

Research Article

PRINCIPAL'S LEADERSHIP ROLES TOWARDS 21ST EDUCATIONAL REFORMS

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ABSTRACT

The prime aims of this particular research are, firstly, to study the principal's roles and leadership qualities and secondly, to accelerate the twenty-first century educational reforms. Thirdly, this research also intends on the school principal's involvement in the educational reforms to impart quality education to our prospective youth. Fourthly, it also focuses on the leadership roles for instructional roles with reference to the Bhutan Professional Standards for Teachers (BPST). Fifthly, it examines the understanding of leadership roles and their perspective on professional positions. In the pursuit of quality education, the principal's leadership plays a pivotal role in building the unshakeable foundations of a vibrant education system. For this particular study, the researcher initiated a descriptive survey method with a quantitative approach to administer the survey questionnaires. The pre-testing of survey questionnaires was carried out for consistency and reliability. Basically, the research was undertaken under the Thimphu Dzongkhag, Department of School Education. The actual research was conducted from May 15th, 2021, to September 15th, 2021. To improve the study's reliability and provide an authentic generality rationale. A total of 25 samples were collected from Thim-throm schools and Thimphu Dzongkhag schools (10 primary school principals, 10 lower Secondary School principals, Middle secondary School principals, and 5 High School principals) irrespective. The summary findings for this research study were based on the 25 sample collections, and data analysis was carried out using SPSS. Moreover, the researcher used a Microsoft Excel sheet for preparing tables and graphs for data tabulation and interpretation. Eventually, this study provides recommendations and limitations based on the perceptions, views, opinions, and experiences shared by the research respondents.

Keywords: Education, quality, transformation, leadership, quantitative.

GENERAL BACKGROUND

Gongsa Ugyen Wangchuck, who lived on the cusp of the twentieth century, recognized the need for modern education in preparing Bhutan for the future. Despite the difficult circumstances of his period, he founded schools in Bhutan and sent Bhutanese students to India to study. He also dispatched top monk-scholars to Tibet to train, realizing the value of higher monastic instruction. His Majesty King Jigme Wangchuck built on the early foundations of modern education while following in his father's footsteps and vision. His Majesty King Jigme Dorji Wangchuck, on the other hand, did not begin broad public education until 1955. By 1959, there were around 440 children enrolled in 11 elementary schools. By 1971, there were 102 schools with over 9,000 pupils. Under His Majesty King Jigme Singye Wangchuck's visionary leadership, the growth of education was given special attention. We now have 704 schools, 24 tertiary institutions, 1, 85,757 students, and over 11,000 instructors. Today, our overall literacy rate is 71.4 percent, with a youth literacy rate of almost 93 percent. Of course, our education system has benefited from the Ministry of Education's attempts to overhaul it. As we are proceeding into the twenty-first century, it is high time to rekindle or rethink our educational system and reform curriculum, infrastructure, classroom spaces, and examination procedures, such as reassessing our curriculum, pedagogy, learning process, and assessments to either modify or reinvent them to meet the needs and difficulties of a changing social environment. In order to build enlightened citizenship that is both local and trans-local must be included in the new vision for our educational system in improving the quality of our democracy, sovereignty, quality of education, individuals and members of national

society. In these notes, His Majesty granted Royal Kasho (Edict) on the auspicious occasion of the 113th National Day in Punakha Dzong on December 17, 2020, on the systematic reforms in the Ministry of Education.

INTRODUCTION

In the 21st century, the expectations of school principals' leadership are now requiring different types of leadership skills, roles and responsibilities, and qualities to reinvent educational reforms. Moreover, effective instructional leadership skills and a principal's effectiveness during this new educational era will also require complex knowledge and skills related to organizational culture and management. According to Lashway (2003), the role of the principal is rapidly changing from simply encouraging teachers' efforts to leading teachers to produce tangible results. Presently, there is an abundance of research that supports the notion that leadership is one of the most important factors for improving student achievement. According to the Institute for Educational Leadership (as cited in the NGA Center for Best Practices, 2003), the principal's main responsibility will be "instructional leadership that focuses on strengthening teaching and learning" (p.1). Mid-Continent Research for Education and Learning (McREL) researchers concluded that effective principals have the capacity to improve student achievement by understanding the technical aspects of education and knowing how and when to adjust their leadership practices (Waters, Marzano, & McNulty, 2003). His Majesty The King symbolically handed over to the people of Bhutan two Kashos (royal edicts) on the reforms decreed for the systematic education reforms in the education system and the restructuring of the civil service in order to renew the vision of 21st century educational reforms (His Majesty addressed National Day on December 17) Following His Majesty the King's National Day address on December 17, the education ministry has been working

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on revamping education policies and plans to create systemic reforms in the education system. On the other hand, His Majesty Kasha reiterated that the ministry of education is one of the most important ministries in the state to urgently re-examine the education system to promote good governance and social justice. Civil servants must be professional, uphold the highest standards of ethics and integrity, exhibit qualities and impart quality education to our prospective children. In this study, first focus on the principal's roles and responsibilities. Secondly, it also emphasized the qualities and effectiveness of leadership. Thirdly, it also elucidates the professionalism of the leaders in bringing about the paradigm shift in educational reforms. Fourthly, to unfold the strategic documents, plans, and activities to ensure leadership professionalism,

The Study's Goal

Following His Majesty the King's National Day address on 17th December 2020, calling for systemic reforms in the education system, has become a nationwide concern for all educationists. The main purpose of this particular study aims to study the principal's leadership roles and responsibilities, leadership styles, leadership qualities, and attitudes towards professionalism, gearing towards 21st century educational reforms.

Objectives

- To explore the principal's leadership roles and responsibilities in gearing towards 21st century educational reforms.
- To examine the leadership qualities of His Majesty the King—Sincerity, Mindfulness, Astuteness, Resilience, and Timeliness (SMART)
- To study the professional requirements of the leadership to implement the strategies and school management plans.
- To investigate the challenges encountered by leadership in implementing the 21st century education reforms.
- To find out the fundamental factors affecting the progression and professionalism of a leadership team,

Research Question

- What are principals' perspectives on principals' leadership roles in 21st-century educational reforms?
- What are the challenges while executing the principal's leadership roles in the 21st century education reforms?
- What are the imperative factors that affect the qualities of leadership?
- What are the impediments that hinder the professional progression of a leader?
- What are the strategies school leaders should have in place for progression in the leadership profession?

A LITERATURE REVIEW

Over the last couple of years, the role of principals has changed drastically from administrative to instructional leadership as the school principal determines the quality of education. More importantly, instructional leadership plays a crucial role in coordinating, cooperating, and collaborating with teamwork to deliver effective communication skills. Effective principals' leadership qualities persuade the overall school Improvement Plan (SIP) to cater to the student's learning performance. According to the 2018 Competency Framework for Principals, leadership competency gaps such as ICT skills, professionalism, innovation and creativity, intellectual and analytical abilities, language and communication

skills, cognitive competency, and conflict resolution skills were identified. The weight of implementation is placed on building principals by 21st-century reforms of standardized curriculum and assessments, notably CCSS (Eilers & D'Amico, 2012). According to Eilers and D'Amico (2012), school leaders must guide building employees through the maze of change in order to adopt the CCSS and avoid dissatisfaction and failure. The necessity of administrators helping teachers through the maze of changing pieces is highlighted by the findings of a recent national poll of teachers in the United States, which found that instructors felt unprepared to teach the new standards (Gewertz, 2013; Murphy & Torff, 2014). Specific duties for principals to undertake in order for their schools to satisfy standards. In the same vein, following His Majesty the King's Royal Kasha issued on the 113th National Day, the Royal Institute for Governance and Strategic Studies (RIGSS), in collaboration with the Ministry of Education (MoE), launched the School Leaders Development Programme (SLDP) for all school leaders in the country on May 30th, 2021, with the goal of addressing the leadership competency gaps in school leaders. The School Leaders Development Programme was created with the purpose of increasing school leaders' awareness of the changing educational landscape and its implications for the future of education. It also gives individuals a chance to participate to the greater conversation on education reform. The role of school leaders in shaping the larger vision of our education system through the leadership they provide in their respective schools is paramount (Chhewang Rinzin, RIGSS Director, 2021). "Like leadership in any organization, the school leader is responsible for providing direction, setting goals, and building the right culture and capabilities at the individual school level so that the larger national vision of education can be realized collectively," he said. Strengthening school leadership through training and development, he said, is a critical aspect of education reform. (Chewang Rinzin, RIGSS Director, 2021) Inaugurating the launch of the leadership course, he urged the participants to develop key skills necessary for providing effective school leadership and create a professional network to bring about positive transformation in their respective schools through the application of what was learnt during the training (Prime Minister Dr Lotay Tshering, 2021). Moving towards the 21st century, every country in the world is revamping the education system to have transformational reforms to combat the ever-growing needs of today's globalization. Nevertheless, the planning of these various initiatives will not work if the school leaders, who are the change managers, fail to handle them effectively. Competent school leaders with leadership skills are expected to help the government achieve the agenda of the nation's education transformation, while weak and troubled school leaders in leadership are expected to thwart this great agenda (Mohd Yusri, 2012). Hence, emphasis on the quality of school leaders is one of the key shifts to mobilizing education transformation. School leadership practices are among the key elements that contribute to the effectiveness of education change as well as external factors. The findings from previous studies show the importance of instructional leadership principals in managing change (Shafinaz, 2017; Nor Azni, 2015; Jameela Bibi, 2012; Hazura, 2009). When education changes take place, instructional leaders with the help of teachers are responsible for achieving school academic goals and are willing to devote their efforts in implementing school changes with emphasis on pedagogical aspects, teaching methods, and learning to improve academic quality of the school. This suggests that school leaders act as instructional leaders to mobilize changes among teachers. Accordingly, instructional leaders are among the major contributors to success in the implementation of change in schools (Carrier, 2011; Leithwood & Day, 2008; Sahin, 2011; Southworth, 2002). Due to this importance, in every transformation related to the education system, the practice of instructional leadership is one of the things that are emphasized. Following His Majesty The King's National Day address,

on 17th December 2020, the education ministry has been working on revamping of education policies and plans to create systemic reforms in the education system. Education changes are aimed at improving the quality of existing education in order to provide quality human capital in the future (MEB, 2013). In this regard, the school should be wholly involved in ensuring the education changes implemented achieve its aim in terms of attitude, thoughts, values and practices for these changes have an impact on the situation of teaching and learning, the situation classroom environment in addition to the role of teachers and students (Tan, 2010). However, the previous researchers found that the changes in an organization is hard to be implemented (Hallinger, 2009; Fullan, 2007; Schein, 1996). Thus, school leaders need to serve as a effective spear header's to move the teachers to achieve the desired aim. Ability of the leadership can affect any changes and innovation in the organization (Tai, 2013; Jamelaa, 2012; Izani, 2012; Mohammed Sani & Izham, 2012; Leithwood & Strauss, 2009; Hoy and Miskel, 2008; Fullan, 2007). Most of previous researchers found that leadership is often associated with changes is instructional leadership. School leaders who practice leadership instructional are found to have a positive relationship with the implementation of changes in education in Malaysia (Nor Azni, 2015; Shafinaz, 2014; Rahimi, 2014; Yusri, 2012; Jameela, 2012; Rohilah, 2010; Azhan, 2009). Therefore, this leadership practice is continually emphasized in perform any education changes till nowadays.

MATERIALS AND METHODS

Because the research problem was only partially recognized, the descriptive study approach was used for this study. Because it depicts and understands the features of the variables of interest in a circumstance, descriptive research was deemed. Through survey questionnaires in which participants were asked to express their replies using the Likert scale, the research looked at the specifics of principals' roles in the educational reforms. Similarly, the quantitative method was used in this study since numerical data was collected through a large number of samples and statistical analyses were performed with the goal of determining the results. This study's survey questionnaire is divided into the following categories:

1. **Part A:** The Principal's Professional Background.
2. **Part B:** The Principal's Experiences and Professional Development.
3. **Part C:** The Principal's Attitudes Towards Professionalism.
4. **Part D:** The Principal's Efficacy.

Sampling Data Collection

The samples of 60 principals were randomly selected from various Dzongkhags and Thromdes within the country. Moreover, the data collections were done in the following categories:

Table 1:Depicts the sample collection

| Sl.# | School Category | No. of Principal |
|------|-----------------|------------------|
| 1 | HSS | 15 |
| 2. | MSS | 15 |
| 3 | LSS | 15 |
| 4 | PS | 15 |

The survey questionnaire was distributed to the principals via the internet by the researcher, and data were collected using Google Forms and Spread Sheets. This survey was entirely administered

by the researcher and pretesting also carried out within Thimphu Thromde's schools (1 primary principal, 1 LSS principal, one MSS principal, and 1 HSS principal).The pretesting was conducted to fix any flaws before they become a problem conducting the main survey and looking at the results. The participants' overall reactions to the questionnaire.

Statistical Techniques

Since then, statistical techniques such as mean, SD, and percentage have been used to analyze the data. The data was analyzed using inferential't' and 'F' tests.

Data Analysis

For data analysis in this study, SPSS (Statistical Package for the Social Sciences) was utilized since SPSS is a data analysis program. A management and analysis program aimed at analyzing statistical data. As a result, SPSS was discovered to be the ideal data analysis method for assessing the replies from questionnaires that were created. Using the Likert scale (with a range ranging from 1 to 10), a strong disagreement to a strong agreement on the data acquired on the ground was analyzed. SPSS was used to do the analysis. Data input, for example, is a method that must be followed. To derive conclusions, coding and additional analysis were carried out. The explicit outcome during data analysis, there are a few things to keep in mind. Factors such as inter-variable correlations, frequencies, descriptive statistics, and the improvement of data dissemination were studied. The report's interpretation aside from SPSS and Microsoft.

Data Interpretation & Findings

Introduction

Data analysis is the act of analyzing, cleaning, manipulating, and modeling data in order to identify usable information, provide recommendations, and assist in decision-making. This is the most important part of the report. The data is examined, and the results are presented and debated. To achieve the desired outcome, the data must be categorized, correctly tabulated, and then handled with appropriate scientific methods. Typically, the results are presented in tables and graphs, with the text outlining how the hypothesis must be verified. Facts from an inquiry should be given in the text or in a table, with no attempt to display the same data in many ways. Of course, certain data points can be highlighted for debate in the tables and graphs.

PART-A:Principal Professional Background.

Table 2: Illustrates the gender

| Gender | |
|--------|--------|
| Male | Female |
| 35 | 0 |

Table 3: Age group

| Age Group | No. of respondents | % |
|-------------------|--------------------|------|
| Less than 30years | 0 | 0 |
| 31-40 years | 1 | 2.9 |
| 41-50years | 25 | 71.4 |
| 51 above | 9 | 25.7 |

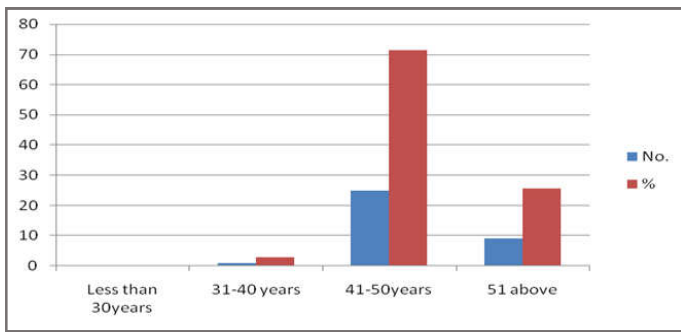


Figure 1. Percentage of respondents by age group

Table 4: Highest qualification earned

| Highest qualification | No. | % |
|-----------------------|-----|------|
| X | 0 | 0 |
| XII | 5 | 14.7 |
| Master in Education | 21 | 61.8 |
| Phd | 1 | 2.9 |

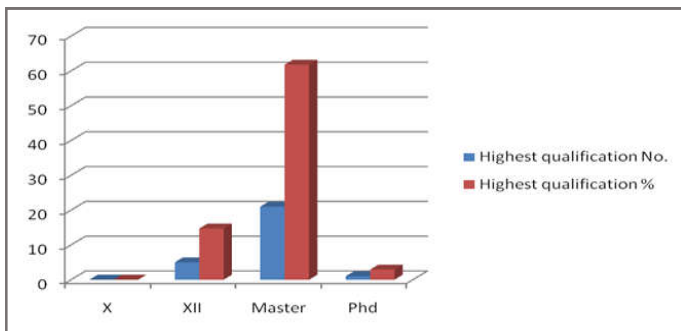


Figure 2: Percentage of respondents by qualification.

Table 5: Professional Qualification

| Professional qualification | No. | % |
|----------------------------|-----|------|
| PTC | 21 | 60 |
| Diploma in Management | 0 | 0 |
| B.Ed primary | 10 | 28.6 |
| B.Ed Secondary | 4 | 11.4 |
| PGCE/PGDE | 0 | 0 |
| Master in Education | 0 | 0 |

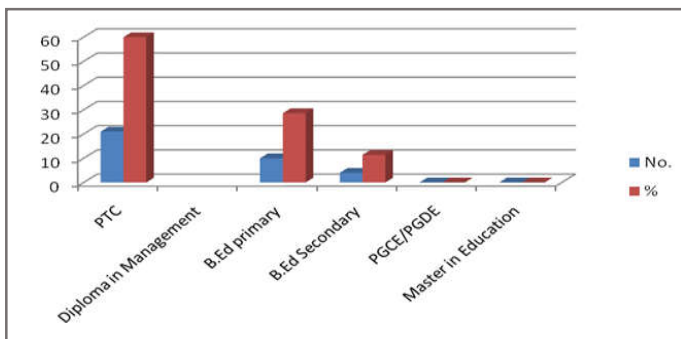


Figure 3: Percentage of respondents by professional qualification.

Table 6: Qualification in Educational leadership

| Yes | No | No | % |
|-----|------|----|------|
| 8 | 25.8 | 23 | 74.2 |

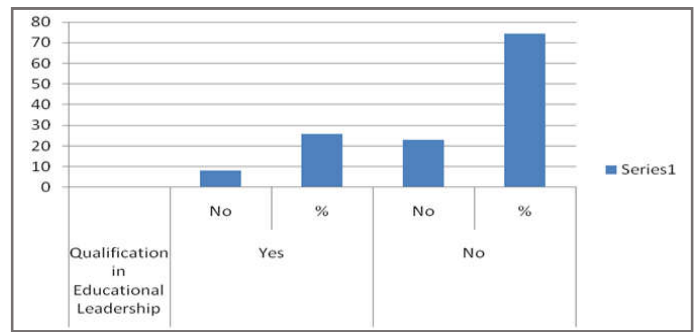


Figure 4: Percentage of respondents by qualification in Educational leadership

Table 7: Years of Serving as a principal

| | No. of Respondents | % |
|-------------------|--------------------|------|
| Less than 5 years | 3 | 8.6 |
| 6 to 10 years | 4 | 11.4 |
| 11 to 15 years | 5 | 14.3 |
| 16 to 20years | 4 | 11.4 |
| 21 to 30 years | 18 | 51.4 |
| 31 and above | 1 | 2.9 |

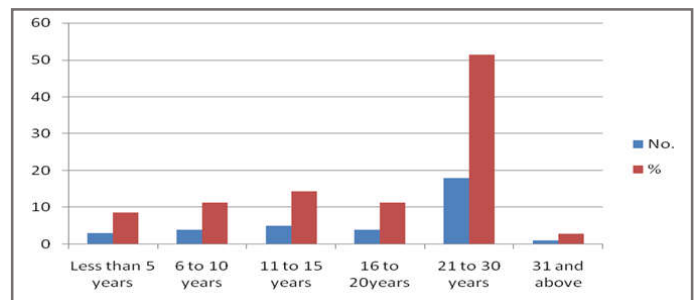


Figure 5: Percentage of respondents by number of years.

FINDING PERTAINING TO THE PRINCIPAL PROFESSIONAL BACKGROUND

Table 2 clearly shows that all 35 respondents were males, with no sign of female respondents. The finding meant that there were fewer female principals in the country. Figure 2 above illustrates the age group ranges from less than 30 years to 51 and above. The study shows that only 2.9% of the respondents were aged 31 to 40 years old, and 71.4% of the respondents were aged 41 to 50 years old. Only 25.7 of the respondents were aged 51 and above. This study reveals that the maximum numbers of participants were well experienced in the leadership position. Figure 3 shows that 61.8 percent of the respondents had a master's degree in education. Only 2.9 percent of those polled had a PhD, while 14.7 percent had a class XII diploma. This research shows that principals have a high level of knowledge and are capable of running the educational system successfully and efficiently. Figure 4 shows that 74.2 percent of the respondents did not have the educational leadership qualification, whereas just 25.8% of the respondents did. This conclusion indicated that the leaders lacked leadership qualities when it came to guiding the masses or an organization. The number of years serving as a leader is seen in Figure 5. According to the findings, 45.7 percent of respondents served for less than 5 to 20 years, while 11.4% of respondents served for 6 to 10 years. This study also found that 51.4 percent of the respondents were between the ages of 21 and 30. Only 2.9 percent of those polled have worked for at least 31 years. This data clearly demonstrates that there are a significant number of leaders with solid and extensive knowledge and leadership experience.

PART-B 1: FINDINGS PERTAINING TO THE PRINCIPAL’S EXPERIENCE AND PROFESSIONAL DEVELOPMENT

Table 8: Principal’s experiences

| Statements | No of respondents | | Percentage | |
|--|-------------------|----|------------|--------|
| | Yes | No | Yes (%) | No (%) |
| Management experience school before becoming a principal? | 22 | 11 | 66.7 | 33.3 |
| Served as an assistant principle or officiating principal before becoming principal? | 23 | 12 | 65.7 | 34.3 |
| Involved in classroom teaching as a manager or principal at your present school? | 33 | 1 | 97.1 | 2.9 |
| Possess a "School Administration" license or certificate? | 15 | 20 | 42.9 | 57.1 |

According to table 8, 22 of the 35 respondents had managerial experience before becoming the principal, and 65.7 percent of the respondents worked as assistants or officiating principals. On the other hand, while 97.1 percent of respondents were completely engaged in classroom instruction, just 42.9 percent of respondents had a license or certificate for school management. According to the findings, the majority of the respondents possessed strong leadership abilities and expertise.

Table 9: Professional Development

| Statements | Strongly Disagree | Somewhat-Disagree | Strongly Agree | Somewhat Agree |
|---|-------------------|-------------------|----------------|----------------|
| PD takes up an adequate quantity of time | 8.6 | 11.4 | 42.9 | 37.1 |
| Sufficient resources are accessible for the PD. | 17.1 | 11.4 | 31.4 | 40 |
| PD opportunities are linked to the school's improvement plan (SIP) | 14.3 | 17.1 | 42.8 | 25.7 |
| PD opportunities are available to all school leaders, | 14.3 | 20 | 34.3 | 31.4 |
| PD gives leaders the chance to fine-tune their management tactics | 8.6 | 8.6 | 54.3 | 31.4 |
| PD improves leadership abilities to improve the school's overall performance. | 5.7 | 14.3 | 40 | 40 |

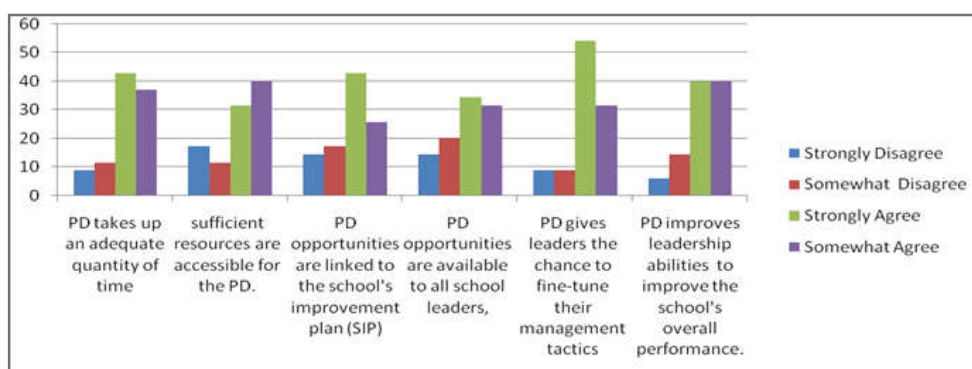


Figure 6: Represents the percentage of respondents related to PD programme

Figure 6 shows how the leadership development programs supplied to them were relevant to their field of work. According to the findings, 42.9 percent of respondents believe that the professional development programs offered to leaders take up an adequate amount of time, while 8.6 percent strongly disagree. Furthermore, when it comes to professional development, 37.1 percent of respondents agree and 11.4 percent disagree. This conclusion indicates that the leaders were given an adequate amount of time for professional growth.

PART C1: PRINCIPAL'S ATTITUDES TOWARDS PROFESSION

Table 10: Represents the principal’s attitudes towards profession

| Statements | Strongly Agree | Strongly Disagree |
|---|----------------|-------------------|
| I lack the necessary qualifications (e.g. qualifications, experience, and seniority) | 22.9 | 77.1 |
| Professional development is prohibitively expensive. | 45.7 | 54.3 |
| . There is a dearth of assistance from employers. | 57.1 | 42.9 |
| My job schedule interferes with my professional progress. | 37.1 | 62.9 |
| I am unable to do so due to family obligations. | 5.7. | 94.3 |
| . No appropriate professional development is available. | 29.4 | 70.6 |
| There are no financial rewards for taking part in such activities. | 48.6 | 51.4 |
| The quality of the professional development provided is low. | 65.7 | 43.3 |
| I don't have easy access to professional growth. | 31.4 | 86.6 |
| Principals should not be involved in academic teaching and should be instead concentrate on administration. | 50 | 50 |

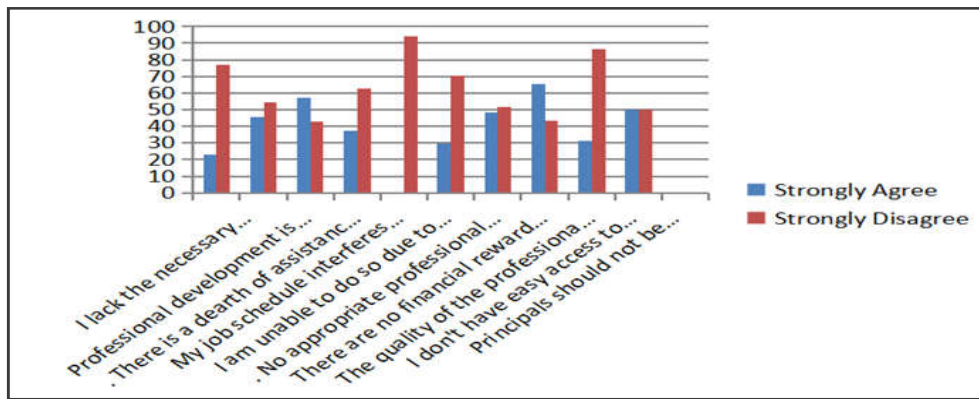


Figure 7: Represents the percentage of respondents principal attitudes towards profession.

Part C examines the principal's attitude toward their profession because it is one of the foundational principles for ensuring the organization's successful and efficient operation. According to Figure 7, 77.1 percent of the respondents claimed that they were senior and rich in qualifications and experience, but only 22.9 percent of the respondents strongly disagreed that they lacked the necessary qualifications. Professional growth is excessively expensive, according to around 54.3 percent of respondents. However, 45.7 percent of respondents strongly agreed that providing professional development is costly. Only 42.9 percent of respondents strongly disagreed with the lack of aid from companies, with over 57.1 percent firmly believing it. According to the data, 62.9 percent of respondents strongly disagree that their personal employment schedule interferes with their professional growth, while only 37.1 percent strongly agree that their personal job schedule interferes with their professional progress. Almost 94.3 percent of respondents firmly admitted that their family duties do not interfere with their professional job, but just 5.7 percent of respondents strongly agreed. According to the findings, 70.6 percent of respondents strongly disagree that no appropriate professional development is available, while only 29.4 percent strongly agree. On the other hand, 51.4 percent of respondents strongly disagree that there are no financial incentives for participating in such activities, while just 48.6 percent strongly agree with the assertion. Approximately 65.7 percent of principals strongly agree that the quality of professional development offered to principals is not up to par, while just 34.3 percent of principals believe that PD is up to par. Furthermore, 86.6 percent of principals strongly agreed that PD is difficult to obtain for professional advancement, while just 31.4 percent disagreed. According to the findings, the principals' views about the profession are favorably favorable, and they are satisfied with their profession and the immediate agency's help. Nonetheless, all of the ministry's professional development programs were relevant to their profession and had a greater influence on the students' learning.

PART C2: PRINCIPAL’S ATTITUDE TOWARDS PROFESSION

Table 11: Represent the principal’s attitude towards educational reforms

| Statement | Rating 1 | Rating 2 | Rating 3 | Rating 4 | Rating 5 |
|---------------------------------------|----------|----------|----------|----------|----------|
| School catagorization abolished | 17.1 | 0 | 17.1 | 22.9 | 42.9 |
| School catagorization mainatained | 42.9 | 25.7 | 8.6 | 14.3 | 8.6 |
| SPMS maintained | 8.6 | 17.1 | 22.9 | 25.7 | 25.7 |
| EMD does not support SMPS | 11.4 | 14.3 | 22.9 | 14.3 | 37.1 |
| BPST singnificant impact | 11.4 | 25.7 | 34.3 | 20 | 8.6 |
| Teacher attrition substential | 5.7 | 17.1 | 31.4 | 28.6 | 17.1 |
| Leaders resuffled ripple effects | 22.9 | 14.3 | 17.1 | 17.1 | 28.6 |
| Leaders resuffled transformation | 11.4 | 5.7 | 20 | 25.7 | 37.1 |
| Leaders aren't doing well | 8.6 | 0 | 14.3 | 45.7 | 31.4 |
| Education innovation-leadership style | 2.9 | 2.9 | 5.7 | 40 | 48.6 |

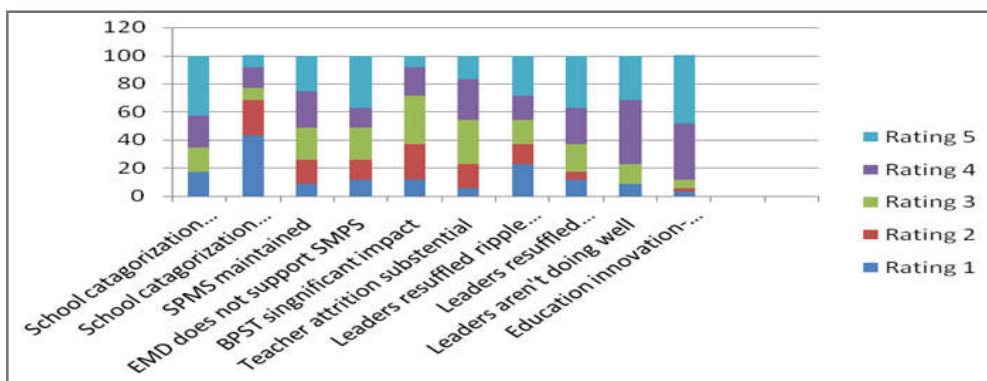


Figure 8: Represent percentage of principal’s attitude towards the profession

FINDINGS PERTAINING TO THE PRINCIPAL'S ATTITUDE TOWARDS PROFESSION.

About 42.9% of the principals stated that school categorization should be abolished since it unfairly disadvantages other schools' performance. 22.9% of the principals were rated 4, 17.1% were rated 1, 2, and 3, and none were rated 2. From the study, it was resolved that almost all the principals were against the school categorization because it is not fairly judged and distributed.

According to the research, 42.9 percent of principals rated 1 supporting the assertion that school categorization should be retained because it is fair and helps children perform better, and another 25.7 percent rated 1 supporting the statement. 8.6% of principals received a 3 or 5, while 14.3% received 4. The research proves that the school categorization should be discontinued owing to the fact that it does support the student's learning or enhance the teacher's performance.

Out of 35 principals, 25.7 percent ranked 5 and another 25.7 percent rated 4 in favor of the assertion that the school performance management system should be maintained since it helps to improve student performance. However, 22.9 percent of principals gave a rating of 3, 17.1 percent gave a rating of 2, and 8.6 percent gave a rating of 1, indicating that the school performance management system should be continued in the future since it has a bigger influence on students' and teachers' careers.

Figure 8 shows that 14.3% of principals rated 2 and 4, while 37.1 percent of principals rated 5 admitted that the EMD does not support the school performance management system and that it should be in the system, while 11.4 percent said it should be in the system. Based on the data, we may infer that EMD should be kept in the system since it benefits it.

Only 11.4 percent of principals rated 1, admitting that BPST implementation in the system has had a significant positive impact on teacher morale, while 25.7 percent rated 2 in support of the statement. 34.3 percent of principals, on the other hand, believe that BPST has had a significant impact on teacher morale. However, 20% of the principals agreed with the statement, whereas only 8.6% of the principals strongly agreed with the BPST. Overall, this discovery determined that BSPST carries a higher weight in the system. Only 5.7 percent of respondents believe and rated 1 that teacher attrition has been significant since the implementation of the BPST in the system, whereas 17.1 percent of principals ranked 2 that the BPST has resulted in teacher attrition in the country. However, 31.4 percent gave a rating of 3 and 28.6 percent gave a rating of 4, while 17.1 percent gave a rating of 5. However, this study clearly demonstrated that the implementation of the BPST results in a teacher shortage in the country.

About 28.6% of principals gave a 5 because they feel that reshuffled or moved leaders can have a ripple impact on leadership professionalism. While 22.9 percent of principals ranked 1 believed that a leader's resignation or transfer had no effect on their professionalism. The outcomes of this study show that it has an impact on both the system and individual professionalism.

Out of a total of 100 respondents, 37.1 percent believed that when executives are reshuffled or moved, the management system will experience significant transformations and gave a grade of 5. Only 11.40 percent of respondents admitted that when leaders are reshuffled or moved, the system would remain the same, and they gave a grade of 1. While 25.7 percent of respondents gave it four stars, 20% gave it three stars, and 5.7 percent gave it two stars. According to the findings, altering the location of leaders would cause systemic changes and would also add gasoline to the fire in terms of student performance.

According to the study, 45.7 percent of principals believe that leaders who aren't performing well should be given a bright spot to boost their professionalism and were given a grade of 4, 31.4 percent of principals gave a grade of 5, 14.3 percent gave a grade of 3, and only 8.6 percent gave a grade of 1. In a summary, it found that leaders who aren't doing well should be given a chance to learn more about leadership management abilities and have a better grasp of them.

The statement that leadership styles matter in twenty-first-century educational reforms received a five-star rating from 48.6 percent of principals, a four-star rating from 40 percent, a three-star rating from 5.7 percent, and a one- or two-star rating from 2.9 percent.

In summary, the research demonstrates that leadership responsibilities are critical in implementing revolutionary reforms to the country in the twenty-first century. With the ever increasing demands of today's globalization, a revolution in the educational system is required to ensure that future generations receive the greatest 21st-century education possible.

Table 12: Principal's Efficacy

| Statements | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Understanding of the school vision and mission | 0 | 0 | 25.7 | 74.3 |
| Job satisfaction | 0 | 0 | 48.6 | 51.4 |
| Expectation for teachers and students achievement | 0 | 0 | 45.7 | 54.3 |
| Ability to inspire teachers and students | 0 | 0 | 82.9 | 17.1 |
| Willingness to work beyond the school hours | 0 | 8.6 | 68.6 | 22.9 |
| Show enthusiasm to support teacher's needs and support student's achievement | 0 | 0 | 46.9 | 53.1 |
| Coaching and mentoring for the teachers | 0 | 0 | 40 | 60 |
| Meaningful use of school resources | 0 | 0 | 37.1 | 62.9 |
| Have Professional Development programme for teachers | 0 | 0 | 42.9 | 57.1 |
| Use of ICT supports teaching and learning process | 0 | 0 | 37.1 | 62.9 |

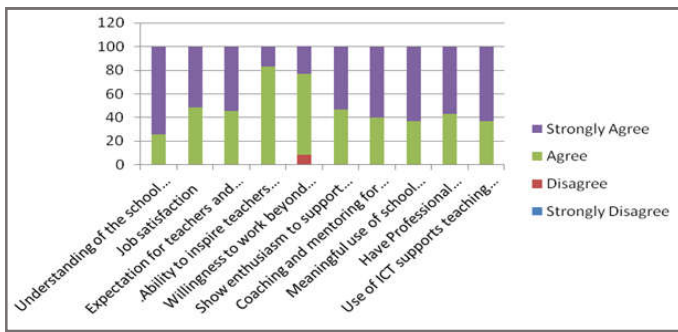


Figure 9: Represents the principals' Efficacy in percentage

FINDINGS PERTAINING TO THE PRINCIPAL EFFICACY

About 74.3 percent of principals strongly believe that they have a good grasp of the school's vision and purpose, while 25.7 percent say that knowing the school's vision and goal is critical for school leaders to plan and carry out school activities. In terms of work satisfaction, 51.4 percent of principals highly agree, while 48.6 percent are content with their current employment, according to the report. Around 54.3 percent of respondents strongly agree that teachers' expectations and students' accomplishments should be the main focus of principals, but only 45.7 percent of principals agree that teachers' expectations and students' achievement should be the first priority of principals. According to the findings, the majority of administrators have high expectations for teachers and pupils in terms of academic success. Almost 82.9 percent of principals agree that they have the ability to motivate teachers and students to work and perform better in the organization with enthusiasm, but only 17.1 percent strongly agree that they are not in a position to motivate teachers and students to achieve the school's goals and objectives. Only 8.6% of respondents disagree that they are willing to work outside of school hours, whereas 22.9 percent strongly agree that they are willing to sacrifice or scarify their own time to assist students in achieving their goals. Nonetheless, around 68.6% of respondents feel that there is willingness to labor outside of school hours for the sake of the pupils. The study's findings reveal that the majority of respondents are willing to work outside of school hours.

Although 46.9% of principals say that they are enthusiastic about supporting teachers' needs and student achievement, over 53.1 percent of principals are enthusiastic about reinforcing teacher needs and assisting student achievement. According to the findings, administrators consistently encourage instructors to raise student achievement. Approximately 60% of respondents believe that coaching and mentoring of teachers is necessary in order to improve the teacher's unethical behavior. Furthermore, 40% of respondents believe that coaching and mentoring will help teachers improve their performance. The study concluded that coaching and mentoring not only help teachers improve their performance, but they also help students achieve their goals.

According to the report, 62.9 percent of principals make the best use of the school's resources. On the other hand, only 37.1 percent of principals believe they are making good use of their resources. This study shows that virtually all principals are conscious of school resources and make meaningful use of them; on the other hand, they never misuse them. Almost 57.1 percent of those polled strongly agree that they have started professional development programs for teachers to help them improve their teaching skills. Additionally, 42.9 percent of principals agree that teachers should receive professional development. According to the findings, professional development programs should be implemented in order to increase the quality of teachers in order to provide excellent education to our future children.

Nearly 62.9 percent of principals strongly agree that ICT is a cornerstone of the teaching and learning process, and another 37.1 percent believe that ICT in teaching and learning benefits students. According to the findings, successful ICT adoption for leading change is more about motivating and empowering teachers, as well as supporting them in their interactions with students in the classroom.

RECOMMENDATION

Following the data interpretation and conclusions of the principal's leadership responsibilities in twenty first century educational reforms, the study produced the following suggestions for future improvement:

1. In terms of gender, there were no female leaders among the 35 respondents, indicating that there are now fewer female leaders serving in the country. To maintain the gender balance, the Ministry of Education might analyze and plan how to deploy an equal number of male and female leaders.
2. Only 2.9 percent (1 respondent) of the 35 respondents are employed between the ages of 31 and 40 years. It is suggested that additional leaders in this age group be employed.
3. 71.4 percent of respondents between the ages of 41 and 50 are employed. If the Ministry of Education could find and deploy new graduate leaders to drive educational changes in the twenty-first century, it would be a huge step forward.
4. Currently, 61.8 percent of principals have received a Master's degree, while just 2.9 percent of respondents have acquired a Ph.D. To ensure leadership duties, the Ministry of Education might provide leadership training and certification upgrades.
5. Only 25.8% of the School leaders have completed School Leadership Development program. The study shows that such programme is become necessity for the 21st century school leaders. The rest 74.2 percent of the leaders yet to avail the training, where the Ministry of Education should continue offering above stated course collaborating with the RIGSS.
6. According to the research, over 97.1 percent of leaders are actively engaged in academic teaching rather than administrative responsibilities, with only 2.9 percent focusing on administrative responsibilities. The suggestion made here is that the administrative functions of the leaders be emphasized rather than the instructional roles.
7. Because of biased appraisal, the majority of leaders oppose categorization. The argument is that school categorization should be phased out to avoid misunderstandings among schools.
8. The results of the study reveal that implementing the BPST (Bhutan Professional Standard for Teachers) in the system has no impact on teacher or student performance. If the responsible agency or department re-examined the situation and made the required modifications, it would have a bigger influence on instructors and pupils.
9. According to the findings of the study, around 62.9 percent of respondents believe that the use of ICT has accelerated the teaching and learning process and made it simpler and more exciting for students. To facilitate the updated knowledge and skills on ICT in the school, the Ministry of Education should offer timely ICT courses for the leaders including sufficient resources, such as latest PCs, printers, photocopiers, projectors, and high-speed internet access in the school.
10. This study clearly demonstrates that leaders who shift or reshuffle the working environment have both positive and negative effects on individual and system performance. In this case, the concerned ministry or agency must conduct a

reliable study before implementing any change or changes in the system.

OBSTACLES OR CHALLENGES

The researcher had a variety of challenges while doing the research, but the following are the three most significant challenges that the researcher faced:

1. The researcher had a difficult time collecting data since the survey questionnaire was delivered via the internet and respondents seldom responded to the questionnaire.
2. There were limited resources and budgetary limitation because this study was undertaken entirely by the researcher.
3. Despite the fact that this is a small research, it took over eight months to finish due to a lack of references and resources.

FUTURE SCOPE OF THE STUDY

Stakeholders such as school leaders, the Ministry of Education, parents and government organizations, and NGOs that work closely with school organizations would all benefit from this research. Future researchers will benefit from this research since it would provide credible data and suggestions for pursuing comparable research in Bhutan, such as research on how school leaders implement revolutionary changes in educational reforms. It would also lead to more leadership-motivating activities in the future, such as leadership programs, to help them improve their professionalism. Furthermore, the ministry or agency in charge of selecting and depoliticizing educational leaders (performing).

ETHICAL CONSIDERATION

The researcher has no ethical considerations when doing this study because it is a short research-based field study that is solely conducted within schools. Respondents were contacted on a completely voluntary basis, and the participants' identities and the confidentiality of the information were properly protected. The respondents were also treated with respect and appreciation for their time, and a favorable environment was created to encourage better participation.

COMPETING INTERESTS

The author said that there were no competing interests involved in carrying out this particular research.

CONCLUSION

To improve our educational system in the twenty-first century, our country requires capable individuals, energetic, and exceptional leaders. "We don't need a leader to lead the masses; we need leadership of the self" (His Majesty the King). We require self-leadership in order to bring about systemic change. As a result, self-leadership is critical in bringing educational reforms to the country. To obtain authentic information, the researcher gathered data from the principal's professional background, experiences and professional development, attitude toward professionalism, and efficacy. Furthermore, the researcher provided a thorough explanation of the findings as well as future recommendations.

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