriptive or explanatory statements about” (Babbie, 2004, p. 315). Berg (1989, as cited in Babbie, 2004, p. 315) says, “even if you plan to analyse some body of textual materials, the units of analysis might be words, themes, characters, paragraphs, items (such as a book or letter), concepts, semantics, or combinations of these”. To make the coding process focussed and meaningful, appropriate units of analysis must be identified. Units of analysis may be in the form of words, phrases, themes, paragraphs, concepts, metaphors, analogies, rhetorical statements, values, attitudes related to GNH values and principles, as conveyed explicitly or implicitly in the documents interrogated. Furthermore, to narrow the area for exploring the units of analysis and avoid waste of time looking at all places of a document, relevant aspects of a document will need to be identified — such as *prefaces, introductions, forewords, relevant pages, chapters sections and subsections, paragraphs, conclusions, and significant quotes*.

Fourth, the coding process has to be clear. Following Babbie (2004, p. 318-

319), the units of analyses may be coded at two levels, namely “manifest content - the visible, surface content of a communication” expressed in concrete terms, and “latent content” – the “underlying meaning of communications” (Babbie, 2004, p. 319).

Representation of Data

In presenting information from the interrogated documents, it is important to consider the ethical implications of doing so. Kellehear (1993, p. 71) cautions, “Do not think that simply because you are dealing with books or statistics that people are not affected by your presence or by what you subsequently write”. So, care must be taken not to misinterpret or misrepresent views, perceptions and information.

Limitations of Document Study

Although none of the documents a researcher collects may be “closed” or “restricted” (Wellington, 2006), document study as a method is not without limitations. As Koshy (2005) says, documents can throw up large amounts of data analysing which could be difficult. In fact, the researcher could encounter “Possible difficulties with developing frameworks for the analysis of very diverse sources of data” (Bennett, 2005, p. 58). But following some of the steps described here may be a useful beginning.

Conclusion

Document study as a research method seems at the moment to find little space in methodological discourses. This is so in spite of the fact that written texts provide very powerful sources of both interpretive and statistically analysable data for researchers. The forgoing descriptions suggest that documentary research involves complex methodological procedures and careful consideration of ethical issues. If this be so, then as a research method it must have sound epistemological and theoretical bases. Surely, for inductive, interpretive studies with a phenomenological goal of understanding social reality, document study does seem like a research method one can rely on.

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The Effect of Principal Leadership Behaviours on Student Performance in the Bhutanese Context

Kencho Lham, Principal
Wangchhu MSS, Chukha

Abstract

This study was carried out based on Waters et al's Principal Leadership behaviours on student performance and Zheng's common dimensions which influences Principal leadership behaviours. The study of Waters et al. has included sample of 69 studies involving 2,802 schools, approximately 1.4 million students, and 14,000 teachers in the meta-analysis and they claimed to represent the largest ever used data set of Principals, teachers, and student achievement scores for examination of research on school level leadership practices. Zheng's common dimensions showed the factors which influence the leadership behaviours of the Principal.

Questionnaire on Principal leadership responsibilities/practices were framed and administered to teachers and Principals of 11 higher secondary schools in Bhutan in which information on Principal leadership behaviours, common dimensions of the Principals and statistical data of student performance in various subjects and parental background were collected from those schools. In each school 10 teachers teaching class XI and XII were randomly picked to answer the questionnaire consisting of 70 items to find out teachers' view on the Principal leadership behaviours. The Principal too was administered the questionnaire to reflect onto oneself. Finding in Bhutan revealed that of the 53 Principal Leadership responsibilities/practices used for computation; 9 practices are rated as strongly prevailing, 3 Principal leadership responsibilities and 6 practices are rated as moderately prevailing, 3 Principal leadership responsibilities and 11 practices are rated to have very low prevalence (positive but low correlation), 1 Principal leadership responsibility and 3 practices are rated as not prevailing (very low correlation), 2 Principal practices showed very high negative correlation (Principals & teachers did not agree on the practice), Principals and teachers could not agree upon 12 Principal leadership practices as visible or not visible and the other 3 Principal leadership practices do not exist in those 11 schools.

Furthermore, the Principals of the 11 schools were administered questionnaire on the 14 common dimensions namely; age, gender, qualification, in-service

training, management training, Principal-ship, teaching experience, administrative experience, department head experience, assistant Principal-ship, Vice Principal-ship, counselor-ship, the number of students in the school and the location of the school.

The findings showed positive correlation of the Principal leadership behaviours with age, qualification, management training, number of years served as principal, administrative experience, subject department head experience, number of years served as Assistant Principal and Vice Principal, being a counselor, and number of students in the school. Gender, and in-service training, showed more of negative correlation and the location of the school showed negative correlation with all the 18 Principal leadership behaviours.

Finding too revealed that the practices of the Principal Leadership behaviours do have positive impact on the learning gain of the students. It is interesting to see that the literature research is true in our Bhutanese context; the 11 schools differed from each other in their Learning Gain. Some schools showed better gain in learning than the others and some schools showed more of negative learning gain. The learning gain too varies very much across subjects and across schools. Among the schools in the survey, school 11 has performed the best having positive learning gain for all the subjects.

Introduction

The review of related literature indicate that there are schools that were successful in educating all students regardless of their social and economic status or family background and correlates connected to successful effective schools are; strong instructional leadership, a strong sense of mission, demonstrated effective instructional behaviours, held high expectations for all students, practiced frequent monitoring of student achievement, parental involvement, operated in a safe and orderly manner. Lezotte one of the researchers maintained that “the extent to which the correlates are in place in a school has a dramatic positive effect on student achievement” (p.4). Furthermore it points out that Principal leadership determines the extent of the correlates in place. Personally I too feel that we may have a most fabulous curriculum, wonderful facilities, motivated students and wise policies but these all boil down to what the teachers make of them and acts on them and what teachers do mainly depends on the Principal leadership behaviours in the school. The Principal is the person who guides the teachers in the fulfillment of the vision and mission of the system, in making the school function optimally. In other words, an education system without Principals having leadership qualities will

be a big disaster. The thesis is very much connected to Quality of Education. Principal is like the heart and soul of the school. For a school to function optimally there must be proactive Principal. He/she must imbibe life in every activity carried out in the school.

A brief overview of the thesis and research questions

Review of existing literature shows that past research on effective schools unanimously indicate that school leadership of the Principal definitely affects the achievement of students. Literature researches thus helped me to believe in the findings of the West and gave me an insight to see whether those findings are prevailing in our own country. Amongst the findings the meta-analysis of Waters, Marzano and McNulty (2004) on the effects of principal leadership on student achievement caught hold of my attention. In their study they reviewed more than 5,000 studies published from the early 1970s professed to have examined the effects of leadership. The meta-analysis finding of Waters et al. identified 66 leadership practices embedded in 21 leadership responsibilities, each with statistical significant relationships to student achievement. Furthermore, the Far West Laboratory model of instructional leadership of Bossert, Dwyer, Rowan and Lee, (1983) in Henry Zheng (1996) asserted that the principal's managerial practices is influenced by a range of environmental factors, starting with their own personal characteristics. The environmental factors such as the socio-economic conditions of the local communities and personal characteristics such as the principal's work experience, education and training; their gender, race and age also influences the principal leadership (p.10). Thus, Waters et al. and Zheng's finding predominated my thought process as I felt their findings are very essential in any education system be it in Bhutan or anywhere else in the world and came up with the following research questions;

1. To what extent do the Principals of Bhutan practice the 21 responsibilities identified by Waters, Marzano and McNulty in their largest meta-analysis of Principal leadership and student achievement?
2. Is there a relationship between Principal leadership behaviours and student performance in the Bhutanese context?
3. Is there a relationship between the common dimensions (personal attributes, Education and training, professional experience, school physical environment) and Principal leadership behaviours in the Bhutanese context?

4. Is the learning gain same for the students in all the schools?
5. Does school make a difference in student performance?

Questionnaires were designed for teachers and Principals based on the practices and responsibilities of Waters et al. and Henry Zheng's common dimensions. The research was carried out on 11 higher secondary schools in Bhutan. Survey is carried out in collecting information on Principal leadership behaviors and common dimensions of the Principals and statistical data of student performance in various subjects and parent background was collected from those schools. In each school randomly picked 10 teachers teaching class XI and XII answered the questionnaire consisting of 70 items to find out teachers' views on the Principal leadership behaviours. The Principal was administered the questionnaire on common dimensions and also the teacher questionnaire to reflect onto oneself. It took me over a month to carry out the survey and for the collection of data. The analysis of the data collected has carried out by using a programme called Software Packages for Social Sciences.

Literature on which the study was based

Waters et al. had included a sample of 69 studies involving 2,802 schools, approximately 1.4 million students, and 14,000 teachers in the meta-analysis and they claimed to represent the largest ever used data set of principals, teachers, and student achievement scores for examination of research on school level leadership practices.

The meta-analysis is shown in the subsequent pages as table 2(a), 2(b) and 2(c) indicating correlations with the responsibilities and practices of Principal leadership.

The principal leadership responsibilities and practices of Tim Waters et al.

Table 2(a)

Responsibilities	Definition The extent to which a principal.....	Avg. r	Practices associated with responsibilities
1.Culture	...foster shared belief and a sense of community and cooperation .	.29	1.promotes cooperation among staff 2. promotes a sense of well-being 3. promotes cohesion among staff 4. develops an understanding of purpose 5. Develops a shared vision of what the school could be like
2.Order	....establishes a set of operating procedures and routines	.26	6. provides and enforces clear structure, rules and procedure for students 7. provides and enforces clear structure, rules, and procedures for staff 8.establishes routine regarding the running of the school that staff understand and follow
3.Discipline	..protects teachers from issues & influences that would distract from their teaching time or focus	.24	9.Protects instructional time from interruptions 10. protects /shelters teachers from distractions
4.Resources	...provides teachers with materials & professional development necessary for the successful execution of their jobs	.26	11.ensure teachers have necessary materials & equipment 12. Ensure teachers have necessary staff development opportunities that directly enhance their teaching
5.Curriculum, Instruction & Assessment	...is directly involved in the design & implementation of curriculum, instruction and assessment practices	.16	13. is involved necessary staff lived in helping teachers design curriculum activities 14. is involved with teachers to address instructional issues in the classroom 15. isinvolved with teachers to address assessment issues
6.Focus	...establishes clear goals & keeps those goals in the forefront of the school's attention	.24	16.establishes high, concrete goals & expectations that all students meet them 17.establishes concrete goals for all curriculum, instruction, & assessment 18.Establishes concrete goals for the general functioning of the school 19.continually keep attention on established goals

Table 2(b)

Responsibilities	Definition The extent to which a principal.....	Avg. r	Practices associated with responsibilities
7.Knowledge of curriculum, instruction, assessment	...is knowledgeable about current curriculum, instruction,& assessment practices	.24	20.is knowledgeable about instructional practices 21.is knowledgeable about assessment practices 22.provides conceptual guidance for teachers regarding effective classroom practice
8.Visibility	....has quality contact & interaction with teachers and students	.16	23.makes systematic frequent visits to classrooms 24.maintains high visibility around the school 25.Has frequent contact with students
9.Contingent rewards	...recognizes and reward individual accomplishments	.15	26.recognizes individuals who excel 27.uses performance versus seniority as the primary criterion for reward & advancement 28.uses hard work &results as the basis for reward & recognition
10.Communication	...establishes strong lines of communication with teachers and among students	.23	29.is easily accessible to teachers 30.develops effective means for teachers to communicate with one another 31.maintain open and effective lines of communication with staff
11.Outreach	...is an advocate and spokesperson for the school to all stakeholders	.28	32.assures that the school is in compliance with district and state mandates 33.advocates on behalf of the school in the community 34.advocates for the school with parents 35.ensures that the central office is aware of the school's accomplishments

12.Input	...involves teachers in the design & implementations of important decisions and policies	.30	36.Provides opportunity for input in all important decisions 37.provides opportunities for staff to be involved in developing school policies 38.uses leadership team in decision making
13.Affirmation	...recognizes & celebrates school accomplishments and acknowledges failures	.25	39.systematically & fairly recognizes and celebrates accomplishments of teachers 40.systematically recognizes and celebrates accomplishments of students 41.systematically acknowledges failures and celebrates accomplishments of the school
14.Relationship	...demonstrates an awareness of the personal aspects of teachers and staff	.19	42.Remains aware of personal needs of teachers 43.maintains personal relationships with teachers 44.is informed about significant personal issues within the lives of staff members 45. Acknowledges significant events in the lives of staff members
15.Change agen	....is willing to and actively challenges the status quo	.30	46.Consciously challenges the status quo 47.is comfortable with leading change initiatives with uncertain outcomes 48.systematically considers new and better ways of doing things

Table 2(c)

Responsibilities	Definition The extent to which a principal.....	Avg. r	Practices associated with responsibilities
16.Optimizer	..inspires and leads new and challenging innovations	.20	49.-inspires teachers to accomplish things that might seem beyond their grasp 50.portrays a positive attitude about the ability of staff to accomplish substantial things 51.Is a driving force behind major initiatives
17.Ideals/beliefs	...communicates and operates from strong ideals and beliefs about schooling	.25	52.holds strong professional beliefs about schools, teaching, & learning 53.shares beliefs about schools, teaching & learning with the staff 54.demonstrates behavior that are consistent with the beliefs
18.Monitors/ evaluates	..monitors the effectiveness of school practices & their impact on student learning	28	55.Monitors the effectiveness of curriculum, instruction, and assessment
19.Flexibility	...adapts his/her leadership behavior to the needs of the current situation & is comfortable with dissent	.22	56.is comfortable with major changes with how things are done 57.encourages people to express opinions contrary to those with authority 58.adapts leadership style to the needs of specific situations 59. can be directive or non-directive as the situation warrants
20.Situational awareness	....is aware of the details and undercurrents in the running of the school & uses this information to address current and potential problems	.33	60.is aware of informal groups and relationship among staff of the school 61.is aware of issues in the school that have not surfaced but could create discord 62.can predict what could go wrong from day to day

21. Intellectual stimulationensures faculty and staff are aware of the most current theories & practices& make the discussion of these a regular aspect of the school's culture	.32	63.keeps informed about current research & theory regarding effective schooling 64.continuously exposes the staff to cutting-edge ideas about how to be effective 65.systematically engages staff in discussions about current research & theory 66.continually involves the staff in reading articles & books about effective practices
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Source: McREL's Balanced leadership Framework: Developing the science of Educational Leadership by Tim Waters et al. (2004)

Henry Zheng's common dimensions which influences Principal Leadership practices

Another researcher, Zheng found out that the Principal Leadership behaviours are governed by certain factors as given below:

1. Personal attributes- gender and age
2. Education and training- highest degree achieved, field of study, in-service training, management training, and principal internship.
3. Professional experience- teaching experience, administrative experience, experience as department head, experience as assistant principal, experience as vice principal, and experience as guidance and counselor
4. School physical environment- size and urbanicity

(Source: school contexts, principal characteristics, and instructional leadership effectiveness: a statistical analysis by Henry Y. Zheng 1996, p36)

Findings

As afore mentioned the questionnaires developed based on the literature were administered to the teachers and Principals of the 11 higher secondary schools in order to answer the research questions. The answer to each research question found is given in the subsequent pages.

Answering research question 1

(To what extent do the Principals of Bhutan practice the 21 responsibilities identified by Waters et al., Marzano and McNulty in their largest meta-analysis of Principal Leadership and student achievement?)

The independent variables considered were the Principal leadership responsibilities and practices and the dependent variable was student achievement. Considering reliability test conducted the Principal responsibilities which has shown composite score of 0.5 and above in both (rating by Principals and teachers) reliability tests are considered as independent variables and the items of the responsibilities which could not yield reliability coefficient of 0.5 are considered as individual independent variables. Thus, 53 independent variables are identified for consideration.

The finding on the 53 Principal leadership responsibilities/practices along with the correlation coefficient is shown in the subsequent pages, findings revealed:

a) 9 practices are strongly rated as prevailing (produced strong positive correlation) This indicates both the Principals and teachers in those schools perceive these Principal practices as prominently visible in their day to day functioning of the school by their Principals as shown below.

Principal Leadership responsibilities and practices	r
Protection of instructional time from interruptions	0.558
Provision of conceptual guidance for teachers regarding effective classroom practice	0.455
Maintaining high visibility around the school	0.722
Having frequent contact with students	0.784
Maintain personal relationships with teachers	0.653
Regularly visiting all the classes to find out how students are doing in all the subjects	0.725
Ensuring the maintenance of formal record of class work, home work, class test etc by teachers	0.446
Being directive or non- directive as the situation warrants	0.567
Advocating for the school with parents	0.665

b) 3 Principal leadership responsibilities and 6 practices are rated as moderately prevailing (produced moderate positive correlation as shown below)

Principal Leadership responsibilities and practices	r
Culture responsibility	0.356
Curriculum, instructions and assessment responsibility	0.326
Ideals/belief responsibility	0.397
Establishing concrete goals for the general functioning of the school	0.364
Knowledgeable about instructional practices	0.390
Advocating on behalf of the school in the community	0.317
Ensuring that the central office is aware of the school's accomplishments	0.389
Remain aware of personal needs of teachers	0.357
Portraying a positive attitude about the ability of staff to accomplish substantial things	0.302

c) 3 Principal leadership responsibilities and 11 practices are rated to have very low prevalence (*positive but low correlation as shown below*)

Principal Leadership responsibilities and practices	r
Communication responsibility	0.179
Affirmation responsibility	0.107
Change agent responsibility	0.191
Provision & enforcement of clear structure, rules, and procedures for staff	0.292
Establishing routine regarding the running of the school that staff understand and follow	0.293
Protection of teachers from distractions	0.114
Establishing concrete goals for all curriculum, instruction, & assessment	0.170
Providing opportunities for staff to be involved in developing school policies	0.203
Use leadership team in decision making	0.292
Being informed about significant personal issues within the lives of staff members	0.190
Carrying out regular observation of classroom teaching of all the teachers	0.143
Checking the coverage of syllabuses by teachers	0.105
Adapting leadership style to the needs of specific situations	0.116
Being aware of informal groups and relationship among staff of the school	0.108

d) 1 Principal leadership responsibility and 3 practices are rated as not prevailing
(*very low correlation*)

Principal Leadership responsibilities and practices	r
Intellectual stimulation responsibility	0.030
Making systematic frequent visits to classrooms	0.022
Being comfortable with major changes with how things are done	0.028
Encouraging people to express opinions contrary to those with authority	0.090

e) The Principals and the teachers did not agree on 2 Principal practices, some are of the view that it exist but others are of the view that it does not exist (*very high negative correlation*)

Principal practices	r
Ensuring teachers have necessary materials & equipment	-0.656
Being able to predict what could go wrong from day to day	-0.720

f) Here too Principals and teachers could not agree upon the following as visible or not visible
(*Moderate/low negative correlation*)

Principal practices r	
Being aware of issues in the school that have not surfaced but could create discord	-0.228
Being a driving force behind major initiatives	-0.189
Acknowledgement of significant events in the lives of staff members	-0.160
Providing opportunity for input in all important decisions	-0.145
Use of hard work & results as the basis for reward & recognition	-0.220
Use of performance versus seniority as the primary criterion for reward & advancement	-0.116
Ensuring teachers have necessary staff development that directly enhance their teaching	-0.264
Provision & enforcement of clear structure, rules and procedure for students	-0.207
Continually keeping attention on established goals	-0.396
Knowledgeable about assessment practices	-0.362
Inspiring teachers to accomplish things that might seem beyond their grasp	-0.338
Assuring that the school is in compliance with district and state mandates	-0.100

g) The following practices are found missing in the 11 schools (*very low correlation*)

Principal practices	r
Recognition of individuals who excel	-0.061
Establishing high, concrete goals & expectations that all students meet them	-0.025
Monitoring the effectiveness of curriculum, instruction, and assessment	-0.034

Answering research question 2

(Is there a relationship between Principal leadership behaviours and student performance in the Bhutanese context?)

To answer this research question the ratings given by the teachers were used. The responsibilities and practices which showed significant reliability were taken as independent variables. According to the reliability test conducted there were 12 responsibilities and 30 practices which showed high reliability. Thus, there are 42 independent variables under consideration. The correlation coefficient found between these independent variables and students' achievement in each subject is shown as follows:

Table 8(a)

s/no	Principal responsibilities/practices	Correlation coefficients of teachers' ratings on students' achievement in their subjects in class XI, 2005												
		Eng	Dzo	Hist	Geo	Eco	Bmt	Com	Acc	Phy	Che	Bio	Mat	
1.	Culture responsibility	-0.62	-0.51	-0.29	-0.34	0.54	0.24	0.32	-0.06	-0.34	-0.39	-0.78	-0.23	
2.	Curriculum responsibility	-0.77	-0.75	-0.76	-0.63	0.28	0.03	0.07	0.28	-0.82	-0.64	0.07	-0.18	
3.	Focus responsibility	-0.52	-0.62	-0.25	-0.42	0.21	0.45	-0.19	0.17	-0.11	-0.27	-0.67	0.38	
4.	Visibility responsibility	-0.44	-0.35	-0.24	-0.36	0.55	0.13	0.45	-0.13	-0.11	-0.25	-0.83	-0.23	
5.	Communication responsibility	-0.53	-0.45	-0.43	-0.37	0.57	0.16	0.17	-0.26	-0.07	-0.25	-0.52	0.16	
6.	Input responsibility	-0.21	-0.23	-0.08	-0.29	0.62	0.49	0.08	-0.05	0.07	-0.11	-0.46	0.25	
7.	Affirmation responsibility	-0.60	-0.52	-0.19	-0.28	0.22	0.24	-0.08	0.15	-0.54	-0.54	-0.71	-0.25	
8.	Change agent responsibility	-0.49	-0.33	-0.17	-0.08	0.45	0.26	-0.23	0.07	-0.41	-0.59	-0.76	0.09	
9.	Optimizer responsibility	-0.10	-0.31	-0.38	-0.50	0.26	0.15	-0.02	0.31	0.07	-0.11	-0.64	0.46	
10.	Ideals/beliefs responsibility	-0.5	-0.54	-0.47	-0.5	0.59	0.18	0.27	0.03	0	-0.18	-0.79	0.14	
11.	Situational awareness responsibility	-0.79	-0.69	-0.55	-0.42	0.33	0.11	-0.05	-0.16	-0.41	-0.52	-0.23	0.05	
12.	Intellectual stimulation responsibility	-0.41	-0.52	-0.36	-0.39	-0.31	0.42	-0.04	0.58	-0.5	-0.11	0.11	-0.29	
13.	Provision and enforcement of clear structure, rules and procedure for students													
14.	Provision and enforces of clear structure, rules, and procedures for staff	0.06	-0.17	0.19	0.02	-0.18	0.59	0	-0.16	0.22	0.41	0.19	0.63	
15.	Establishing routine regarding the running of the school that staff understand and follow	0.14	0.04	0.19	0.22	0.07	0	0.03	-0.48	0.3	0.15	-0.17	0.95	
16.	Protection of instructional time from interruptions	-0.25	-0.57	-0.33	-0.77	0.19	0.5	0.41	0.43	0.22	0.41	0.38	0.34	
17.	Protection of teachers from distractions	-0.13	-0.08	-0.14	-0.18	0.11	0.72	0.07	0.13	-0.09	0.13	-0.39	-0.14	
18.	Ensuring teachers have necessary materials & equipment	-0.56	-0.60	-0.6	-0.4	0.41	0.07	-0.39	0.44	-0.46	-0.6	-0.18	0.36	

Table 8(b) continuation of 8(a) s/no Principal responsibilities/practices		Correlation coefficients of teachers' ratings on students' achievement in their subjects in class XII, 2005												
		Eng	Dzo	Hist	Geo	Eco	Bnt	Com	Acc	Phy	Che	Bio	Mat	
19.	Ensuring necessary staff development opportunities that directly enhance their teaching	-0.29	-0.30	-0.39	-0.34	0.32	0.45	-0.34	0.11	0.25	0.09	-0.45	0.34	
20.	Involving in helping teachers design curricular activities	-0.17	-0.29	-0.49	-0.35	0.38	-0.04	0.08	0.03	0	-0.09	-0.69	0.36	
21.	Involving in addressing instructional issues in the classrooms with teachers	-0.63	-0.44	-0.62	-0.3	-0.11	-0.01	-0.15	0.10	-0.63	-0.37	-0.26	-0.52	
22.	Involving in addressing assessment issues with teachers	-0.48	-0.60	-0.58	-0.37	0.45	-0.16	-0.29	0.39	-0.16	-0.32	-0.45	0.43	
23.	Recognizing individuals who excel	-0.83	-0.87	-0.56	-0.67	0.18	0.25	-0.04	0.08	-0.06	-0.21	-0.43	0.17	
24.	Use of performance versus seniority as the primary criterion for reward & advancement	-0.69	-0.55	-0.36	-0.27	-0.29	0.16	-0.11	0.18	-0.75	-0.43	0.14	-0.46	
25.	Use of hard work & results as the basis for reward & recognition	-0.33	-0.58	-0.45	-0.85	0.14	0.51	0.25	0.62	0.06	0.18	-0.26	0.06	
26.	Assuring the school is in compliance with Education Department	-0.16	-0.26	-0.07	-0.09	0.45	-0.06	0.25	-0.13	0.08	-0.06	-0.28	0.37	
27.	Advocating on behalf of the school in the community	-0.56	-0.55	-0.52	-0.59	0.28	0.15	0.48	-0.06	0.13	0.23	-0.29	-0.56	
28.	Advocating for the school with parents	-0.33	-0.46	-0.51	-0.49	0.47	-0.16	0.08	0.49	-0.27	-0.32	-0.56	0.05	
29.	Ensuring that the central office is aware of the school's accomplishments	-0.47	-0.46	-0.48	-0.41	0.64	0.14	0.14	0.40	-0.61	-0.53	-0.31	-0.09	
30.	Remains aware of personal needs of teachers	-0.71	-0.65	-0.53	-0.63	0.02	0.52	-0.03	-0.36	0.24	0.24	-0.71	0.07	
31.	Maintains personal relationships with teachers	-0.32	0.01	-0.05	0.13	0.64	-0.12	0.27	-0.53	-0.04	-0.27	-0.99	-0.32	
32.	Is informed about significant personal issues within the lives of staff members	-0.01	-0.02	0.15	-0.06	0.74	-0.07	0.49	0.03	-0.04	-0.25	-0.11	0.07	

Table 8(c) continuation of 8(b)

s/no	Principal responsibilities/practices	Correlation coefficients of teachers' ratings on students' achievement in their subjects in class XII, 2005										
		Eng	Dzo	Hist	Geo	Eco	Bmt	Com	Acc	Phy	Che	Bio	Mat
33.	Acknowledges significant events in the lives of staff members	-0.79	-0.63	-0.48	-0.26	0.27	0.21	-0.26	0.02	-0.74	-0.15	0
34.	Monitors the effectiveness of curriculum, instruction, and assessment	-0.47	-0.35	-0.36	0.13	-0.34	0	-0.56	-0.45	-0.43	-0.32	0.18
35.	I always carry out regular observation of classroom teaching of all the teachers	-0.65	-0.74	-0.43	-0.58	-0.01	-0.01	0.25	0.32	-0.43	-0.18	-0.36
36.	I regularly visit all the classes to find out how students are doing in all the subjects	-0.48	-0.62	-0.33	-0.57	0.15	0.23	0.3	-0.23	0.61	0.36	0.45
37.	I don't have to check the coverage of syllabuses as my teachers are very sincere and hard working	-0.39	-0.3	0.07	-0.1	-0.43	0.21	-0.08	0.28	-0.68	-0.46	-0.54
38.	Ensures formal record of class work, home work, class test etc and availability of it to parents	-0.65	-0.59	-0.64	-0.35	0.51	-0.11	-0.21	0.34	-0.45	-0.59	-0.04
39.	Is comfortable with major changes with how things are done	-0.55	-0.36	-0.16	-0.29	-0.16	-0.04	-0.04	-0.12	-0.57	-0.64	-0.43
40.	Encourages people to express opinions contrary to those with authority	-0.53	-0.31	-0.16	0.04	0.67	-0.22	0.19	-0.14	-0.49	-0.67	-0.23
41.	Adapts leadership style to the needs of specific situations	-0.32	-0.27	-0.19	-0.25	0.71	-0.07	0.38	-0.03	-0.25	-0.36	-0.09
42.	Can be directive or non-directive as the situation warrants	-0.5	-0.29	-0.32	-0.13	0.77	0	0.2	-0.03	-0.52	-0.56	-0.16

Answering research question 3

Is there a relationship between the common dimensions (personal attributes, education and training, professional experience, school physical environment) and Principal leadership behaviours in the Bhutanese context?

There are 14 common dimensions namely; age, gender, qualification, in-service training, management training, Principal-ship, teaching experience, administrative experience, department head experience, assistant Principal-ship, Vice Principal-ship, counselor-ship, the number of students in the school and the location of the school. These common dimensions are used as the independent variables. While computing correlation between Principals' ratings and teachers' ratings there are 18 Principal leadership responsibilities and practices having strong or moderate positive correlation coefficient of +0.3 and above, these are used as dependent variables. The effect of the common dimensions on the 18 Principal leadership behaviours is computed and is shown in table 10(a), 10(b) & 10(c). The findings showed positive correlation of the Principal leadership behaviours with age, qualification, management training, number of years served as principal, administrative experience, subject department head experience, number of years served as Assistant Principal and Vice Principal, being a counselor, and number of students in the school. Gender, and in-service training, showed more of negative correlation. The location of the school showed negative correlation with all the 18 Principal leadership behaviours.

The above findings indicate that as age, qualification, management training, number of years as Principal, administrative experience, subject department head experience, number of years as Assistant Principal and Vice Principal, being a counselor, and number of students in the school increases the 18 Principal leadership behaviours are more explicitly shown by the Principals. The negative correlation coefficients of gender with 12 principal leadership responsibilities/practices indicates that female Principal tend to show more of the Principal leadership behaviours than male Principals. In the same way the yield of negative correlation coefficients of in-service training with 11 principal leadership responsibilities/practices indicates that in-service training have not much effect on the Principal leadership behaviors. The schools in the survey are located in either urban or semi urban place. The yield of negative correlation coefficients of location of the school with all the 18 responsibilities/practices computed for the location of schools indicated that if school is located in the urban area the Principal demonstrated more leadership behaviors and if school

is away from the humdrums of the urban area Principals show less of the leadership behaviours. Thus location of the school too contributes to leadership behaviour of the Principals; the location of the school makes a vast difference.

One interesting finding shows that teaching experience has positive significant influence on Principal leadership behaviours which are mostly connected to instructions in the classroom. It showed positive significant correlation with protection of instructional time from interruptions, having frequent contact with students, advocating for the school with parents, and regularly visiting all the classes to find out how students are doing in all the subjects.

It is worth mentioning here that Assistant Principal-ship showed positive correlation with all the 18 Principal leadership behaviours revealing that if the Principal had served as assistant principal for longer duration, he/she would demonstrate leadership behaviours to a greater extent as a Principal. The administrative experience too showed positive correlation with 17 of the Principal leadership behaviours. This implies that administrative experience will definitely help in showing leadership responsibilities and practices by the Principals in the schools.

Table 10(a)

s/no	Principal Leadership Responsibilities/practices	Common dimensions					
		Age	Gender (M)	Qualification	In-service training	Mgt training	
1.	Culture responsibility	0.09	-0.06	0.15	-0.29	0.2	
2.	Curriculum, instructions & assessment responsibility	-0.04	-0.66	-0.3	0.16	0.2	
3.	Ideals/beliefs responsibility	0.7	-0.12	0.38	-0.16	-0.2	
4.	Protection of instructional time from interruptions	0.23	-0.61	-0.23	-0.04	0.14	
5.	Establishing concrete goals for the general functioning of the school	0.41	-0.09	0.38	-0.41	-0.17	
6.	Being knowledgeable about instructional practices	0.73	-0.12	0.49	-0.15	0.1	
7.	Provision of conceptual guidance for teachers regarding effective classroom practices	0.4	-0.09	0.45	-0.03	-0.1	
8.	Maintenance of high visibility around the school	0.22	0.12	0.34	-0.19	0.24	
9.	Having frequent contact with students	0.52	0.12	0.45	0.14	0.14	
10.	Advocating for the school in the community	-0.04	0.18	0.08	0.14	0.54	
11.	Advocating for the school with parents	0.54	-0.12	0.41	-0.17	-0.17	
12.	Ensuring that the central office is aware of the school's accomplishments	0.08	-0.4	0.08	-0.45	-0.1	
13.	Remaining aware of personal needs of teachers	0.03	0.03	-0.08	0.03	0.37	
14.	Maintaining personal relationship with teachers	-0.22	0.33	0.23	0.04	0.51	
15.	Portraying a positive attitude about the ability of staff to accomplish substantial things	0.04	0.27	0.26	-0.11	0.48	
16.	Regularly visiting all the classes to find out how students are doing in all the subjects	0.49	-0.09	0.19	0.33	0.41	
17.	Ensuring the maintenance of formal record of class work, homework, class test etc. and availability of it to parents & authority	0.27	-0.12	0.34	-0.25	-0.1	
18.	Being directive or non-directive as the situation warrants	-0.21	-0.12	0.08	-0.14	0.34	

Table 10(b)

s/no	Principal Leadership Responsibilities/practices	Common Dimensions				
		Principal-ship	Teaching experience	Administrative Experience	Dept. head experience	Asst. Principal-ship
1.	Culture responsibility	-0.21	-0.1	0.31	0.34	0.28
2.	Curriculum, instructions & assessment responsibility	0.1	-0.14	-0.02	-0.03	0.19
3.	Ideals/beliefs responsibility	0.27	0.6	0.59	0.26	0.47
4.	Protection of instructional time from interruptions	0.33	0.52	0.45	-0.09	0.45
5.	Establishing concrete goals for the general functioning of the school	0.12	0.11	0.4	0.37	0.15
6.	Being knowledgeable about instructional practices	0.26	0.6	0.25	0.26	0.48
7.	Provision of conceptual guidance for teachers regarding effective classroom practices	0.38	0.19	0.47	0.03	0.09
8.	Maintenance of high visibility around the school	-0.14	0.01	0.21	0.44	0.36
9.	Having frequent contact with students	0.35	0.39	0.46	0.6	0.44
10.	Advocating for the school in the community	-0.29	-0.02	0.11	0.32	0.33
11.	Advocating for the school with parents	0.25	0.36	0.36	0.15	0.32
12.	Ensuring that the central office is aware of the school's accomplishments	0.09	-0.05	0.26	-0.12	0.09
13.	Remaining aware of personal needs of teachers	-0.48	-0.11	0.25	0.42	0.31
14.	Maintaining personal relationship with teachers	-0.32	-0.4	-0.02	0.31	0.14
15.	Portraying a positive attitude about the ability of staff to accomplish substantial things	-0.34	-0.07	0.14	0.32	0.33
16.	Regularly visiting all the classes to find out how students are doing in all the subjects	0.2	0.48	0.58	0.62	0.64
17.	Ensuring the maintenance of formal record of class work, homework, class test etc. and availability of it to parents & authority	0.03	-0.09	0.25	0.14	0.08
18.	Being directive or non-directive as the situation warrants	-0.09	-0.35	0.08	0.02	0.09

Table 10(c)

s/no	Principal Leadership Responsibilities/practices	Common Dimensions		
		Counselor-ship	Vice Principal-ship	No. of students
				Location (away)
1.	Culture responsibility	0	0.13	0.34
2.	Curriculum, instructions & assessment responsibility	0.5	0.41	-0.15
3.	Ideals/beliefs responsibility	0.3	0.04	0.53
4.	Protection of instructional time from interruptions	0.27	0.52	0.3
5.	Establishes concrete goals for the general functioning of the school	0.22	-0.17	0.45
6.	Knowledgeable about instructional practices	0.29	0.05	0.56
7.	Provision of conceptual guidance for teachers regarding effective classroom practices	0.28	0.21	-0.34
8.	Maintenance of high visibility around the school	-0.02	0.09	0.38
9.	Has frequent contact with students	0.15	0.24	0.23
10.	Advocate for the school in the community	-0.12	0.23	-0.15
11.	Advocate for the school with parents	0.37	-0.02	0.23
12.	Ensure that the central office is aware of the school's accomplishments	0.16	0.18	0.31
13.	Remains aware of personal needs of teachers	-0.04	0.12	0.15
14.	Maintains personal relationship with teachers	-0.36	0.35	-0.11
15.	Portrays a positive attitude about the ability of staff to accomplish substantial things	-0.35	0.29	0.30
16.	Regularly visits all the classes to find out how students are doing in all the subjects	0.26	0.45	0.08
17.	Ensures the maintenance of formal record of class work, homework, class test etc. and availability of it to parents & authority	0.27	-0.03	0.04
18.	Can be directive or non-directive as the situation warrants	-0.13	0.48	-0.08
				-0.40

Table 9(a)

Principal responsibilities/practices		R of teachers' ratings on students' learning gain in their subjects												
s/no		Eng	Dzo	Hist	Geo	Eco	Bint	Com	Acc	Phy	Che	Bio	Mat	
1.	Culture responsibility (5)	-0.45	-0.38	0.01	-0.29	0.4	0.31	0.2	0.03	-0.45	-0.52	-0.69	-0.59	
2.	Curriculum responsibility (5)	-0.37	-0.14	-0.62	-0.72	0.1	0.16	0.34	0.45	-0.46	-0.18	0.12	-0.29	
3.	Focus responsibility (3)	-0.86	-0.55	-0.25	-0.42	-0.06	-0.06	-0.37	0.37	0.04	0.12	-0.31	-0.31	
4.	Visibility responsibility (4)	-0.36	-0.31	0.02	-0.31	0.45	0.29	0.27	-0.13	-0.34	-0.52	-0.78	-0.51	
5.	Communication responsibility (4)	-0.18	-0.29	-0.06	-0.35	0.44	0.32	0.01	-0.16	0.09	-0.09	-0.07	-0.11	
6.	Input responsibility (4)	-0.22	-0.14	0.07	-0.04	0.33	0.34	-0.13	-0.1	0.21	0	-0.07	-0.21	
7.	Affirmation responsibility (4)	-0.39	-0.42	0.18	-0.01	0.31	0.26	-0.07	0.1	-0.21	-0.29	-0.54	-0.36	
8.	Change agent responsibility (2)	-0.72	-0.63	-0.09	-0.4	0.09	-0.07	-0.31	0.45	-0.57	-0.5	-0.64	-0.57	
9.	Optimizer responsibility (4)	-0.56	-0.65	0.05	-0.1	0.23	0.16		0.35	-0.25	-0.18	-0.38	-0.22	
10.	Ideals/beliefs responsibility(3)	-0.59	-0.34	-0.21	-0.27	-0.16	-0.13	-0.22	0.17	0.14	0.21	-0.32	-0.25	
11.	Situational awareness responsibility (4)	-0.42	-0.41	-0.18	-0.42	0.26	0.16	0.13	0.03	-0.04	-0.18	-0.5	-0.43	
12.	Intellectual stimulation responsibility (5)	-0.35	-0.36	-0.34	-0.63	0.39	0.33	-0.05	0.15	-0.07	-0.07	0.14	0.02	
13.	Provision and enforcement of clear structure, rules and procedure for students	-0.45	-0.35	-0.61	-0.45	-0.58	-0.56	0.01	0.68	-0.46	-0.32	-0.11	-0.71	
14.	Provision and enforcement of clear structure, rules, and procedures for staff (7)	-0.18	0.22	0.19	0.17	0.35	-0.26	-0.47	-0.29	0.52	0.52	0.48	-0.37	
15.	Establishing routine regarding the running of the school that staff understand and follow (10)	0.07	0.28	0.45	0.29	0.08	0.16	-0.24	-0.56	0.69	0.81	0.45	0.19	
16.	Protection of instructional time from interruptions (6)	-0.35	0.03	-0.49	-0.54	-0.16	-0.07	0.32	0.23	0.4	0.32	0.34	-0.52	
17.	Protection of teachers from distractions	-0.21	-0.14	-0.06	0.1	-0.17	-0.13	-0.05	0	-0.19	-0.41	-0.27	-0.72	
18.	ensure teachers have necessary materials & equipment (6)	-0.56	-0.7	-0.49	-0.55	-0.04	0.03	-0.25	0.67	0.06	0.27	0.27	0.13	
19.	Ensuring necessary staff development opportunities that directly enhance their teaching	-0.32	-0.54	-0.46	-0.32	-0.09	-0.15	-0.33	0.26	0.36	0.07	0.02	-0.16	

Answering research question 4

Is the learning Gain same for the students in all the schools?

Learning gain is an indicator of how much the school has made a difference in the students' learning. Negative gain indicates that the students rather than learning more have declined in the performance in that subject and positive correlation indicates that the students have performed better than in the previous level. In answering this question the ratings of the teachers on Principal Leadership behaviours is used.

Analysis of the 12 responsibilities and 30 Practices on student learning gain is shown in tables 9(a), 9(b) and 9(c):

Table 9(b)

s/no	Principal responsibilities/practices	R of teachers' ratings on students' learning gain in their subjects											
		Eng	Dzo	Hist	Geo	Eco	Bmt	Com	Acc	Phy	Che	Bio	Mat
20.	Involving in helping teachers design curricular activities	-0.32	-0.34	-0.13	-0.18	-0.09	-0.11	-0.09	-0.11	0.06	0.06	-0.36	-0.47
21.	Involving in addressing instructional issues in the classrooms with teachers	-0.2	-0.4	-0.48	-0.38	-0.13	-0.15	0.31	0.37	-0.74	-0.59	-0.37	-0.37
22.	Involving in addressing assessment issues with teachers	-0.54	-0.78	-0.38	-0.62	-0.1	-0.19	-0.32	0.62	0.14	0.22	-0.04	-0.19
23.	Recognizing individuals who excel	-0.77	-0.53	-0.59	-0.82	0.16	0.08	0.08	0.44	0	0	-0.34	-0.36
24.	Use performance versus seniority as the primary criterion for reward & advancement	-0.35	-0.26	-0.43	-0.47	-0.13	-0.1	0.15	0.49	-0.68	-0.39	-0.04	-0.21
25.	Use hard work & results as the basis for reward & recognition	-0.69	-0.22	-0.57	-0.58	-0.21	-0.13	0.21	0.46	-0.09	-0.09	-0.42	-0.73
26.	assuring the school is in compliance with Education Department (6)	-0.09	-0.19	0.16	-0.2	0.21	0.02	-0.18	-0.13	0.32	0.17	0.09	-0.24
27.	Advocating on behalf of the school in the community	-0.24	-0.38	-0.46	-0.76	0.2	-0.12	0.27	0.08	-0.29	-0.72	-0.56	-0.69
28.	Advocating for the school with parents	-0.58	-0.72	-0.29	-0.54	-0.12	-0.27	-0.09	0.52	-0.23	-0.16	-0.47	-0.52
29.	Ensuring that the central office is aware of the school's accomplishments	-0.39	-0.47	-0.1	-0.29	0.14	0.18	0.09	0.39	-0.37	-0.26	-0.17	-0.49
30.	Remaining aware of personal needs of teachers	-0.49	-0.26	-0.5	-0.59	0.12	0.07	0.02	-0.13	0.02	-0.27	-0.44	-0.51
31.	Maintains personal relationships with teachers (7)	0.18	-0.11	0.39	0.11	0.82	0.69	0.29	-0.37	-0.19	-0.45	-0.36	0.14
32.	Is informed about significant personal issues within the lives of staff members (9)	0.06	0.07	0.3	0.02	0.62	0.62	0.35	-0.09	0.12	0.04	-0.04	0

Table 9(c) R of teachers' ratings on students' learning gain in their subjects

s/no	Principal responsibilities/practices	Eng	Dzo	Hist	Geo	Eco	Bmt	Com	Acc	Phy	Che	Bio	Mat
33.	Acknowledges significant events in the lives of staff members	-0.48	-0.56	-0.31	-0.46	0.2	0.19	-0.14	0.39	-0.29	-0.07	0.19	0
34.	Monitors the effectiveness of curriculum, instruction, and assessment	-0.13	-0.21	-0.15	-0.08	-0.22	-0.17	-0.47	-0.13	-0.14	0.14	0.29	0.21
35.	I always carry out regular observation of classroom teaching of all the teachers	-0.36	-0.22	-0.62	-0.83	0.03	-0.02	0.39	0.55	-0.32	-0.18	0.11	-0.36
36.	I regularly visit all the classes to find out how students are doing in all the subjects	-0.51	-0.12	-0.30	-0.52	0.22	0.16	0.2	-0.13	0.49	0.34	-0.22	-0.05
37.	I don't have to check the coverage of syllabuses as my teachers are very sincere and hard working	-0.39	-0.04	-0.18	-0.18	-0.09	0	0.23	0.47	-0.71	-0.36	-0.21	-0.11
38.	Ensures formal record of class work, home work, class test etc and availability of it to parents	-0.59	-0.82	-0.27	-0.50	0.06	-0.02	-0.19	0.59	-0.38	-0.31	-0.52	-0.32
39.	Is comfortable with major changes with how things are done	-0.61	-0.28	-0.18	-0.42	0.26	0.22	0.12	0.19	-0.71	-0.43	-0.64	-0.04
40.	Encourages people to express opinions contrary to those with authority	-0.14	-0.42	0.27	-0.14	0.63	0.45	0.03	0.12	-0.36	-0.36	-0.29	-0.05
41.	Adapts leadership style to the needs of specific situations	-0.19	-0.22	0.14	0.23	0.53	0.43	0.21	-0.03	-0.23	0.34	-0.45	-0.47
42.	Can be directive or non-directive as the situation warrants (6)	-0.01	-0.27	0.12	-0.13	0.62	0.60	0.25	0.09	-0.25	-0.25	0.04	-0.13

Looking at the analyses of Principal Leadership behaviours on students' learning gain in their subjects we can see there are mainly 8 Principal leadership practices which shows positive correlation with 6 or more subjects in learning gain. If we look at subject wise, there are 4 subjects which benefited the most if Principals exercise the responsibilities and practices identified by Waters et al. the subjects are: Economics, Business Mathematics, Commerce and Accountancy. All the 12 Principal Leadership responsibilities showed at least 2 to 5 positive correlations with student learning gain of different subjects.

Answering Research question 5

Does school make a difference in student performance?

Effective school research in the West proved that school does make difference in the performance of the students.

In the United States in the mid 90's, James Coleman and his colleagues concluded student's family background as the main reason for student success in school. Coleman's findings proposed that children from poor families and homes, lacking the prime conditions or values to support education, could not learn, regardless of what the school did. This finding evoked reactions, Ronald Edmonds, the then Director of the Center for Urban Studies at Harvard University, responded vigorously. Edmonds and others refused to accept Coleman's report as conclusive, although they acknowledged that family background does indeed make a difference. They set out to find effective schools (*schools that were successful in educating all students regardless of their social economic status or family background*). The common characteristics among these effective schools were identified and found that these schools had strong instructional leadership, a strong sense of mission, demonstrated effective instructional behaviours, held high expectations for all students, practiced frequent monitoring of student achievement and operated in a safe and orderly manner and thereby proved that schools can and do make a difference (Coleman et al. 1966; in Dr. Lawrence W. Lezotte, p1. 2006). Lezotte (2006) wrote that these attributes eventually were called as the correlates of effective schools (p.1). This body of correlated information is now referred to as Effective Schools Research. Thus, Effective School Research emerged in response to Coleman's controversial report (Association for Effective Schools, 1996). Furthermore, Lezotte maintained that "the extent to which the correlates are in place in a school has a dramatic positive effect on student achievement" (p.4).

The learning gain of the students in each subject for the 11 schools is given below:

School	Learning gain in subjects											
	Eng	Dzo	Hist	Geo	Eco	Bmt	Com	Acc	Phy	Che	Bio	Mat
1.	18.6	18.9	-7.9	24	-30.8	-17.9	-14.3	-26.3	9.5	20.9	6.8	11.4
2.	14.3	-0.8	-2	22.2	-0.7	-12.3			-8.2	-13.3	-9.7	-10.1
3.	15.5	20.3	-9	18.5	-8.4	-15.4	19.3	21.7	-1.7	0.11	0	-13.1
4.	10.8	-0.8	-15.5	15.9	-9.8	-25	1.7	-18.3	8.5	2.6	-7.1	-14.4
5.	9	13.2	2.3	20	3.4	-1.6	1.2	-25.8				
6.	3.3	-7.5			-10.2	-16	-11.4	-3.6	-0.3	7.2	6	-3.1
7.	11.4	4.2			-7.7	-15.2	4.3	-22.1	-0.8	0.4	-17.8	0.8
8.	8.1	-0.8	-30.4	15.4	-8.4	-8.5	5	-10.4				
9.	13.8	-4.7	-15.7	10.1	1.8	-2.2	11.7	-24.3				
10.	3.3	-11	-25.2	7.3	-9.1	-18.5	-1.4	-5.3				
11.	19.6	12.5	23.9	23.5	19.3	3.1			4.8	6.6	6.3	20.5

As per the existing literature, it is interesting to note that even in the Bhutanese context the 11 schools differed from each other in their Learning Gain. Some schools showed better gain in learning than the others and some schools showed more of negative learning gain. As shown in the table, the learning gain varies very much across subjects and across schools. Among the schools in the survey, school 11 has performed the best having positive learning gain for all the subjects.

Discussion

There are several points to be discussed based on the study in order to give our views on the findings:

The first and foremost one is the yield of negative correlation of Principal leadership behaviours with many subjects. The research showed contradictive result of the Principal leadership behaviours on different subjects. With some subjects it showed positive correlation and with some it showed negative. And the meta-analysis of Waters et al. showed positive relationship of the Principal leadership behaviours on students' achievement. But the question here is I used meta-analysis as my assumptions in carrying out this research and we do not know whether the findings are based on few subjects or all the subjects taught in the school. Normally in research, researchers carry out findings based on few subjects that could be the reason for the yield of positive and negative correlation in my research contradicting to the findings in the theory.

But Waters and Grabb (2005) have their own say based on the McREL leadership framework.

The research indicated that “*as much as a leader has positive impact on student*

achievement, it can have negative or worse impact on student achievement”. It might have so happened in the Bhutanese context too.

This could be due to the rapid change that has been happening in the education system of our country. We may have tried to inculcate the practices of the west which are supposed to have better impact on student achievement but without much of the infrastructure, knowledge and skills or it could be that the leaders could not lead the change effectively or first-order change might have been viewed as second-order change by the teachers teaching the subjects which showed negative impact. Or the negative relationship could be due to the sole responsibilities of the Principals; their main responsibility is management and it has mostly indirect effect on the student performance. Moreover, we all know it is the teachers who have upper hand in making a difference in the students' learning achievement.

I also have come across the difference in the entrustment of responsibilities to school heads in the western education system from Bhutanese system. For instance, in the west Principals handle the recruitment of staff of his/her school and designing of the curriculum too is carried out in the school level. In Bhutan staffing is done entirely by the Department and designing of curriculum too happens at national level.

Principals' influence on his/her teachers seems to be very less; he/she does not have much responsibility which directly affect the teachers. This could be the reason for the contradictory results. Still it remains a questionable finding and I hope we can carry out more research in future. It is worth mentioning here that besides the meta-analysis, I also based my research on, some other studies which contradicted the effect of principal leadership on student achievement (Witziers et al. in Jane Clark Lindle's Educational Administration, 2003).

Findings also indicate the lack of practice of intellectual stimulation responsibility in the Bhutanese context but analysis confirmed positive impact on student performance in those subjects which showed significant positive correlation with many of the Principal leadership responsibilities and practices.

Conclusions

The conclusions for the research questions are already drawn as we discussed responses to each question. I present a brief overview of the findings.

Of the 53 Principal Leadership responsibilities/practices, 36 Principal Leadership responsibilities/practices are found to be prevailing visibly; there were 14 Leadership responsibilities/practices which the Principals and teachers could not agree upon as visible or not visible. And the other 3 Principal leadership practices do not exist in those 11 schools.

The subjects which showed positive correlation with majority of the Principal Leadership responsibilities/practices are Commerce, Accountancy and Mathematics. Subjects which showed least positive correlation with 7 or more Principal Leadership responsibilities/practices are Biology, Chemistry, Physics, Business mathematics and Economics. The other subjects like English, Dzongkha, History and Geography showed positive correlation with a few of the Principal Leadership responsibilities/practices.

Age, qualification, management training, administrative experience, department head experience, Vice principal-ship, number of students, counselor-ship, principal-ship, teaching experience are all positively correlated with majority of the Principal Leadership Responsibilities/practices. This indicates that as the above common dimensions increases the existence of the principal leadership responsibilities/practices too increases. Among the common dimensions Assistant Principal-ship showed positive correlation with all the 18 Principal Leadership Responsibilities/practices and location of the school has shown negative correlation with 17 Principal Leadership Responsibilities/practices. The gender responsibilities/practices indicated that female Principals show more of Leadership Responsibilities/practices than male Principals.

The correlation findings of teachers' ratings of Principal Leadership behaviours on students' learning gain in their subjects showed positive correlation of 3 or more with the subjects.

And the findings also show that school makes a difference in students' performance. On an average we believe that the majority of population of any school is composed of average students, all the schools should have made more or less equal impact on the performance of the students' learning gain but it did not. This finding shows Principals differ in their leadership behaviours and they impact the students differently.

Recommendations

Based on the research I have carried out following suggestions are recommended:

1. The research showed several Principal leadership responsibilities and practices having positive correlation with student performance in their subjects. If Principals tend to practice those, students will perform better in their learning.
2. The study too indicated positive correlation between common dimensions and Principal leadership behaviours. While appointing or selecting Principals it would be more beneficial if the Department of School Education takes it into consideration.
3. The intellectual stimulation responsibility is lacking as per the responses gathered from the Principals and teachers of the 11 schools. It is a need to keep the teachers updated on current issues and knowledge of educational findings and to move on with the world. I would like to recommend the intellectual stimulation responsibility for all the Principals across the country.
4. The provoking negative correlations of the findings need to be reconsidered. I recommend future researchers to carry out more research on school leadership in Bhutan.
5. The negative impact of Principal leadership on student performance can also be an insightful thinking for the Principals. May be *differential impact* might be taking place. It is always better to move with first-order change or if second-order change seems to be taking place, more emotional, psychological, knowledge and skills based support needs to be rendered to the teachers. This would imply to the support division (EMSSD) too to render every possible help in bringing about changes in the schools. I too would like to recommend Principals to be instructional leaders than just managers in the school.
6. Teachers are the main persons who influence the performance of the students and Principals are supposed to be influential on the teachers' performance. In order for this to take effect, more of direct control of teachers by the Principals such as recruitment and giving more weighting on the evaluation carried out by Principals for promotion of teachers can be considered.

7. Reflecting back on the survey I carried out in Bhutan, I must share the difficulty in collecting data from the schools. I had planned to include 18 higher secondary schools but could not do so due to the lack of adequate data provided by the schools. I think many of the Bhutanese schools lack data keeping in the schools and this would hinder research in education if further step is not taken. With advancement of the education system in future we hope to have researchers carrying out more research and to do so Bhutanese schools need to maintain proper records.

My final words to the entire Educators and Principals are;

“If you don’t like the harvest you are getting, change the seeds you are sowing”

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A Simple Scaffold for Researching

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Abstract

We all learn how to do research by actually doing it, but a great deal of time can be wasted and goodwill dissipated by inadequate preparation' (Bell 1987, p.1)

The introduction part of this paper attempts to portray my understanding of what research is and what its purposes are through the explanations of many definitions by prominent writers such as Babbie, Weirisma and some others. The second part of the paper uses an example of an earlier field study to explain and substantiate the nine main stages of conducting a research. Some of the key terms which keep coming up all the time in the process of a research are described in the course of the discussions. The intention of this write up is to scaffold the path of any novice researcher on his/her maiden step towards a research work.

Introduction

My attempt of explaining the different stages of doing a research will be inadequate if I first do not attempt to understand two crucial questions – what research actually is and what are its purposes .

What is a research?

If we look around, the world is filled with thousands of unusual questions. Where ever we look we see things which make us wonder, curious and inquisitive. Leedy (1993, p.64) commented that an inquisitive mind is the beginning of research. He further defined research as a process through which we try to achieve systematically and with the support of data, the answer to a question, the resolution of a problem. Tuckman (1972, p.1) described research as a systematic attempt to provide answers to questions Rummel (1964, p.10) gave a more elaborate definition, that research is the manipulation of things, concepts or symbols for the purpose of generalising and to extend, correct or verify knowledge, whether that knowledge aids in the construction of a theory or in the practice of an art.

A research is born when there is a cause and effect situation. For instance, my

son's inability to read well, caused me some concern, therefore the effect was I needed to find out whether there were some more children in the similar condition. And that gave rise to the small scale research that I did some years back.

Leedy's 8 characteristics of research will help to widen the scope of the research.

1. Research originates with a question or a problem.
2. Research requires a clear articulation of a goal.
3. Research follows a specific plan of procedure
4. Research usually divides the principal problem into more manageable sub-problems.
5. Research is guided by the specific research problem, question or hypothesis.
6. Research accepts certain critical assumptions. These assumptions are underlying theories or ideas about how the world works.
7. Research requires the collection and interpretation of data in attempting to resolve the problem that initiated the research
8. Research is, by its nature, cyclical; or more exactly, spiral or helical.

In general research is the systematic search for an answer to a question.

What are the purposes of a research?

Research makes a man develop because it has enabled human beings to advance from a stage of primitive superstition to modern scientific knowledge. Babbie (2004, p.87-89) explained 3 purposes of research. The first purpose is exploration because much of all social research is conducted to explore a topic. The second purpose is description because most of the purpose of social and scientific studies is to describe situations and events and they answer questions of what, where, when and how. Most qualitative studies aim at description too. The third purpose is explanation, to get the answers to an explanatory question of why?

Best (1977, p.10) described the purpose of research as

...reducing man's areas of ignorance by discovering new truths, which in turn lead to better predictions, better ways of doing things and new and better products, better ways of preventing and treating diseases, better ways of understanding the behaviour of individuals and groups and a better understanding of the world in which we live.

And in the field of education we associate research with the better understanding of the individual, a better understanding of the teaching learning process. Research is an important tool for advancing knowledge and promoting progress and it enables the people to relate more effectively to their environment, to accomplish his purposes, to resolve conflicts and to solve scientific problems (Mouly 1970, p.15). Therefore, research keeps a person alive and thinking.

Stages in Conducting a Research

Getting Started

Although there are no standardised procedures for selecting a research problem, consideration of certain factors will definitely aid in the process of selection. Firstly it is very important that the topic picked for research should be of interest to the researchers as well as to the others of the same discipline. Further more it should contribute something to the department it belongs to for example if it is in education, the research should contribute something to education in general.

Babbie (2001, p.112) says: “In designing a research project, you will find it useful to begin by assessing three things; your interests, your abilities and the available resources”. Some years back I did a small scale research on class one children’s reading. The reason why I did this study was purely due to a concern that I had about my son’s reading progress then. The pre-primary children then were required to read seven sequenced readers in the first year of their schooling. When they moved to class one they had to read 10 more readers. What really worried me was the fact that my son could read only half of the pre-primary readers, however the next year he was promoted to the next class where he was handed the next lot of readers. This did not make sense to me; if my son could not read the pre-primary readers, he would find it even harder to read the readers of the next class because of the fact that the readers were all graded progressively. I was anxious to find out whether there were other children in a similar condition. I decided to do a small research with the class one children and the seven series of pre-primary readers. I wanted to find out how many of the class one children could actually read the pre-primary readers.

I worked on my research title; having selected a research problem did not necessarily mean that it was adequately stated (Weirisma 1999). I had to state it adequately in a declarative or descriptive manner or in a question form. I chose to make it into a question form – What number of pre-primary readers can a class one child read? To further obtain specificity, I made a hypothesis saying

Most of the class one children will not be able to read all the pre-primary readers’.

Conceptualization

Having defined my purposes and the kind of outcomes that I was expecting I set out to clarify the actual concept of my hypothesis. Babbie (2004, p.122) described conceptualisation as the mental process whereby fuzzy and imprecise notions (concepts) are made more précis and specific. Tucker (1972, p.29) cited that on the conceptual level the research must define events in terms of underlying communality with other events. In other words I had to make myself and the others clear of what my study question or the hypothesis statement precisely meant. Because what I meant by being able to read could be understood as something different from what I actually meant. For example when I wrote that most children in class one would not be able to read; I meant reading in terms of just enunciating and recognising the words without the teacher’s help; I did not mean reading ‘with understanding’. Or for that matter I was not talking about ‘speech defects’ which would affect reading, neither was I talking about ‘bad reading materials’ affecting the children’s reading progress. By writing ‘most children’ I meant quite a large number of the class one population in my district, which would be a big concern for everybody in education and the parents included. When I wrote ‘will not be able to read all the seven readers’ I meant that the percentage of children who could read all the seven books without the teacher’s help would be very less. Some might read half of the books and some might read more and some might not even be able to read the first book. And if this was the case than the teacher must think twice before he/she hands out the next reader to any child in the class. Another reason why I chose class one was because these children by virtue of being in class one, were supposed to have finished reading all the pre-primary readers. However, in reality it was a different story.

Finally what I was trying to say was that quite a large number of the class one children in my district would not be able to recognise all the words in the seven readers of the previous year.

Operationalisation

By just conceptualising we are not yet being able to bridge the domain of the hypothetical to that of real and the specific. Therefore, we now operationalise. Babbie (2001, p.10) described operationalisation as the development of specific research procedure (operation) that will result in empirical observation representing the research concepts in the real world.

At the operational level the research must define events in observable terms in order to operate with the reality necessary to do research (Tuckman 1972, p.29). Operationalisation has three steps; they are the formulation of concepts into variables, formulation of variables into measures and formulation of instruments for the measures.

Abstract concepts must be broken down into variables. For instance after having conceptualised my research topic I then had to focus on the variables such as the children being able to read all the seven readers of their previous class. I just had one variable which was the children's differing reading abilities. The most reliable measure that I could employ was to actually listen to each of the children read all those books. The instrument I thought of was to make a check list of the number of books and then tick them as each of the children read to me. A researcher generally would use the operationalisation that best suits in bringing the concepts and variable to a sufficiently concrete state of study and examination. On the whole it is very important for the concept, variable and the measure to be reliable and valid. Reliability is the degree to which an instrument will give similar results for the same individual at different time and the extent to which an instrument measures what it is supposed to measure, respectively Validity (Weirisma 1991, p.274).

Choice of Methods

There are a variety of research methods such as experiment, survey, field research, and case study. All of them have their advantages and their disadvantages. Therefore, ideally it is always better to choose more methods so that they can supplement each other (Babbie 2001, p.215). However, for my study I chose only one method which was a kind of a field research. The greatest advantage of this method was the presence of an observing thinking researcher on the scene of action (Babbie 2001, p.295). Moreover a field research in general can be relatively inexpensive; it can be undertaken by one researcher with a notebook and a pencil. Babbie (2001, p.298) asserted that field research provides greater validity than do survey or experiments. He further added that being there is a powerful technique for gaining insights into the nature of human affairs in all their rich complexity. However, it was felt that field research in general had a potential problem with reliability in terms of being personal. However, my study did not allow much space for personal interpretations because I just had to tick the number of books that they could read. The result I thought would show the same even if someone else listened to them read by using the same instrument. In fact, I thought, the way I observed the children might be both objective and reliable. Thus if a research had

reliability and validity then these two factors would influence the credibility of the whole study and the confidence that can be placed in the findings (Weirisma 1991, p.239). By credibility I mean the quality of being believable.

During my study I did not have any problems with any ethical issues because in the first place I was not considered as an outsider. I actually taught them for sometime before I decided to listen to them read. Therefore, the children felt quite at ease, reading to me; this was important because if they did not feel comfortable with me then that would affect the way they read and the findings too would not be reliable or valid. Even Weirisma (1991, p.239) wrote that what ever their particular roles, the observer should try to be as unobtrusive as possible so that they do not interfere with normal activities.

Population and Sampling

In many research situations the primary interest is in studying a group with the intention of generalising to some larger group. For my study the larger group or the population as it is called, was the class one children of my district. However, it was just impossible for me to study such a large group in a limited time. Therefore, I selected a representative group from the population to serve as the respondents. They were going to be the samples representing the larger population. Weirisma (1991, p.247), described sampling as a subset of the population to which the research intends to generalise the results.

There are many different kinds of samplings such as random sampling, systematic sampling, stratified sampling, cluster sampling and some more (Babbie 2004, p.197). For my sample, I chose one of the best schools in that district assuming that if the class one children of that school could not read than the chances of success in the other schools would be bleak. What I meant by the 'best' school was in terms of the number of educated parents, the urban location of the school and the academic performance of the school in the past years. The school had four sections of class one, totalling to 120 children in all. I decided to listen to each of them read so as to avoid biasness in selection; moreover I thought using all the children gave a better sample of the larger population.

On the whole my sampling complied with Kish's criteria for good sampling design because it was goal oriented, measurable, practical and economical (Weirisma 1991, p.251 cited in Kish 1965).

Observation

After having decided upon the sample, I now had to collect some empirical data and by that I mean data that is based on my observation and not on theory alone. Observation is definitely not a natural gift, it is a highly skilled activity for which an extensive background knowledge and understanding is required and also a capacity for original thinking and the ability to spot significant events (Nisbet 1977, p.15).

Best (1977, p.178) said that observation

...as a research technique must always be directed by a specific purpose, systematic, carefully focused and thoroughly recorded' because they must be subject to the usual checks for accuracy, validity and reliability.

The way observations are recorded is largely a matter of personal preference (Bell 1987, p.91) although there are many recommended observation instruments such as charts, grids, and checklists. I used a kind of a checklist grid. I listened to 10 children in a day during their English period. As a child read I ticked the number of books. From where the child could not read any further, we stopped.

Data Processing

To conduct a quantitative analysis, a researcher often must engage in a coding process after the data have been collected so as to reduce large amount of idiosyncratic items of information to a more limited set of attributes composing a variable (Babbie 2001, p.387). For some researches which have a lot of variables to measure, the coding process will be very necessary. However, for my kind of study I did not need to break my head trying to make a coding process because I was working with very less variables. I just had to find out how many of the children could read what number of books and then convert the frequencies into percentage of the total number of children. I compiled the information from the check list into three columns and eight rows.

Each child had to fit into one of the columns, that is, either he could read no books or maybe read one or two books or even all the seven books. That way the information collected became both exhaustive and mutually exclusive (Babbie 2001, p.389) which I think is an essential component of the data collection; to avoid ambiguities.

Analysis

Analysis in research consists of synthesising the information from the observation (Weirisma 1991, p.228). Babbie (2001, p.A21) wrote that if someone is doing a qualitative analysis, you must provide enough detail that your reader has a sense of having made the observations with you. The reader in fact should be in a position to replicate the entire study independently. In my own words analysis is interpreting the findings and then explaining their indications. Most social science analysis falls within the general rubric of multivariate analysis meaning the analysis of the simultaneous relationship among several variables (Babbie 2001, p.397). However, for my study a kind of a univariate analysis was good enough because I just needed to see how many of the children read how many of the books.

I cannot remember all my findings however what I definitely can remember was the fact that 50 % of the children could not read even book one and there were only around 10 % who could read all the seven readers.

There are many types of statistical measure which are appropriate in describing and analysing mass data in a meaningful way. However, for my findings a simple pie chart did the job of portraying what I intended to show. As cited by Babbie, it is in analysing the data that we discover and substantiate patterns and relationships, test our expectations and draw inferences that make our research fruitful.

Application / Reporting

Since education is essentially an applied field, research in education should yield some recommendations for alterations in education (Tuckman 1972, p.311). A perfectly designed, carefully executed and brilliantly analysed study will be altogether worthless unless you can communicate your findings to others (Babbie 2001, p.A22).

I compiled my findings and reported to my boss and my colleagues in the teachers' training college. I was then advised to contribute the compilation to *Rabsel*, so that the teachers of the country can read about it. I was asked to report it in the Annual Education Conference which I could not do due to unavoidable circumstances.

For some, my information was a confirmation of the doubts they had and for some it was an awareness to check on the reading programmes in the schools.

Conclusion

‘Research is a process and we can make it a systematic process’ (Weirisma 1991, p.7). A systematic process is what I followed during my study because for a beginner it is always wiser to stick to the guidelines laid down by wiser people. However, I understand that some times we can chose to be a bit flexible when our procedures overlap or integrate the main point is to maintain the reliability and validity aspect of the study.

To me and most of the people I knew, the word ‘research’ was a formidable one. Most of us always had the notion that research was done only by people who were either highly qualified or very intelligent. However, after my simple yet enriching sojourn, not only did I find the idea of research stimulating, it was definitely less formidable. I, now, understand it as an interesting process that everyone should pursue to educate an individual in the areas of his/her interest. We do vigorous exercises to keep ourselves physically fit; therefore we should also do rigorous research to keep ourselves mentally fit.

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Globalisation is a Reality and Sustainable Educational Change an Imperative: A Personal Perspective

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The issue of declining quality of education has been debated at various levels of forums the past few years in Bhutan. Some of the related issues include youth unemployment, teacher quality and motivation to name a few critical ones amongst many. This is like the chicken and egg story - it is difficult to determine the exact cause and effect. One side of the contention is that quality of education has improved; on the other hand some are of the view that the quality of education has declined. Yet another view, which is more objective and rational, is that in the absence of a benchmark it is difficult to take a stand.

The 21st century has already begun and globalisation is a reality now. A progressive stance is not to persist with the debate if it does not yield any solution, but to act. We need to ask ourselves the question: can we do much more than what we have already achieved? Do we desire to aspire higher and do we have the confidence in ourselves to achieve that aspiration? In retrospect, this debate on declining quality of education is a confirmation that there is some discontentment with the present state of affair and that our aspirations have changed.

Change is inevitable and changed aspiration of the Bhutanese in itself serve as an impetus for change. The new vision is to build technologically-enhanced, knowledge-based society in Bhutan. With the rapid pace of technological change this dream seems both desirable and achievable provided we capitalise on its advantages and be wary of its adverse consequences. We take pride in how we have by-passed the industrial age by leaping directly from an agrarian to a technological age. But we prepare ourselves well for uncertainties by not just knowing the desired destination but understanding how to get there. It is the experience gained through the process that prepares us well for unanticipated eventualities. When the leap is too wide, the danger lies in falling through the crack.

One question that comes to mind with continued complaints from employers of ill-prepared graduates entering the job market is whether education is leading the economy or vice versa. This also makes us reflect on the philosophy of the purpose of education; is it to be strictly utilitarian by serving only the economy's needs with customised knowledge and skills for the present, or does it extend beyond that? The complaints of mismatch between demands in the job market and what the graduates are equipped with is evidence of widening gap between education and the economy. This is only one facet of an apparent lapse in the current state of affair. With rapid changes in Bhutan, the education system should be geared to support the nation's social and political system too. Education has to lay the founding stones for vibrant democracy to be established in Bhutan. Amidst all changes, an education system that fails to uphold universal values as well as Buddhist values that contain fallible people's vices and failings is on the path to creation of a soulless society. Preparing students for 'the world of work' is a catch-phrase of the past. Education has a higher calling than the mere augmentation of a nation's economy and enhancement of its political life. The crux of the matter lies in the relevance of education, its currency, values, and vision. With the technological boom across the world, literacy and numeracy is a narrow educational goal, what is also essential is the knowledge and skills in information and communication technologies. Education is at risk if it fails to respond to changing trends in the social, economic, and political scenario and it is doomed if it lacks the foresight to prepare students for life with unwavering values – for uncertainties of the future. The rest of the education systems in the world have moved from teaching facts and figures to developing problem-solving skills, socio-emotional skills, and multiple intelligences in students. It is the ability to adapt and solve problems that better prepare students of today to face challenges of the futures as leaders.

With the rapid pace of globalisation, a nation is susceptible to the changing trends in the international scenario. For instance, the heightened recognition and concerted effort towards the conceptualisation of Gross National Happiness (GNH) in the past decade; and now the attention on 'how to live GNH' stems from awareness of the realities and eventualities of increasing consumerism and materialism in the world. Such changes induce the demand for and creation of new knowledge and skills across the world. In light of this, globalisation is a reality and an education system that prepares students to be 'Bhutanese' alone may be deficient in foresight and vision. With the changed aspirations of the Bhutanese, the time is ripe for change in the education system that has served us thus far. What is desirable is sustainable educational change characterised by a dynamic process of continuously improving with innovation

and ingenuity (Fullan, 2005). If sustainability is understood as maintaining something to last then we would soon reach a plateau which is counter progressive.

However, change in education is a daunting task. First of all, it means deep cultural change in the system which many people resist tacitly or otherwise (Levin & Fullan, 2008). Change means discomfort for most people because it means venturing outside their comfort zone and looking critically at one's existing practices. When new benchmarks are established with change, all in good intention and purpose, it can be threatening to those affected. It evokes fear of being laid off and potential loss of morale and motivation having to meet the new and higher benchmark.

Educational change is a complex issue with so many stakeholders involved. At the level of the public system there are various groups of professionals – the policy makers at the Ministerial level, the monitors at the District level, and teachers who are the actual implementers at the school level. Yet there is another significant group of professionals at the tertiary education level - the teacher educators and last but not the least the parents, students and employers as the end-users. The difficulty is in building a consensus on what education should constitute and how should quality education be advanced. Different stakeholders can advocate different agenda that are often competing depending on their own priorities and perspectives. For instance, in addition to the blame game between different stakeholders on the causes of decline in quality of education, there can be differences in the purpose of education between educators and employers. Employers to a large extent would prefer specialised skills which can serve their needs; however to an educationist, education should be broad based equipping the students with potentials of adapting to changing trends and new challenges.

Another element of complexity in educational change is the multiple aspects that need to be addressed. Changing the school curriculum and aligning to changing trends and needs of the society is just but one critical aspect of educational change. Corresponding to this undertaking is the need to address the quality of teacher preparation, the social status, and morale of teaching profession. Impinging on quality of teaching is the constraints teachers face in the field with limited educational resources and inadequate facilities. At a more professional front is the issue of limited or rather ill-distributed professional development opportunities and a less-than-conducive work environment in some remote schools, which is especially true in the Bhutanese context.

Partly due to its complex nature, educational change is a long and expensive endeavour. It requires investing in human capital and the result is often not as tangible as constructing a physical school infrastructure or pumping in resources such as computers and library books into schools. Change means changing a culture and a new culture can be established only with a paradigm shift in perspective, attitudes and knowledge of the people within the system which takes time and effort. In addition, a challenge to sustainable educational change in a democratic society is the change in leadership. So, any government or an organisation that ventures out to initiate a change will come under the pressure to show result within the given term. The risk lies in being distracted from focusing on quality.

Any effort to sustainable educational change calls for a shared vision and commitment to change at all levels. A consensus needs to be built on the vision and goals of the educational change and common understanding reached through effective communication. Change cannot be achieved overnight in education, or by concerted effort of a leader, nor by an organisation's initiative in isolation from the rest. The approach to sustainable educational change should be integrated and comprehensive; issues at all levels need to be addressed and educational stakeholders at all levels engaged.

Engagement of educational stakeholders not only brings forth diverse and rich perspectives but it generates a sense of ownership and motivation which is critical for sustainability of engagement and effort. The grassroots level implementers of the change need to be empowered through capacity development to enable them to meet the new standards and orient to new policy. A lapse in this particular area could potentially result in failure to implement great ideas and plans. When planners and policy makers plan exclusively in isolation from the rest, the risk is of missing the contexts and nuances which better inform the plans and policies. Though engagement of stakeholders in itself does not necessarily contribute positively, a failure to do so could adversely affect the ownership and motivation of the stakeholders. A shared vision may be lost without this kind of engagement and effective communication with relevant stakeholders. This may contribute to widening the gap between intention (as reflected in plans and policies) and implementation.

A key to sustainable educational change is creating a culture of continuous learning - a 'learning organisation' - so that the organisation can continuously transform in response to changing situations and requirements. However, it is the people within the organisation that create the culture and define the

organisation. For sustainable educational change to take roots, it is critical to develop a new breed of leaders - leaders who can think at the systemic level and leaders who leave many more similar leaders behind on his/her resignation. The kinds of leaders needed are the ones who can relate to a wider picture of change and see the broader scopes and implications of the change initiative. Leaders need to be developed at all levels so that there is proper succession for sustainability of the initiative whenever changes in leaderships occur. Critical to development of a learning organisation is the creation of a congenial environment for people to take risk. It is the fear of failure and its consequences in a prescriptive and hierarchical system that paralyses individuals from being creative and innovative.

Given the criticism against education and rising unemployment issues, which will trigger numerous other social ills if not addressed at the opportune time, successful sustainable educational change should be a moral imperative with strong political will to persist even in the face of adversities. Continuous debate will not reap solutions unless a beginning is made to address the issue of declining quality of education. When neighbouring countries like India are re-thinking their education, Bhutan cannot afford to be an observer. Bhutanese people's aspirations have changed; we have embarked on democracy; globalisation is here to stay and all these have implications on all aspects of our lives - social, economic and political life. Education alone can contribute to creation of a knowledge-based society, the institution of a vibrant democracy and the realisation of Gross National Happiness.

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Teacher Morale in Bhutan - Reflections

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Abstract

At a time when everyone wonders what quality of Education really means, at a time when all fingers seem to point to teachers for the deterioration of the standards of Education, thinking of teacher morale, at least to me, seems to be not only appropriate but imperative.

Thus my paper focuses on my personal reflections on teacher morale, my experiences as a teacher, principal, curriculum developer and a monitor in the Education system of the Kingdom of Bhutan.

The paper also outlines a summary of what morale is and talks about why teachers' morale is important and how teachers can replenish the diminishing morale in themselves. The paper then suggests a few things that can be done to boost the morale of teachers.

If at all there is nothing we can do to boost the morale of teachers, at least talking about it may broaden our views about the teaching profession in general and in particular appreciate the need to value our teachers in the Education system.

I. Introduction

When I turn the pages of my life, I find you on each page, helping, guiding and tutoring me, making me go after my dreams, and teaching me to hold on to patience, so that I can reach my goals..... This is the work of a teacher, and when a teacher instills so much feeling in someone; would not it be appropriate to remember the morale of teachers?

“Teachers are the heroes of the classroom, who are on the front line day after day, week after week, dedicated to meeting the needs of each child in their classroom.”. “This is by no means a simple task — youngsters have a wide range of learning styles that, in turn, require teachers to employ a wide array of teaching techniques, to use a variety of materials and to be constantly creative. (US Secretary of Education)

Teachers in Bhutan are also being stretched to the limit. Expectations placed on them seem to be exponentially expanding. Their roles encompass not only teaching specific content and mentoring learners in the love of learning, but functioning as frontline social workers who are expected to produce what we call wholesome citizens.

Besides broader social problems that find their ways into classrooms, many other pressures plague our teachers. For example, how do we treat and deal with teachers for the lack of adequate textbooks, learning materials, limited professional and after training support, increased duty hours especially those that work in boarding schools (24 hr duty), large classes, problematic children, teachers who have to live and deal with rising costs of living and teachers who have to listen to scathing public criticism about quality of education.... The answer to this question, my colleagues, is not in the wind.... The answer is BLAME..... Teachers have to bear the brunt of the blame for all these inadequacies..... And yet there are teachers who still do so much for the cause of educating today's children in the Kingdom....and this leads me into talking about the morale of teachers in the country.

II. What is Teacher Morale?

There is no single definition that sums up teacher morale. However, morale has been variously thought of and talked about as a “feeling, a state of mind, a mental attitude, and an emotional attitude,” (Mendel, 1987).

Washington and Watson, (1976), define morale as, the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations.”

Bentley and Rempel,(1980) say that morale is the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation.”

Hoy and Miskel (1987), are of the opinion that morale is high when the school environment is healthy, and that, “teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs.

III. The Importance of Teacher Morale:

Teacher morale, as everyone is aware of, can have far reaching effects. Miller, (1981) says that teacher morale can have, a positive effect on pupil attitudes and learning, and raising the morale of teachers is not only making teaching more pleasant for teachers, but also learning more pleasant for the students, thereby resulting in an environment that is ideal for learning.

Teacher morale and student achievement, I have experienced, are highly related. It is only common knowledge that where teacher morale is high the student achievement is also high. In schools where teacher morale is high, students too have high moral standards and we hear less of disturbing news of student behaviour.

Mendel cites Holt (1980) who says that low levels of job satisfaction and morale can decrease teacher productivity, lead to teacher burn out, that will lead to a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanised perception of the students. My personal experiences tell me that many of our own colleagues feel this way and you know only too well how many of our colleagues are a lot happier working in other organisations.

IV. Factors that affect Teacher Morale:

There are many factors that affect the morale of teachers. The leadership in a school can be one of the most important factors of either high or low teacher morale. Adams,(1992) notes that, “principals who are the source of much reinforcement for teaching behaviour” is a key factor in improving the morale and the self-esteem of teachers.

Administrative support, transparent leadership, good student behaviour and positive school environment and teacher independence are factors that promote the morale of teachers thereby increasing their enthusiasm for their work.

Strong public and community support can also indicate the faith in teachers and this can improve the morale of teachers. Frequent criticism of teachers and the media picking up on very little issues concerning teaching and learning can seriously hamper and damage the morale of teachers. Perhaps this is something we experience here in Bhutan very often.

Work load can stress teachers and stress can damage the morale of teachers. Teachers know they have to work so hard even on holidays and when they see other civil servants playing archery on a Saturday they feel they are overstressed and this can damage the morale of teachers. This feeling of stress can lead to the erosion of ones ideals as a professional; lose ones sense of purpose and enthusiasm and start feeling, “how can one civil servant develop a nation.”

IV. (A) what can be done to boost the morale of teachers?

We need to reassess the value of our teachers. Teachers too on our part must reassess our jobs, our responsibilities. We need to reassess ourselves to realise what we need to value about our jobs as teachers.

Renewal is important tool and for teachers to become renewed, we need to reopen our case for teaching and realise why in the first place we ventured on such a vocational adventure. Perhaps the answer to our low morale or high moral for that matter may lie in realising this purpose that we had in joining what is called one of the noblest of professions.

Also individuals must reflect enough on their jobs and find ways of replenishing themselves. I personally have been a happy teacher thinking in terms of how many students’ dreams I have been able to fulfill in my own small ways. I have always been proud to see my own students achieve and do well in life. I have never had any sense of bitterness when my own students have gone on to better positions and moved up the bureaucratic ladder and other social steps. The fact that I have been somehow involved in the success of someone else has made me a very happy teacher and I have always been a bubbly teacher when I was one.

Besides individuals attempting to renew themselves and trying to boost their own morale as teachers, administrators can play vital roles.

We all know that when we have a voice in what happens around us, and that when our work has more meaning in the community that we live in, our morale is, for obvious reasons high. Therefore would it not be the responsibility of the administrators, starting from the school Principal to empower teachers in anyway they can to boost the morale of teachers?

I have always observed that when teachers are allowed to dream a little and plan well and are supported in their plans and little dreams, they interact and

relate to learners in a significantly better way and student achievements are enhanced to a great extent. Principals and administrators will agree with me I am sure and if you do not it is high time you try this out.

Involving teachers in decision-making and policy making activities at the school level, acknowledging their contributions and expertise in areas they are asked to work on, are some ways of sustaining the morale of teachers.

Principals and administrators can strengthen the morale of teachers by supporting them in student discipline matters, by allowing teachers to draw up their own disciplinary codes and empowering them to enforce their disciplinary codes. In other words Principals and administrators must stand behind teachers in times of crisis and not blame the teachers for the mistakes they commit unintentionally and for mistakes they make as human beings.

IV. (B) A Special Note for Administrators:

1. Here are a few things that administrators might want to consider while considering the question of how to boost the morale of teachers. It is however, not necessary for the concerned administrator to do all of these things. Teachers realise that administrators are hard-pressed for time, but even a single note in a teacher's *career* could make a big difference in his/her morale. Many of the suggestions given here could be in the form of letters and could be handled by clerical staff with just the need for an administrator's signature.
2. Every week or two call a principal and ask if there is a teacher or other staff member who has done something special "above and beyond." Get some details about it. Then write a short, specific thank you note, expressing appreciation for the person's commitment to excellence and gratitude for their being a part of the team. Send it in school mail. This is a private, individual acknowledgement so there is no need to send one to every teacher. This can be easily done at the Dzongkhag Level.
3. When teachers are criticised in the media, write a rebuttal. Not saying *anything* seems like agreement. Would the DEO not think that this is a responsibility that he should shoulder?

4. Curriculum specialists could send out certificates at the end of the year to teachers they have noticed really putting forth effort in their area. For example, “This is to recognise _____ for outstanding teaching in the area of _____ during the _____ school year.” Giving these awards a name could give teachers something to list on a resume if ever needed. Do not give away too many of these or they would not be special – the value will be lost.
5. Arrange for a “Teacher of the Week” spot in the city newspaper. “The Dzongkhag would like to recognise and commend _____ for his/her commitment to children and quality education.” List a few special projects or areas of strength of the teacher, for example, compliments children have written, comments from parents or other teachers. Print a photo of the teacher and his/her students.
6. When seniors students are about to leave school, encourage their English teachers to have them write to an elementary, junior high and senior high teacher from whom they learned the most. Consider sending some of these letters to the newspaper. Deliver them all to the teachers if possible, through school mail if they are still in the Dzongkhag. Perhaps include an invitation to come to the School Foundation Day.
7. If teachers must be moved during the first weeks of school because of enrollments, a top administrator could send each a letter apologising for the extra work and trouble. Teachers understand that difficult decisions have to be made sometimes but setting up a classroom twice is a great deal of trouble and those teachers put in a lot of unpaid time. It would make a big difference to be told that this effort is appreciated, and that the displaced teachers are considered a valued member of the district “team.” A small gift to accompany this letter, perhaps reward stickers for the children, would make the transition a lot less burdensome. If someone *volunteers* to move, say special thanks for that.
8. “We Want to Know”. Print up an attractive form for teachers to fill out and send to the Ministry of Education/EMSSD at the end of the year if they wish. Have them write one to five good things that happened in their classrooms during the year. These could be funny anecdotes or other classroom stories. Some of these could possibly be published or posted in the papers or they could just be sent back with a “thank you”

sticker affixed. For teachers who go to the extra trouble to write and send in these success stories, have a drawing and perhaps offer a prize donated by a local business or agency.

9. Write a little note to any employee who is been written up in the paper for *anything*, especially if it brings positive press to the Dzongkhag.
10. Pay special attention to new teachers. Have a welcome tea after school early in the year. At the end of the first year, send a little note acknowledging them for their contributions and reaffirming that you are glad to have them “on the team.”
11. Make the attempt to tell or write something like, “Welcome back to school. We wish you a great year and thanks for”...you have done to get this year off to a great start! in the beginning of the school year.
12. Acknowledge teachers who have perfect attendance in any semester or year. Say with all the “bugs” and illnesses floating around in schools, it’s noteworthy not to miss even one day! Wish the teacher continued good health.
13. Send a signed card to teachers who get married, have a baby, experience a death in the family or a serious emergency. A little P.S. could say, “Thank you for all you do for kids and for the Dzongkhag.”
14. Send a note to teachers who give presentations at conventions, teach classes, or earn a degree. Commend them on their commitment to professional growth.
15. Thank any teacher who writes a letter to the editor saying something positive about the Dzongkhag and Education in general.
16. Host a banquet for retiring teachers. When teachers resign or go on leave, send a little thank you for what they have done to contribute to the system. Wish them well and say you are sad to see them go (if it is true).
17. If a teacher or administrator is involved in a crisis with parents that

ends up being referred to you, write to them afterwards. Acknowledge the difficulty of the situation and say that you appreciate them hanging in there and resolving it. Validate their commitment to teaching.

V. Staying Positive in the job:

It is so easy to see why teachers have a difficult time maintaining morale and keeping a positive attitude under such stressful conditions. Day in and day out, they are asked to do more with less; they must improve quality of teaching while given less time and resources to do just that. Is it even possible to maintain a healthy, happy attitude when dealing with such a stressful environment?

Sure it is! It is possible to wake up each morning and look forward to going to work because, having a positive attitude not only allows us to enjoy life more, it can improve our health and relationships with others.

Here are 7 tips to help you stay positive.

1. Decide to have a positive attitude. We are responsible for our own happiness; other people can not MAKE us happy. We need to decide to make ourselves happy. This is wonderful because now we do not have to wait around for someone else to do it for us.
2. Surround yourself with positive people. We become like the people we spend the most time with. When we surround ourselves with negative people, we become negative. When we surround ourselves with positive people, their attitude is contagious. When we think of the people that we spend the most time with, we need to decide if these are people who bring us up or bring us down. It is beneficial if we surround ourselves with positive, life-giving people and insulate ourselves or avoid those people that are negative.
3. Use positive affirmations. We need to replace our negative self talk with positive affirmations. Replace “I hate getting up in the morning” with “I am grateful for a new day.” Eventually changing our self talk will lead to the changes in our attitude and behavior.
4. Be very selective of the music and news information that you listen to.

Garbage in is equal to Garbage out! We need to examine of what we are feeding our mind with - information that is helping us and not hurting us.

5. Create victories for yourself. “Small victories will lead to larger victories by changing our view of our own personal success and ability.” When we want to complete a large goal, we need to break it into smaller goals that will ultimately lead us to that large goal. The same holds true for improving our attitude. When we take those small steps each day, they add up to changing our lives.
6. Get in touch with your spiritual source. “It is faith that breathes life into hope. It is hope that fuels a positive life giving attitude.” “Take the time to connect or reconnect with your spiritual source. Prayer, meditation and reflection can go a long way to fueling and recharging our attitude.
7. Do not stop; never give up. Even when we have a positive attitude, we still have days when we do not feel quite so positive. On these days, we may need to take some extra time to review the previous six tips and remember to not give in to the negativity around us.

VI. Conclusion:

Although teachers are responsible in preserving and boosting their own morale, realising their job responsibilities, and maintaining the job satisfaction, their morale must also be nurtured, supported, valued by the broader school community, the Ministry and other agencies related to teachers and the teaching profession.

When teachers are provided with what they need to remain inspired in their work, in their classrooms and the school environment, both students as well as teachers and the nation at large are the beneficiaries.

So even if there is nothing we can do to nurture and improve the morale of our teachers, let us at the very least acknowledge the fact that teacher morale is important for the teaching profession and the Education system.

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Teachers' Motivation...What Causes Teachers to Leave?

A study of motivational level in Bhutanese teachers

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Abstract

This study is an attempt to study the motivation level of Bhutanese teachers. The study focuses on the satisfaction level of the Bhutanese teachers with respect to their age, qualification and place of work. The study encompasses eight of the many factors of motivation. It was found out that most of the teachers who were dissatisfied are in the age group of 20-29 years having a qualification of bachelors degree and teachers living in the urban areas.

Background

Modern comprehensive education in Bhutan started with the development process in the 1960s. Prior to this era, education in Bhutan wholly depended on the Buddhist scholars, both from within and outside. However, as the country embarked on planned development process, the need for teachers increased. This led to the recruitment of Christian Jesuits. And to meet the demand of teachers from within, a Teacher Training Institute (TTI) was established in Samtse in 1968 under the direct command of the Third King. There were 40 boys to begin with but, unfortunately, only 38 completed the course.

Although teachers played a pivotal role in the development of the education system and that of the country, the young age and lack of good leadership have led to non-practice of the principles involved in being professional (Dorji, 2007). TTI trained primary school teachers, but it was not able to keep up with the demand of teachers required in the field. Even when candidates were enrolled with minimum requirements, there were fewer applicants, so the shortage of teachers continued to stay in the system.

In July 1975 the Teacher Training Center and Demonstration School (TTC-DS) was established in Paro. This center was to specialise in preparing teachers for the lower primary level. With a demonstration school inside the campus, teacher trainees were able to gain first-hand experiences in teaching skills and classroom management. Teachers from the Guru Training system still continued to teach the primary level, but younger teachers from TTI and TTC were now joining this cadre, year after year, on completion of the courses. About the mid

1970s, a few Bhutanese undergraduates from university colleges in India also joined teaching, but, for the most part, it was the Indian counterparts who taught at secondary level. The 1980s saw an increase in the number of Bhutanese teachers in secondary schools.

Teaching has rarely been a popular job among young people in Bhutan. Except for a handful of those with a genuine interest in the noble service, the majority of the teacher candidates were drawn in more by circumstance than by interest. The Department needed more teachers than there were candidates available then.

In 1983 the TTI at Samtse was upgraded to the National Institute of Education (NIE) headed by a Director and started offering a Bachelor of Education degree. Before 1987, it was generally thought that teaching was a mediocre job and a last choice for job seekers. This mind-set seriously discouraged those with capabilities from joining the teaching cadre. After His Majesty the King commanded a change in this outlook, contentment was visible among teachers, as they saw some meaning in their profession (Dorji, 2007).

The exploration of teachers' motivation would provide an opportunity to develop a holistic understanding of interplay between teachers' remuneration needs, professional and pedagogic support needs. It is hoped that this will lead ultimately to a better understanding of what and how appropriate incentives and support ensure effective teacher performance. This research would not only enable us to know the motivation level in the teaching profession today but also broaden our understanding about what makes teachers teach.

Literature Review

In all education systems, the performance of teachers is one of the most important factors determining school effectiveness and learning outcomes. But teachers influence is even greater in Bhutan as they are the major learning resource here. Teachers are the central actors in education, facilitator of learning, bringers of knowledge, brokers of relationships between pupils and the societies in which they live. They play a pivotal role in enabling societies to realise their educational aspirations.

Teachers' interaction with learners is the axis on which educational quality turns and it is quality of education which will increasingly preoccupy policy-makers in the future. If school effectiveness can be regarded as being the "value added" to an individual by their school experience, it must be acknowledged

that this value is added mainly by their interaction with teachers.

From all these perspectives then, there needs to be a renewed need to understand the relationship between factors affecting teacher morale, motivation and performance.

Motivation is the willingness to do something and is conditioned by this action's ability to satisfy some need for the individual. A need here means some internal state that makes certain outcomes appear attractive (Decenzo, 1997). It is concerned with the "why" of human behaviour, with what it is that makes people do things. For Burselton and Steiner, motivation is "all those inner striving conditions described as wishes, desires, and drives. It is an inner state that activates or moves."

Motivation is "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001, p.51). As stated by Brown (1994, p.152), it is a term used to define the success or the failure of any complex task.

Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a, p.8).

Ryan and Deci (2000a, p.54) state that "to be motivated means to be moved to do something". Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energised and activated to the end of a task. "Interest, curiosity, or a desire to achieve" (Williams & Burden, 1997, p.111) are the key factors that compose motivated people.

Though there are many theories of motivation, Johnson (1986, p.55) states only three theories of motivation and productivity that teacher motivation is based on. They are elucidated below.

Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such a bonus or a promotion that is worth working. Expectancy approach recognises the importance of needs and their satisfaction but considers the contingency aspects relevant to particular people in a particular situation. This theory argues that the strengths of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual. So,

it is essential to motivate people to increase their inputs to meet their expectations.

Equity theory: Unfair treatment for their efforts and achievements makes individuals displeased. According to the Equity theory of Motivation, individuals compare the outcomes they receive within and outside the organisation. Such comparisons are made based on the outcome-input ratio. If one person gets higher outcome-input ratio than another person, there is inequity amongst the two individuals. Here, according to the theory, the first person experiences “felt positive inequity” and the other “felt negative inequity.” Individuals take various actions to restore sense of equity. As stated in the above theory, All people try to compare their input, output and reward with their friends and always try to minimise the income gap.

Job enrichment theory: The more varied and challenging their work is, the more productive employees become. This is because; they get better remuneration when their job is more challenging. So, people get motivated to work hard and thus productivity increases.

Problem Statement

It is possible that no other profession in Bhutan has been subjected to as much scrutiny, debate and discussion as the teaching profession. In July 1998 teachers in schools received gift for their work. The incentive of 30% and 45% of their salary was raised for those teachers in the schools and tertiary institutions respectively. In terms of financial benefits it has certainly improved the living conditions of teachers. This would have enabled the teachers to give teaching the highest priority. However, the scheme lasted only till the end of 2004. There was a 45% salary revision for the civil servants but this has not been so for the teachers. This has led to “frustration, dissatisfaction, low morale and motivation and discontentment” among the teachers (KUENSEL, June 29, 2007). Teachers, therefore, started to leave the profession. This led to debate and discussions.

Though the number of university graduates is increasing year by year which adds to the employment situation in the country, there is a high tendency for them not to opt for teaching. Out of 105 slots in the Post Graduate Certificate in Education, only 65 seats were filled in 2005. The same trend followed in 2006 where only 6.17% of the university graduates opted to join the teaching profession. Out of 90 seats available, only 48 of them joined the same. There were 777 university graduates in 2006.

The teacher turnover rate has also created interest in us to see why they tend to resign for some other profession. In an informal meeting with the Education Ministry we found out 11% of the present Bhutanese teachers are willing to leave the profession given the chance (Ministry of Education, 2007).

Research objectives

This research aimed to look into the following factors:

1. Does motivation vary for different age groups?
2. Does motivation vary among different levels of qualification?
3. Does the place of work (urban and rural) play any role in motivating teachers?

Methodology

Primary data was collected with the help of a comprehensive questionnaire. Information about the respondent such as their age, qualification and their workstation (urban or rural) were gathered through the questionnaire. This enabled us to compare between respondents and study whether motivation varied among different age groups, qualification levels and the place of work/work station.

Age was divided into three major groups of 20-29, 30-39 and 40 and above and questionnaires were administered proportionately among these age groups.

Qualification was divided into four groups of Under Matriculation, Higher Secondary, Bachelors, and Masters and above. Under matriculation means those who have qualification of class ten below from within country or abroad. Those who have studied up to class twelve through distance learning and Continuing Education Programme are clubbed into Higher Secondary. Bachelors Degree means those who have enrolled into universities to pursue specific studies such as, BA, B.Com, B.Sc, and B.Ed. Masters and above is an academic degree higher than a Bachelors Degree such as, M. Ed., M. Com., and M. Phil.

The place of work was divided into urban and rural. The Ministry of Education has already classified the schools into six categories of “urban, semi-urban, semi-rural, rural, very rural and difficult”. However, for our study, we have clubbed urban and semi-urban into URBAN and rural, semi-rural, very rural and difficult areas into RURAL.

For our study, urban means those places which are connected with roads. Those schools which are more than an hour walk from the road head is considered as rural.

The questionnaire also gathered information regarding motivating factors for the teachers. Specifically, the study sought to describe the importance of the following eight motivating factors: (a) increase in pay, (b) training opportunities (within country and abroad), (c) school’s leadership and decision making structure, (d) opportunity to participate in workshops and seminars, (e) opportunities to participate in decision making process that effects teachers, (f) good physical working facilities, (g) prestige and (h) opportunities for further studies and skill-up gradation.

Of the total 4504 Bhutanese teachers (General Statistics, 2007), 914 teachers were Under Matriculate, 1668 Higher Secondary, 1852 Bachelors and 50 Masters and above. The sample size of the research is 200 which is divided proportionately into the categories mentioned above.

Teachers' (national) qualification& type/level of school. March, 2007						
Qualifications	Number of teachers					
	CPS	PS	LSS	MSS	HSS	Total
Masters and above	0	0	10	18	22	50
Bachelors Degree	230	171	637	502	332	1872
Higher Secondary	508	414	543	201	2	1668
Under Matriculation	155	160	311	185	103	914
Total	893	745	1501	906	459	4504
<i>Source: General statistics, 2007</i>						

The data from the survey were then tabulated and analysed using SPSS. Descriptive statistical measures and basic mathematical measures such as percentages are used.

At least fifty teachers each, calculated proportionately, are covered from four dzongkhags of Thimphu, Bumthang, Sarpang and Mongar.

Limitations

Out of 18,582 civil servants (RCSC, June 2007), 24.24% constitute Bhutanese teacher up to higher secondary school. Thus, the research time period of two months was felt to be too short to carry out the research efficiently and effectively to cover all the teachers.

Due to time constraint, we did not cover teachers of all the schools and institutions. We have concentrated our study only to the teachers of primary, lower secondary, middle secondary and higher secondary schools. Teachers of the private schools in the country are also excluded from our study.

Research Findings overview

This research is based on supposition, and the feed back from teachers that levels of teacher's motivation has a significant impact on their performance. It was also assumed that teacher performance was one of the major factors influencing education quality. In all countries, there are teachers, for whom teaching is an interest, who have intrinsic high levels of commitment to the teaching profession. There are also teachers who have never wanted to be teachers and have no commitment to the job. These teachers are those who were made teacher by the pressure of unemployment trend and forced by certain circumstances. The majority lies in between these two. They wish to remain in teaching profession and want to do a good job. However, their motivation level and performance is critically influenced by the situation that supports and enables them. We set out to explore this belief and develop our understanding of factors affecting teacher motivation in Bhutan.

It was clear that the position of teachers in Bhutan is not the worst, in comparison to teachers in other countries. Teachers in Bhutan enjoy both stature and importance in the society. Unlike in other countries, their job is guaranteed till they resign. There is no difference in the pay scale between teachers and other civil servants like in other countries.

Amongst the group interviewed in this research, there was a very strong desire for opportunities for professional development. Naturally, teachers had aspirations to upgrade their qualifications, either through distance learning or attending a college course. This desire can be attributed to the fact that an improved qualification is a pre-requisite for progress up the career ladder. Training, be it in country or abroad, is cited more frequently than other factors both as a positive "motivator" when teachers had access to it and as a source of demoralisation when it was unavailable.

In Bhutan, concerns about workload were cited as very important influences on teacher motivation. In fact, this was the most important factor influencing motivation. Bhutanese teachers are burdened with heavy workload due to increased enrollment. Other demands on time stemmed from their responsibilities in the school which were both complex and onerous. This problem was compounded by teacher shortages where teachers were compelled to cover vacancies in subject areas other than their's. However, this was found to be a major factor mainly in rural areas.

About 75% of the teachers interviewed felt that lack of allowances and entitlements as de-motivating factor. Teachers expressed dissatisfaction with the "dry salary" without any fringe benefits.

About 28.5% of the respondents are willing to join other professions given a chance. The main reasons cited were less opportunity for trainings and self up-gradation, heavy work load, unfavourable working condition (common office), no perks, dry salary, monotonous job and strict code of conduct.

Research findings as per the objectives

Objective 1: whether motivation vary among different age groups

Table 3 Age group and satisfaction level with the factors of motivation

Factors of motivation	Age Groups		
	20-29 yrs. (n=78)s.	30-39 yr (n=82)	40 yrs. & above (n=40)
Satisfaction with monthly Pay	54	64	33
	69.20%	78.00%	82.50%
Satisfaction with superior's capabilities, competencies and efficiency	70	78	38
	89.70%	95.10%	95.00%
Satisfaction with opportunity for self up-gradation & further studies	27	43	24
	34.62%	52.44%	60.00%
Satisfaction with opportunity to participate in meetings and decision making process	70	76	37
	89.70%	92.70%	92.50%
Satisfaction level with the facilities	54	68	36
	69.20%	82.90%	90.00%
plan to stay on in teaching profession (Yes)	46	63	34
	59.00%	76.80%	85.00%

Analysis of the motivating factors with respect to age groups gives us the following conclusions:

The findings suggest that most of the older teachers are satisfied with most of the motivating factors than the young teachers. That means older teachers are motivated to teach than their younger counterparts.

a) Pay

The research clearly shows that of the 78 teachers interviewed in the age group of 20-29 years, about 69.2% of them are satisfied with pay. But the satisfaction level with pay in the age group of 30-39 and 40 and above is quite high with 78% and 82.50% respectively. Older teachers are sort of resigned and agreed to the fact that they cannot go further than this. Given their qualification and background, they are satisfied and happy with what they earn.

b) Superiors' capabilities and leadership

Majority of the younger teachers with 20-29 years are satisfied with their superior's capabilities and leadership. More than 95% of the teachers above

30 years are satisfied with it.

c) Self up-gradation and further studies

Only 34.62% of teacher respondents between 20-29 years of age said they get opportunity for self up-gradation and further studies where as the older teachers' responses are satisfactory with 52.44% and 60% respectively. This is because most of the teachers in the age group of 30 and above have a lower qualification level of Under Matriculate. With the introduction of Distance Education Learning Programme in Bhutan, most of these teachers availed the opportunity.

d) Meetings and decision making process

Compared to the older teachers, younger ones are not satisfied with the opportunity to participate in the meetings and make decision with 89.70%. As most of the important posts and responsibilities are held by older teachers, younger ones do not have much say in the decision making process.

e) Facilities

The satisfaction level, of young teachers with 69.20%, with the facilities is also much lower than that of older teachers. With the development, younger ones have more exposure and want to enjoy facilities that suit their needs.

f) Opportunity for workshop and seminars

According to the research findings, 34% of the respondents said that they have never attended any of the workshop and seminars. About 14.5% of the respondents got the opportunity once a year, 17% once in two years and about 34.4% once in five years. The greater percentage of teachers who did not get this opportunity is in the age group of 20-29 years. About 54% of them have not got the opportunity.

g) Opportunity for trainings abroad

From the research findings, more than 95% of the respondents have never got an opportunity for trainings abroad. No one from the age group of 40 years and above has got the opportunity.

h) Opportunity for trainings in-country or ex-country

Findings indicate that 74.36% of the respondents in the age group of 20-29 years have never attended any in-country trainings. More than 57% of teachers in the age group of 40 and above and about 41% of teachers in 30-39 have never got this opportunity.

From the discussion above, it is clear that teachers in the age group 20-29 are more dissatisfied than teachers in other age groups. It is obvious that more than 60% (Annexure 1) of the respondents who wish to leave the teaching profession are in the age group of 20-29 years.

Objective 2: whether motivation varies among different qualification levels

The research found out that most of the teachers who have Bachelors Degree are not satisfied with their job. It is clear from the table below that more than 40% of the teachers with Bachelors are willing to leave the profession, given a chance.

Table 4 Qualification and level of satisfaction with the factors of motivation

Factors of motivation	Qualification levels			
	Under matriculate (n=47)	High school (n=61)	Bachelors (n=79)	Masters and above (n=13)
Satisfaction with monthly Pay	38	46	57	9
	80.85%	75.40%	72.20%	69.23%
Satisfaction with superior's capabilities, competencies and efficiency	44	57	72	13
	93.62%	93.40%	91.10%	100.00%
Satisfaction with opportunity for self up-gradation & further studies	20	41	29	4
	42.55%	67.21%	36.71%	30.77%
Satisfaction with opportunity to participate in meetings and decision making process	45	59	67	1
	95.745%	96.70%	84.80%	92.30%
Satisfaction level with the facilities	40	53	53	12
	85.11%	86.90%	67.10%	92.30%
plan to stay on in teaching profession(Yes)	40	49	44	10
	85.11%	80.30%	55.70%	76.90%

The above table depicts the aggregate situation of motivation and satisfaction level in the schools with regard to qualification as found out from the study.

a) Pay

Majority of teachers who are dissatisfied with pay are from qualification level of Bachelors and above. About 72%(Bachelors) and 69.23%(masters and above)

of the respondents are satisfied with the monthly pay compared to 75% to 80% with the case of other lower qualifications of Under Matriculate and High School respectively. Teachers with qualification above Masters tend to compare their monetary benefits with their friends in other professions. They see their friends enjoy better and more monetary benefits from tours and travel. But the teachers with lower qualifications are happy as they do not have better opportunities outside teaching.

b) Superiors' capabilities and leadership

Most of the teachers are satisfied with superiors' capability and effectiveness. However, school management and the role of Principals in particular was a crucial area of concern to some teachers. It is found that dissatisfaction with school management and school head teachers was predominant amongst the teachers with Bachelors Degree (with more than 9% dissatisfied.)

For instance, when asked about the role of the head teacher in motivation, one teacher participant responded

A: 'He de motivates. He gives no guidance or encouragement...there is no respect for the head' (interview).

It appears from the remarks made by teachers that simple steps taken on the part of head teacher could make a big difference to the morale of staff in schools.

c) Self up-gradation and further studies

The opportunity for self up-gradation and further studies seem to vary between qualification levels. 67.21% of the teachers with high school level are satisfied as against 45.55% (under matriculate), 36.71% (Bachelors) and 30.77% (masters and above). Teachers with lower qualifications get opportunity to upgrade themselves through in-country Distance Education Learning programme. There is inadequate opportunity for teachers with Bachelors and Masters to upgrade their qualification.

d) Meetings and decision making process

Most of the teachers with Bachelors degree are dissatisfied with opportunity to participate in meetings and decision making processes. More than 90% of the teachers with other qualifications are satisfied with this factor against 85% of teachers with Bachelors Degree.

e) Facilities

The level of dissatisfaction of teachers with Bachelors degree is lower than

other teachers with other qualifications. About 67.10% of teachers with Bachelors degree are satisfied with the facilities as against 85.11% (Under Matriculate), 86.90% (High school) and 92.30% (Masters and above). Teachers in this qualification level seem to compare facilities in schools, such as computers, internet, office etc. with other jobs.

f) Opportunity for workshops and seminars

It can be said that opportunity for workshops and seminars for teachers with bachelors qualification is very low as compared to other qualification levels. Amongst the different qualification levels, the percentage of never got opportunity to attend workshop and seminar is highest with 39.24 % for bachelor as compared to other qualification levels.

g) Opportunity for trainings abroad

As said earlier, opportunity for trainings abroad is so negligible with more than 96% of the respondents who never got chance for the trainings abroad. About 2.5% of the respondents with a qualification of Bachelors have got the opportunity once in a year and about 41% of the respondents with Masters and above have got this opportunity once in five years.

h) Opportunity for in-country trainings

More teachers 62 % with Bachelors Degree and Under Matriculate have never got an opportunity for in-country training. From the above analysis, it is concluded that most of the teachers with Bachelors Degree are dissatisfied with their profession and they are de-motivated to teach.

Objective 3: whether motivation vary between urban and rural

Table 5 Place of work and level of satisfaction with the factors of motivation

Factors of motivation	Place of work	
	Urban (n=114)	Rural (n=86)
Satisfaction with monthly Pay	85	66
	74.60%	76.70%
Satisfaction with superior's capabilities, competencies and efficiency	107	79
	93.90%	91.90%
Satisfaction with opportunity for self up-gradation & further studies	56	38
	49.12%	44.19%
Satisfaction with opportunity to participate in meetings and decision making process	101	82
	88.60%	95.30%
satisfaction level with the facilities	95	63
	83.30%	73.30%
plan to stay on in teaching profession (Yes)	75	68
	65.80%	79.10%

The analysis of factors of motivation and place of work shows the following findings.

a. Pay

More than 76% of the rural teachers are satisfied with the monthly salary as against 74.6% of the urban teachers. This is due to rise in living standard in the urban areas. Accommodations in the rural areas are cheaper than urban. There are not many avenues for spending in the rural areas as in the case of urban areas.

b. Superior's capabilities and leadership

Leadership is very important in establishing school level support systems and supervisory practices that can secure professional commitment from teacher. More than 93% of the urban respondents and 91.90% of rural respondents are happy with their superiors' competencies and efficiencies. This means that there are no much differences in the leadership between the two. The meager difference was due to the authoritative leadership by the rural head teachers, as cited by some teachers.

c. Self up-gradation and further studies

Opportunity for self up-gradation and further studies is an inevitable endeavour for every one. But it is found out that this opportunity is inadequate in the teaching profession. Most of the teachers are dissatisfied with it. Urban respondents with 49.12% are satisfied with the opportunity to up-grade themselves. The satisfaction percentage of rural teachers is 44.19% only.

d. Meetings and decision making process

Rural teachers are more advantageous than their urban friends as they get to participate in the meetings and decision making processes more frequently. Rural respondents are satisfied with 95.30% and 88.60% of the urban are satisfied, which is comparatively lower than the former.

e. Facilities

Urban schools have better facilities than the rural schools. The satisfaction level of the respondents testifies this point. Teachers with 83.30% of urban areas are satisfied with the facilities. But more than 25% of the teachers in rural areas are dissatisfied with it. There are many facilities available in the urban areas which motivate teachers to work hard but the same facilities lacked in rural areas. "Inaccessibility" to the remote areas is the most important factor in providing "better facilities like computers."

f. Opportunity for workshops and seminars

There is not much difference with the opportunity for workshops and seminars between the places of work. About 14% the respondents from each of the workstations (urban and rural) got it once a year. For once in two years, more than 18% of the urban teachers and 15% of the rural teachers said that they got it once in two years. However, the majority of the respondents expressed that they get once in five years. About 32% of the urban respondent and 37% of the rural respondents said they did not get opportunity to attend workshops and seminars.

g. Opportunity for trainings abroad

Only one teacher each from 144 urban teachers and 86 rural teachers said he got opportunity for trainings abroad, once in two years. A little more than 2% of the respondents from these workplaces said they got it once in five years. More than 96% of the respondents have not yet got an opportunity for trainings abroad.

h. Opportunity for in-country trainings

It seems that the Ministry of Education and others conduct in-country trainings every year. But the focus seems to be for the teachers in the urban areas. Urban respondents with 12.2% said they get opportunity once a year against 9.3% of rural respondents saying the same. More than 57% of the respondents from both the workplaces said they have never had a chance for in-country trainings.

There is no major difference in motivation level between urban and rural school teachers. However, more teachers from urban areas were willing to leave the profession. This may be due to their dissatisfaction with the “dry salary”. With the rise in living standard, particularly in urban areas, need for money becomes more essential. Therefore, teachers of urban schools with higher qualifications wanted to switch over to other professions where better remunerations are granted.

Recommendations

The following recommendations may be taken into consideration to motivate and retain teachers.

1. Teachers must be given opportunities to reflect on their professional practice through short in-service trainings and workshops. It is found that professional development opportunities from short in-service training courses to longer upgrading courses, are in short supply. Though specific courses were available to teachers aimed at upgrading their qualifications (for example from class 10 to 12 level) through schools and distant “learning, it was available to limited numbers of teachers. In-service trainings and workshops need to be conducted frequently where new teaching methodologies and other aspects can be learnt.
2. Workloads should be rationalised to enable teachers to concentrate on the core business of teaching. The research found out heavy workload as one of the de-motivating factors in teaching profession. They not only teach for a long duration but also used as Jack of All Trades- a security, counselor, policemen, dormitory managers, choreographer and so on. The focus is always taken away from the key business of teaching.
3. Allowances such as housing, teaching, difficulty and others have to be given to the teachers. It is found from the research that teachers do not have other source of income like in other profession.
4. Well-structured classrooms and residential blocks in the rural areas

need to be focused. In most of the rural schools we visited, it was seen that class rooms and residential blocks lacked basic amenities.

Recommendations for further research

While we tried to encompass the most important factors of motivation, certain factors could not be taken into consideration. The study could have been more comprehensive if factors such as pupils' performance in the class, promotion prospects, timely transfers and all are taken in to account.

The study could have been more interesting if Focus Group Discussions were held with the teachers and personnel from Ministry of Education. This would have given another angle to research.

Further study could be done on why the younger generations, especially the graduates, do not join teaching profession. This could help widening the horizon of understanding about why young people consider teaching as the last option.

More mathematical tools such as T-test, F-test, Correlation, and regression could have been employed to make it more empirical.

Conclusion

School teachers aged between 20-29 years are dissatisfied with teaching profession. Dissatisfaction with the profession is also prominent among teachers with Bachelors Degree. Most of the teachers working in the urban areas are dissatisfied. Thus, these school teachers are willing to leave the teaching profession given other opportunities.

Out of 200 teachers, 57 are willing to join other professions. Of these 56.14% are from 20-29 age groups. In the qualification level, 61.40% of them are teachers with Bachelors Degree. The teachers willing to leave teaching profession are 68.42% and they are working in urban areas. (Refer annexure 1 on page 83)

Lack of motivation may cause teachers to be inefficient and ineffective. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to de-motivation. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without

having basic motivation, lack of success is inevitable. If there are no factors motivating teachers, the productivity will decrease dramatically.

Decrease in teachers' productivity may ruin generations. Teachers have a huge responsibility in Nation Building. His Majesty the 4th King of Bhutan has time and again emphasised that the "future of the nation lies in the hands of today's youth" and the quality of this future generation depends on the quality of education that they receive. It is important to keep teachers motivated enough to be able to deliver quality teaching.

With the change in the system of governance in our country, qualification criteria and educational requirements have been specifically spelled. Therefore, this also requires that quality education be delivered to be able to produce responsible, clean and honest politicians.

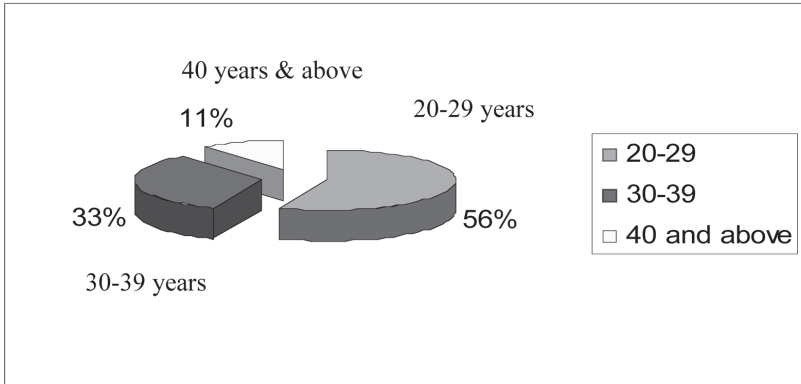
Students also spend most of their time with the teachers compared to parents. With the change in living styles, parents spend even lesser time with their children these days. The role of teachers therefore is even greater.

Students often identify teachers as their role models. Therefore it is important that the teachers are amply motivated to be able to encourage their students and be true idols.

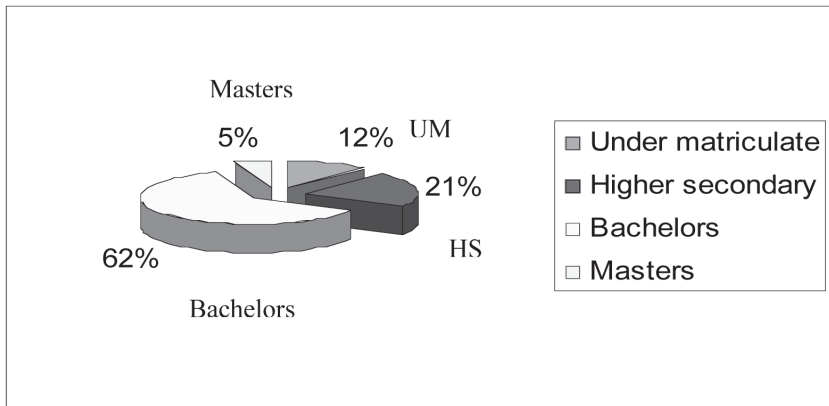
Annexure 1

Percentage of teachers who wish to leave teaching profession

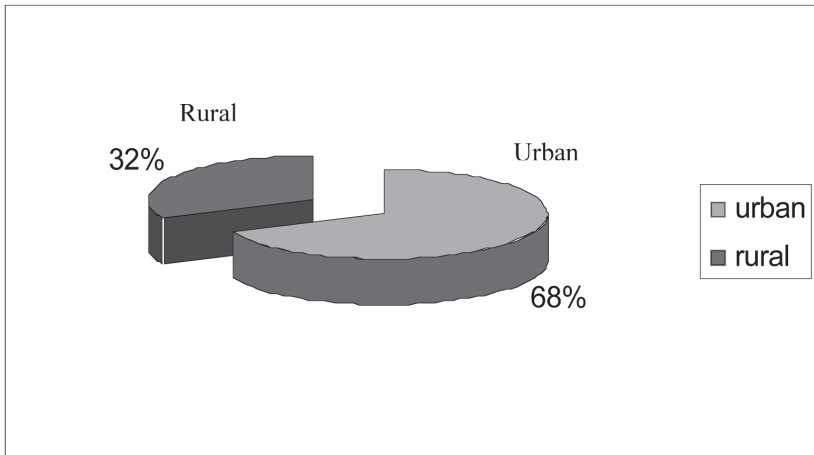
Age group and percentage of teachers willing to leave teaching profession



Qualification level and percentage of teachers willing to leave teaching profession



Place of work and percentage of teachers willing to leave teaching profession



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Teachers are the First Nation Builders

Robin Kumar Dahal, Teacher
Motithang HSS, Thimphu

The world of tomorrow is designed by the children of today. Teachers greatly influence the innocent minds of children so that they may grow as responsible and productive individuals. In a way, the destiny of a nation is fashioned by the teacher through the process of sound education system and its peripherals such as good curriculum, good learning environment and many more.

There were times when teachers were held in high esteem by the society. The great rulers in the past used to look up to them to seek guidance and advice in the hours of need. History provides us an opportunity to cherish the examples that great decisions of vital importance were sought from teachers.

The role of a teacher is multi-faceted. A teacher has to play many roles all in a day and in different situations. A teacher plays the role of a leader when it comes to classroom management. The teacher takes up the role of a guide in helping children learn. A teacher is a counsellor when students divert their attention from studies. A teacher is at times a comedian creating humour so as to gain attention in order to facilitate better teaching and learning. A teacher teaches children to laugh when the moment is sour. A teacher is a second parent to students. A teacher's style and manners and even his/her life as a whole is an eye opener to the young souls.

Unique are the teachers and unique can they remain. A teacher inculcates in the minds of the youth respect for elders, moral duties, beliefs, compassion, charity, non-violence, justice and equity. The Teacher teaches that culture is to be lived, both by young and old alike for a greater sense of identity in the global village.

Charity begins at home. The home and then society prospers with teachers' blessings. An individual without proper guidance from a teacher in his early age can be compared to a blind man walking without stick. A teacher is a judge who awards marks and ratings to his students. He distinguishes children from one another on the basis of their intellectual and social skills and prepares for social and occupational roles, which they eventually take up. S/he judges promotion and demotion and helps students take appropriate courses and find employment possibilities to the specific areas of their ability and interest. An

impartial teacher teaches children in the classroom that people may not be judged by the colour of their skin but by the content of their character.

No other person can influence more profoundly than a teacher on the minds of young children. The teacher brings life to the innocent souls by helping them in the class - who learn to read and write. If not educated, they could have been labourers and babysitters, washing dirty pots and pans in cold water confined within the four walls of a room, which they cannot call their home. Teachers over the years bring in them the thinking that every child can learn and have the right to education and be independent. In this way, the teacher can open their inner eye of knowledge and skills and above all values.

In the classroom, the teacher teaches the anatomy of human body, its mechanism, the diseases that can invade human life, their prevention and cure. Such discussions build curiosity in children, who are motivated into taking up medicine and eventually rescue life. A teacher teaches children to pen down their thoughts and imagination in the form of creative writing and works of art that are recorded for humankind to learn. Such writings and records can be platforms to update and share resources.

In a class, the teacher guides the children how an unmanageable topic can be presented meaningfully through computer application software programmes to an audience, thus saving huge amount of time and resources. Further, students also learn how database in computer can be used in maintaining huge data pertaining to business, employees, and other related information, accessible from any part of the world.

In Biology, the teacher teaches that the plants need enough water, sunlight and minerals for their proper growth. The healthy plants survive and bear good fruits. They also learn if the plants are too close to each other, they perish. This idea is put in the young minds that many siblings in a family have difficulty in making a healthy growth and living. Then motto of 'A small family is a happy family' is instilled in children's mind. This is the basic message of population education.

A Physics teacher motivates students to create wonders such as fast moving rockets. When fast flowing river is harnessed to rotate a turbine, huge megawatts of electrical energy is generated. Electrical energy eases our work by means of, for instance, electrical appliances. Teachers help students become scientists. Scientists in return have made it possible to step in the moon, have carefully

blended biological science and physical science to design submarines, fish-shaped airplanes which move fast, saving time and resources.

The art of computing numbers, taught by the Mathematics teacher in a classroom environment, has guided the children to create wonders in the field of engineering. The lesson in agriculture in a classroom teaches children quite a lot about pests, fertilizers, and the idea of grafting, growing and farm machinery. This idea is taken beyond the classroom by students in their later life to grow crops, increase productivity and learn to feed not only themselves but also humanity at large.

The lesson in Economics, which teaches children the concept of demand and supply of goods and services, help children to be active partners in the world of business in their later life, aiding the economic progress of a country. When intelligent people in a country come with new ideas, these ideas are floated to the teacher training institutes and curriculum division. Teachers become the agents of change.

In a history lesson, the teacher helps guide children to learn from the past. It throws light on the most notable winners, who encountered heart-breaking obstacles before they triumphed. It teaches children the struggle made by freedom fighters to preserve their identity and culture, which leads to the survival of a nation. This helps children to build a sense of belongingness and patriotism to the motherland.

The teacher teaches children the harmful effects of tobacco and liquor which, when consumed by large number of people in abundance, incurs huge amount of expenditure to the government by way of treating the citizens. Children learn that human body needs good food, rich in vitamins. The physical education in schools taught by teachers helps children learn how healthy mind and healthy body make a greater contribution to the economy of a country.

If engine, steering wheel, brake, fuel and accelerator in a vehicle are compared to the other professions in the making of a nation, the teacher can be compared to a driver in a vehicle, who reaches the passengers to the safe destination. The teacher teaches children that man is a social animal. He has to learn to adapt to the natural environment without disturbing the balance of ecology. The teacher teaches children that the world is a global village. What is done at one place directly or indirectly affects the life of others. Children are also taught that environmental problems know no boundaries. Air pollution does not stop at

the factory fence. Water depletion does not know political boundaries. Ecosystem and human activities are not separate realms. The teacher can spread the idea that social well-being, economic stability, and natural environment are interdependent and that the degradation of one endangers all the three. The teacher can educate the child that thanks to human activities, the natural world that we live in is degrading at an alarming rate, affecting the living beings on the earth. One common activity is deforestation for agriculture or for fuel wood due to which water sources are getting dried. Fertile top soil is being carried away rapidly. Turbulent floods are claiming thousands of innocent lives. Natural homes for the innocent animals are lost. Valuable herbal plants are on the verge of getting extinct.

The other major human activity like industrialisation is contributing to air pollution through which there is acid rain, green house effect, global warming and the sinking of the low lying land into the deep sea. Industries are also adding to water pollution, in which each year many young lives perish. We need to teach students that when they grow and hold the office of responsibility, they sit together, discuss and debate on these issues, raise slogans, run campaigns, put up exhibitions, formulate plans and measures to save mother earth.

A good teacher does not provide children with a drink. Instead, he or she makes children thirsty. They will put the children on a path to seek answers to questions. Teachers help children differentiate good from bad, prefer wisdom to foolishness, see opportunity in the face of obstacles, show courage in the face of adversity, and show character in the face of despair. As string is to the flying kite, a teacher is to the life of an individual. As the string lets kite fly comfortably up in the air, the teacher guides children to grow wings of knowledge and skills and prepare themselves for the world of work.

Today, corruption has taken root in societies where the education level is low. Corruption cannot be rooted out over night. It is a long term process. If the goal is to be achieved, we have to sow the seeds now. Children in the schools are the seeds of the time. Teachers can teach the children what corruption is, and what its implications are to the society. This has a ripple effect. The teacher can play a lead role in educating children in the ill-effects of corruption.

But today, we have more questions to ponder upon than answers. Today's youth are drowning in information but starving in knowledge and wisdom. Present education system is beginning to produce a fair percentage of population able

to read but unable to distinguish what is worth reading. Education is to teach us not only to make a living but also how to live. We worry, talk in the forum, read in the headlines in print media about the declining morals of the young generation. Before we point fingers at them, let us debate who is to be blamed. At the crossroads of our lives, we need to sit and make children think what we care most in the world. The teachers help children think where we want to see ourselves after ten, twenty and fifty years from now.

Values and good attitudes are not hereditary. They are learned and it all begins at home with parents. Teachers add a great deal to it and make them understand that values and attitudes are not just when the circumstances are good, but they help one get through bad times. True education from a teacher impacts both the head and heart. If we want to build good character in our offices and homes, we must attend moral lessons taught by teachers. It is a mark of character how well a person behaves when things are not going well. That is why as much as we need academic education, we need value education.

A student who is morally educated will be a lot better equipped to move up the ladder of success. The spiritual education is also equally important to the life of an individual. The increasing turmoil in the world today demonstrates that our children will not be able to live in peace. Through religion, we can strive to promote harmony. We need to adopt an inclusive view of religion and spiritual understanding of the concepts of God and religion. Teacher can try and bring children from diverse religious and ethnic backgrounds together to learn religion in a holistic manner fostering trust, empathy and cooperation, leading to community building. This will replace fear.

A teacher facilitates children to learn how to grow in a group, compete within a group, in a classroom environment. When in classroom, opportunities are provided to children to present their views and skills in certain areas. In doing so, they learn to share ideas. Later, the same idea is taken beyond the classroom to present their manifesto as a politician and face a bigger gathering. In this way, the teacher helps children grow as leaders and politicians. Even the lessons taught in Civics help children grow to understand their rights and responsibilities.

A popular teacher becomes a model for his students. This teacher is their ideal. The teacher who is punctual, truthful, hard working and has a good moral character has far-reaching consequences in shaping the student to be a good and productive human being. Studies have shown that human resource is the

most valuable asset of any business. People are more valuable than capital and equipment. A teacher with his hard work and constant motivation can build doctors, engineers, lawyers and politicians from a group of students in a class.

People may argue that even without a teacher, the ordinary citizen who has never been to school contributes to nation building. Yes, but how big is the impact? For instance, a farmer who has not received education from a teacher may cultivate his own farm, but an agriculturist who has been through the school and university not only cultivates his farm but also his neighbours' with increased productivity.

The great president of the United States of America, Abraham Lincoln wrote a letter to a teacher of his son to teach his son wonders of books, to teach the mystery of birds in the sky, and to teach to have faith in his own ideas. This indicates that given time and resources, a teacher can bring so many changes in the life of an individual. It also depicts that a teacher can mould a child to a great extent, because he or she spends a fair amount of time in the school.

If the teachers are the roots of a tree, then the trunk, branches, stems, leaves and the flowers can be compared to other professions such as engineers, doctors, lawyers, administrators and farmers to help collectively build a strong nation. This is where the teacher plays the primary role in educating and nurturing students with right knowledge, skills, values and attitudes for the development of a nation.

There is no greater and nobler human being than a committed teacher, who believes that a group of young people sitting in front of him will one day become movers and shakers of this world. And as much as teachers want their students to achieve great heights in their future so must teachers continue to believe in themselves as the greatest provider of the most vital wealth - knowledge. And teachers must continue to believe in the innate potentials and goodness of a human being.

RABSEL – the CERD Educational Journal Guidelines for Manuscript

RABSEL – the CERD educational journal

The CERD Educational Journal is published twice a year in spring and autumn by the Centre for Educational Research and Development, Paro College of Education, Royal University of Bhutan. The Journal welcomes contributors which promote the exchange of ideas and rational discourse between practicing educators, researchers, planners, administrators, educational thinkers and practitioners, learners and policy makers from Bhutan and abroad. To this end the Journal publishes articles on empirical and theoretical studies, research reports, commentaries and scholarly reviews that attempt a systematic analysis or synthesis of educational processes and systems from different viewpoints and approaches.

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These articles will be shorter and more preliminary reports about interesting educational projects (innovative courses, learning communities, etc.). Several of these reports could be published in each issue. The focus of a project report is on the progress or outcomes of an academic innovation that addresses issues in education.

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