

**EDUCATING FOR GROSS NATIONAL HAPPINESS: A NEW PARADIGM FOR
EDUCATION IN BHUTAN**

by

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ABSTRACT

Bhutan has focused public policies on the happiness and well-being of its citizens by adopting a new philosophy of development called Gross National Happiness (GNH). The adoption of GNH as a new paradigm for development has led to a major reform in the country. It is mandatory for all government organizations to align themselves with and initiate plans and programmes that correspond to GNH goals. The Ministry of Education in Bhutan, in its endeavour to promote GNH, launched a nationwide project called “Educating for GNH” in December 2009.

This study examines the implementation of the Educating for GNH project and effective educational leadership practices in Bhutanese public schools. A qualitative interpretive phenomenological analysis case study approach was used to study educational leaders’ perceptions of leadership and their lived experiences of implementing Educating for GNH in schools and school systems. The central research question is: "How has the implementation of the Educating for Gross National Happiness programme changed educational leadership practices and school systems in Bhutan?"

A total of 20 educational leaders participated in this study through one-on-one scheduled semi-formal interviews. Survey questionnaires were also used to collect data from those participants who chose not to participate in the interviews. Three overarching themes emerged from the data: implementing Educating for GNH in schools and school systems; leadership roles and practices; and attributes of a happy educational leader. The study findings provide a new approach for improving schools in Bhutan by infusing GNH principles and values, together with leadership practices that promote the happiness and well-being of the people in the school community.

The findings are consistent with the studies conducted at the international level on effective educational leadership practices, particularly those results of successful principal leadership practices. This study also contributes examples and research data from the Bhutanese context to the larger body of literature in the field of educational research.

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Chapter One

Introduction

Background

It is generally assumed that people of all walks of life want happiness. Happiness is a common aspiration of humanity (Anielski, 2007) and perhaps the ultimate aim of human existence (Kesebir & Diener, 2008). Human beings have aspired to live a happy life since time immemorial. Brooks (2008) cites Socrates, an ancient Greek philosopher, who once asked his students, “Do not all men desire happiness?” One of the students answered: “There is no one who does not” (p. 1). Similarly, Aristotle stated, “happiness is the meaning and purpose of life, the whole aim and end of human existence” (Kesebir & Diener, 2008, p. 69).

It is interesting to see the wisdom that Socrates and Aristotle expressed more than two thousand years ago echoed today. Kesebir and Diener (2008) conducted surveys in 41 nations in which almost all people rated happiness as *very important* or *extremely important*. Another study conducted around the world showed that everyone wants to be happy. People in Rubin’s study were asked two questions: “what they want most from life, and what they want most for their children—people answered that they want *happiness*” (Rubin, 2009, p. 7). Thus, it is understood that happiness is the ultimate goal for many of us, and there is no one who does not want to be happy.

Since happiness is a fundamental human desire, a number of surveys and reports to measure happiness have been carried out internationally. Many countries have introduced happiness and well-being as measurable assets and explicit goals to supplement Gross Domestic Product (Ahmed, 2010) because increased material wealth

and economy growth as “captured by GDP does not lead to increased happiness and life fulfillment” (Kesebir & Diener, 2008, p. 61). Hence, it is imperative for the nations to seek for a holistic approach that balances material and non-material aspects of development.

Bhutan is one nation that has focused public policies on the happiness and well-being of its citizens by adopting a new philosophy of development called Gross National Happiness (GNH). With the adoption of GNH as a new paradigm for development, there has been a major reform in the country. The institutional structure and policies have changed over time in response to the changing needs of the country. Many new institutions have been established to implement the GNH vision. It is mandatory for all government organizations, including those associated with education, to align themselves with and initiate plans and programmes that correspond to GNH goals.

The Ministry of Education in Bhutan, in its endeavour to promote GNH, launched a nationwide project called *Educating for GNH* in 2009. This project was introduced to improve the school system through a GNH-infused curriculum, GNH-minded teachers, and a GNH-inspired learning environment. All Bhutanese children and youth are to have access to these (Hayward & Colman, 2010). Along with this new initiative, schools are also expected to bring robust change in the system that effectively cultivates GNH values and principles through the concept of *Green Schools for Green Bhutan*.

Happiness is a fundamental human desire, and Bhutan seems to be leading the way with GNH philosophy as the new development model to bring happiness for its citizens. Therefore, studying the implementation of GNH in the school system can help

us understand the sublime aspects of GNH and its significance, and education as the most important agent to make happier societies.

In this chapter I examine the GNH values and principles that are implemented in schools to improve the quality of the school system in Bhutan. I present the following background information to introduce this study:

- Gross National Happiness (GNH)
- Government Policy on GNH
- Education Policy on GNH
- Pre-GNH Education System
- Implementing GNH Policy in Schools

After presenting the background information, I will articulate my research problem statement, the purpose of the study, and the significance of the study.

Gross National Happiness (GNH). Bhutan is a very small country in the eastern Himalayas with an area of 38,394 square kilometers. It is bordered by China in the north and India in the south, east, and west. Sandwiched between two giant countries, Bhutan is completely landlocked, with rugged mountainous terrain rising steeply from 100 metres at the southern borders to over 7500 metres in the north (Bhutan Gross National Happiness Commission, n.d.). The current population of Bhutan is 770,746 (Bhutan National Statistics Bureau, n.d.).

Under the ‘golden reign’ of the five generations of kings from 1907 to now, Bhutan has seen unprecedented developments in many areas such as education, roads, health care, agriculture, hydropower, and government systems. The living conditions of people have improved tremendously in both urban and rural areas. Even very remote

villages have access to schools, electricity, safe drinking water, roads, health care, and telecommunication services. More recently, the government system has changed from an absolute monarchy to a constitutional monarchy. Since this process began, Bhutan has had two smooth transitions of democratically elected government. The first general election was held in March 2008 and the second in July 2013. The launch of a first Five-Year Development plan in 1961 led to the articulation of Gross National Happiness as an idea in 1972 by His Majesty Jigme Singye Wangchuck, the fourth king, and finally has progressed to the 11th Five Year Plan (2013-2018) which included the adoption of Gross National Happiness (GNH) as a development philosophy.

GNH has attracted the attention of many scholars, intellectuals, social scientists, political activists, and politicians. The reason that GNH appealed strongly and met with sympathy on the international platform (Hirata, 2004) is that it is a unique development concept that considers the happiness and well-being of the people as the most important goal of a country's progress and development. Nevertheless, Bhutan's understanding of happiness is distinct from Western literature in two ways (Ura, Alkire, & Zangmo, 2012). First, happiness is understood as multi-dimensional. It is focused not only on subjective well-being but also on other dimensions such as psychological well-being, community vitality, cultural diversity, ecological diversity, and good governance. Second, happiness is understood as an internalization of responsibility and motivations. It is understood that "true happiness cannot exist while others suffer, and comes from serving others, living in harmony with nature, and realizing our innate wisdom and the true and brilliant nature of our own minds" (Thinley, 2009, p. 14). Thus, happiness in Bhutanese context is derived

from having concerns for others and living in harmony with nature, and being conscious and mindful of one's actions.

The fourth king, Jigme Singye Wangchuk, articulated the concept of Gross National Happiness when he became the king of Bhutan in 1972. His profound statement, now echoed worldwide, was that "Gross National Happiness is more important than Gross National Product." This enlightened proclamation became the guiding philosophy of Bhutan's development path and has been the foundation for the belief that the happiness and well-being of the people is more important than economic growth.

However, economic growth or Gross National Product (GNP) is not neglected in the sphere of GNH. The true essence of GNH as a development philosophy is to balance material and non-material aspects of development. The planning document titled *Bhutan 2020: A Vision for Peace, Prosperity and Happiness* (Planning Commission, Royal Government of Bhutan, 1999) stated:

The concept of Gross National Happiness does not reject economic growth as being unimportant. On the contrary, such growth is a precondition for enlarging our self-reliance, increasing the standard of living and enlarging the opportunities and choices of our people. The concept of Gross National Happiness stresses the importance of continuing to seek a balance between material and non-material components of development. (pp. 11-12)

To further clarify the co-existence of these two components, the material component of development regards physical well-being while the non-material component of development considers the spiritual well-being of the people. The GNH concept respects and situates both components at the centre of progress and development.

This is evident from the following description, which is used widely to define GNH in many policy documents:

Gross National Happiness (GNH) measures the quality of a country in more holistic way and believes that the beneficial development of human society takes place when material and spiritual development occurs side by side to complement and reinforce each other. (Ura, Alkire, & Zangmo, 2012, p. 110)

Ura, Alkire, Zangmo, and Wangdi (2012) described the GNH concept using the terms holistic, balanced, collective, sustainable, and equitable. GNH is *holistic* in that it recognizes all aspects of people's needs, whether spiritual or material, physical or social; *balanced* in that it emphasises balanced progress towards the attributes of GNH; *collective* in that it views happiness as a collective phenomenon; *sustainable* in that it pursues well-being for both current and future generations; and *equitable* in that it aims to achieve a reasonable and equitably-distributed level of well-being.

Scholars like Hewavitharana (2004), Lokamitra (2004), and Tashi (2004) have claimed that the GNH concept is deeply rooted in Buddhist tradition and culture and is largely influenced by Buddhist philosophy. These scholars argue that GNH demonstrates the Buddhist ideals that material comfort and pleasure do not bring the same amount of happiness as do spirituality, inner contentment, and peace. Hence, it is not surprising to see the development policies focusing more on achieving spiritual well-being than on attaining material well-being. This is why government policy in Bhutan gives preference to Gross National Happiness over Gross National Product.

Government policy on GNH. Bhutanese government policy and development plans have been oriented towards GNH since King Jigme Singye Wangchuk declared

Gross National Happiness to be more important than Gross National Product in 1972. Moreover, the Constitution of Bhutan (2008, Article 9) directs the State “to promote those conditions that will enable the pursuit of Gross National Happiness” (Ura, Alkire, & Zangmo, 2012, p. 110).

The government policy on GNH is based on three fundamental principles. First, GNH is founded on the principle that the ultimate goal of every human individual is happiness. No matter what goods they possess, actions they practise, suffering they experience, plans they implement, livelihoods they make, and so on, happiness is the single desire of citizens.

Second, GNH holds that people’s happiness cannot be achieved with physical well-being or spiritual well-being alone. Happiness is derived from balancing materialism and spirituality. Though it is a great challenge to balance the two in a rapidly changing society where economic growth has a huge impact on well-being, GNH policy aims to maximise happiness and well-being of the people by balancing sustainable and equitable economic development with environmental and cultural preservation and good governance (Thinley, 2005).

Third, GNH considers the happiness of society over individual happiness. In fact, the whole idea of a government deciding to implement “Gross National Happiness” as a policy is predicated on this collective ideal. Society as a whole is emphasised because the sustained happiness of an individual is seen as necessarily part of the overall happiness of the society. This is one area where Bhutan’s perception and practice of happiness as enshrined in GNH policy is different from the Western idea of happiness. In the West, happiness is not a government initiative even though it is a very important personal and

individual quest. Moreover, the Western understanding of happiness, specifically American idea is that every individual has the right to pursue happiness, is distinct from Bhutan's goal to deliver collective happiness to its citizens (Brooks, 2008).

The Planning Commission (1999) recognized GNH as the central development concept for a country that articulates happiness as a collective goal rather than an individual goal. Hence, in the context of GNH, collective happiness is the criteria for every project and program and is explicitly addressed through public policy (Thinley, 2005). The Educating for GNH project is one example of the government's effort to address collective happiness. Schools, irrespective of size or levels are instrumental in delivering GNH policy because it is through education that children can learn how to be happy and be part of the collective society of Bhutan.

Based on the above principles, GNH as the guiding philosophy of development rests on four pillars. They are: sustainable development, preservation and promotion of culture, conservation of environment, and good governance. Under these four pillars, a specific and relevant development index has been adopted to "reflect GNH values, set bench marks, and track policies and performance of the country" (Ura, 2008, p. 1). The GNH index consists of nine domains: psychological well-being, cultural diversity and resilience, education, health, time use and balance, good governance, community vitality, ecological diversity, and living standard. The nine domains are composed of 33 indicators and have 124 variables (Ura, Alkire, & Zangmo, 2012).

The main focus of this study is to examine implementation of GNH in the school system and how educational leadership practices have changed as they implement the

nationwide education reform initiative. For this reason, of the nine domains I focus here only on education.

Education policy on GNH. Of the nine domains, education receives the most attention. If the country's dream is to be realised and GNH as the guiding philosophy of the nation is to be successful, education is the most important tool. The former Education Minister of Bhutan Powdyel (2011) stated: "If a nation has a big dream, its education system must affirm and advance it" (p. 2). Education is the only sector that can change GNH philosophy into reality. First, children and youth comprise the most important section of the population and the right education is crucial for them. Second, every aspect and domain of GNH requires knowledge and understanding for its realization. In fact, all four pillars and domains of GNH are linked to education. In the words of the first democratically elected Prime Minister of Bhutan, Lyonchhen Jigmi Yoser Thinley, "We have identified education as the glue that holds the whole enterprise together" (Hayward & Colman, 2010, p. 14). Therefore, education is the cornerstone that helps understand and realize GNH goals and puts together all the domains of GNH for successful implementation.

In 2009 the Bhutan Ministry of Education launched a nation-wide reform initiative called *Educating for Gross National Happiness*. This initiative brought two major changes in the education system. The first change was to the curriculum: GNH principles and values were infused in the school curriculum at all levels. This included emphasis on deep critical and creative thinking, ecological literacy, practice of the country's ancient wisdom and culture, contemplative learning, a holistic understanding of the world, genuine care for nature and for others, competency to deal effectively with the

modern world, preparation for right livelihood, and informed civic engagement (Hayward & Colman, 2010).

The second change, intended to realize the overall objective of educating for GNH, was the adoption of Green Schools for Green Bhutan. A green school concept is not just the colour that symbolises naturally or environmentally green but also represents the need to nurture and shape a child's development to "demonstrate [love, care and] respect for the earth by conserving natural resource, and learning from the earth by bringing nature into the classroom and the classroom into nature" (Drakpa & Dorji, 2014, p. 314). Conserving and learning from the environment are the two main areas of green school concept that facilitate children in the school to grow and develop "green" intellectually, spiritually, culturally, aesthetically, academically, morally, and socially (Bhutan Ministry of Education, 2012). In the next section, I present the pre-GNH education system to give an overview of educational milestones before the implementation of these two national education policies.

Pre-GNH Education System. Bhutan embarked on the path of modernization only in the early 1960s (Bhutan Ministry of Education, 2002). Until this time, the only form of formal education available in Bhutan was monastic education. Monastic education was religious in nature and its fundamental principle was that spiritual wisdom should guide one's action to benefit all sentient beings on earth (Dyenka, 1999). While monastic education continues to be an important part of the national culture, Western education has been promoted and expanded since the first Five-Year Plan to address the basic educational needs and develop human resources required for the socio-economic development of the country was implemented (Bhutan Ministry of Education, 2004). A

Western form of education, borrowed from the neighbouring country of India, was adopted in the early 1960s, and at the same time the curriculum and the curricular materials were also borrowed (Wangmo, 2003). Along with the curriculum and the curricular materials, Bhutan also hired the majority of its teachers from India; some of these teachers also managed the schools as headmasters (Dorji, 2005).

It was only early in 1988 that the Ministry of Education started to appoint Bhutanese teachers as heads of the schools and institutes, and gradually replaced expatriate teachers by national teachers who were mostly trained from two teacher training colleges in Bhutan. It was necessary for the government to have Bhutanese school leaders and teachers to preserve, protect and promote national identity, culture and traditions, and most importantly to improve the entire education system particularly in making teaching and learning processes in schools more relevant to national needs and aspirations (Bhutan Department of Education, 1988). Since then, all schools throughout the country are managed and led by national principals and taught by national teachers. The expatriate teachers from India are hired only for secondary schools and limited to specific subjects like mathematics and science.

Over the years, Bhutan's education system has progressed significantly. The government has established many new schools, increasing from 11 modern schools with about 400 students in all of Bhutan in 1960 (Bhutan Ministry of Education, 2002) to 539 schools with 172,857 students in 2015 (Bhutan Ministry of Education, 2015). These students attend different levels of schools that range from pre-primary to grade XII. The schools that have class pre-primary to grade VI are called *primary schools*. The primary schools offer seven years of education, while the schools that have grade VIII as their

final class are named *lower secondary schools*. Similarly, all schools that have grade X or XII as their terminal class are termed *middle* and *higher secondary schools* respectively (Bhutan Ministry of Education, 2008).

There have been efforts made to address quality education by developing ‘Bhutanized’ curriculum, providing educational materials, arranging professional development programmes for teachers, establishing monitoring and support services, guiding management and leadership practices, equipping schools with basic facilities and infrastructures, among many others. Special education programme was introduced in selected schools to provide education for the children with special needs, and also established Non-Formal Education (NFE) programme to provide basic education to those communities located far away from schools and for those who did not have opportunity to go to formal school.

Bhutan’s education system has achieved much, yet it has been grappling with interventions and reform initiatives to improve and perform better, motivated and directed by the national goals. The Education for GNH reform, initiated to promulgate the country’s development vision, is intended to improve the system in line with GNH policy as well as disregard the practices that contradict with GNH ideals. For example, the practice of rigid and strict management system, the authoritative and bureaucratic leadership style, the traditional teaching and learning environment that is mostly teacher centred and one way communication, the method of disciplining children through various forms of punishments, differentiating good students from bad students, overlooking individual care, attention and support to the students, deterioration of teachers’ moral behaviour and responsibility were some of the observed practises that contradict GNH

policy. There have been many such observations, but as the changes in the system since the implementation of education for GNH are significant, it is easier to explain what has changed and improved than what was there in the system. In the following section I detail how GNH policy is implemented and changed the school system.

Implementing GNH policy in schools. Implementing GNH in school system is not completely a new entity. Most of the elements of GNH had been practiced in the school system before, but they were rarely identified as GNH components. For example, there have been government policies and programs to instil in our younger generations a deep sense of pride and respect for our traditional values through a greater understanding and appreciation of the Bhutanese etiquettes (Bhutan Department of Education, 1988). Teaching of value lessons were mentioned in the curriculum but not spelled out clearly for implementation.

With the adoption of *Educating for Gross National Happiness*, GNH aspects emerged into the system with greater emphasis and power in the form of various documents. Educators have realigned curriculum in order to infuse it with GNH principles and values. There has also been capacity building for principals and teachers. All school principals across the country have been trained on educating for GNH. These principals have then trained the teachers in their schools and worked as a team to bring GNH into the school system. The Ministry of Education has also developed a teachers' training manual on educating for GNH and trained 70 teachers to be facilitators. These teachers are expected to facilitate workshops at the district level and provide training to rest of the teachers (Bhutan Ministry of Education, 2012). This method of training

teachers has been effective in terms of coverage within a short period of time and also has less detrimental financial implications because it is conducted at the local level.

To bring GNH into the school curriculum, schools have incorporated GNH values and principles into their school policies through various academic and co-curricular activities. It is mandatory for teachers to infuse GNH values in their daily teaching activities. For example, when teaching the topic on life-giving elements such as air, water, fire, and soil, teachers instruct students to give these due care and protection because destroying these elements means destruction of our lives. These topics generate the adoption of values like care, protection, need, importance of our lives, preservation and conservation of nature, and living in harmony with nature. GNH curriculum not only discusses values as content in the subject areas but also makes sure that such values are appreciated and practiced in day-to-day life situations. Teachers also impart and promote GNH knowledge and understanding through literary activities such as debates, quizzes, and extempore speeches.

Meditation or mind training has been identified as one of the main activities to impart GNH values and principles in the schools (Ministry of Education, 2013). It is initiated to facilitate student learning because of the proven benefits of enhancement of concentration, memory and self-discipline. Students are expected to benefit from meditation practices and improve academic performance, relieve stress and nurture positive emotions whereby they become reflective practitioners, mindful of their mind, speech and actions (Ministry of Education, 2013). The results of Bhutan's implementation of meditation as a daily practice for students suggest less discipline problems, increase interest on school activities and improved academic achievement.

In addition, the worldwide studies conducted on the benefits of meditation commented that mindfulness practice help improve classroom management, teacher-student relationships and instructional strategies (Albrecht, Albrecht, & Cohen, 2012). For example, they reported about a primary teacher who applied mindfulness in her daily teaching routines has found that being mindful helped her gain new awareness of her teaching habits, which turned out to be effective teaching strategy used with students regularly. This is borne out by the results in Bhutan.

All schools in Bhutan have pledged to create “green schools for a green Bhutan.” The green school concept is to educate children in school to love, care and respect for nature, conservation of natural resources and learn from the environment by bringing nature in the classroom and classroom into nature (Drakpa & Dorji, 2014). It is basically created to conserve and learn from natural environment and implemented through eight greenery dimensions: *environmental greenery* that makes children feel invited, welcomed, and happy to come to school; *intellectual greenery* that engages children with new ideas and knowledge; *academic greenery* that demands high academic standards; *social greenery* that permits children from different beliefs and backgrounds to learn, grow, and develop; *cultural greenery* that promotes and preserves culture and traditions; *spiritual greenery* that provides conscious awareness of other beings and mindfulness of living in mutual respect and harmony; *aesthetic greenery* that develops a taste for genuine and beautiful objects; *moral greenery* that imparts values of making sound judgements and distinguishing between right and wrong, truth and falsehood, good and bad (Powdyel, 2010).

In addition to these eight dimensions, there are other important elements of a green school. A green school takes care to build and promote good relationships with parents and the community, making them actively involved in the education of their children. Inclusive education is another area of focus for a green school as it ensures that all the children in the community receive equal educational opportunities and are treated fairly. A green school serves the special educational needs of children with physical disabilities, including visual and hearing impairments. A green school also looks after the basic needs of children, ensuring that they are safe in the school and monitoring and maintaining each individual's personal health, hygiene, and growth. Above all, a green school creates an atmosphere that provides respect, care, support, warmth, and delight in the school (Powdyel, 2010). Teachers and students treat each other fairly and value everyone's uniqueness and contributions to school improvement.

Research Problem Statement

The nationwide reform initiative *Educating for GNH* has put pressure on schools to change and improve the entire school system, particularly in making teaching and learning processes in schools more relevant to GNH policies. School goals and strategies, plans and policies, curricular and non-curricular activities, teaching and learning outcomes, administration practices, capacity building for teachers and staff, professional development programmes, and monitoring and support services mechanisms have all had to be reoriented to achieve the goal of educating for GNH.

As a result, there are high expectations for educational leaders. Their leadership is a critical factor for the smooth transition of education reform and success of school systems on a large scale. Educational leaders are expected to deliver quality instructional

activities and programs to enhance students' standards and performance. They are also accountable for the successful implementation and practice of GNH policies in schools. Bhutanese authorities understand that school leaders are the most important people in the school; their effective leadership can make a difference in realizing the vision of the nation by successfully implementing transformative education for GNH in schools. Moreover, there have been many informal observations of successful schools that link the notion of a good school with that of an effective school leadership in Bhutan as well as internationally.

Although there is a lot of information on the importance of school leadership, there is a dearth of studies of what Educating for GNH has meant in practice for Bhutanese educational leaders. The time is ripe for Bhutanese scholars to examine the process of change and study the impact of the national education project *Educating for Gross National Happiness* in schools. Observers have noticed change and progress in the school system since the project's implementation in 2010 with regard to school administration, learning atmosphere, students' behaviour, and teachers' moral ethics (Bhutan Ministry of Education, 2012), but no studies have substantially examined the success of the project or shown how educational leaders improve the schools. This study addresses the problem of a relative absence of research documenting effective educational leadership from the Bhutanese perspective and their practices in implementing the education sector's vision of educating for GNH.

Purpose of the Study

There is a need to do comprehensive studies in order to understand what impact Educating for GNH has had on the country and to add to the broader scholarship on

happiness, educational policies, and educational leadership styles. To achieve these purposes, this investigation is guided by one main research question followed by four sub-questions.

Main research question:

How has implementation of educating for Gross National Happiness (GNH) changed educational leadership practices and school systems in Bhutan?

Sub-questions:

1. What education policies promote GNH in Bhutan? How are they implemented and practiced in schools?
2. What leadership practices do educational leaders in Bhutan use to implement *Educating for GNH*?
3. How are *Educating for GNH* leadership practices different from conventional school leadership practices?
4. How do teachers in Bhutan view effective educational leadership through GNH lenses?

Significance of the Study

Educating for GNH is a new project initiated in Bhutan in 2009. No study has yet been done on how educational leaders improve their schools by infusing GNH values and principles. The findings from this study will deepen our understanding of *Educating for GNH*, and, moreover, our understanding of how people work to create collective happiness through education. This study is also a contribution from the Bhutanese context to the existing literature of the dominant Western paradigms that have guided the field of education research.

Recognising the centrality of educational leadership for the success of school systems, this study is significant because it will help educational leaders work on a model of effective educational leadership to bring significant changes in their schools. It will enable current and aspiring educational leaders in Bhutan to work towards effective educational leadership and guide them to make a significant difference in the lives of children under their care. It will also provide a benchmark for school administrators as they assess effective leadership practices and analyse what is missing within the system. It will inform policy makers about the success of educating for GNH and at the same time provide suggestions for improvement.

Above all, the findings will serve as insider knowledge about the craft of educational leadership and provide windows into effective leadership practices and happiness. There is rarely any study done related to happiness and educational leadership practice although many studies have been done in business organizations that concerns happiness and well-being of the employees. Hence, the study is significant contribution to the educational research that connects happiness and well-being of the educational leaders.

Chapter Two

Review of the Literature

To provide a basis for the study of effective educational leadership and its relation to school improvement through *Educating for Gross National Happiness* in Bhutanese public schools, I present the literature review for this study in three broad sections. In the first section I examine the concept of happiness and its major contributing factors, since the GNH concept is founded on the universal principle that the ultimate goal of every human individual is happiness. In the second section I explore the theoretical underpinnings of effective leadership and relate these theories and practices to effective educational leadership. In the third section I blend the first two sections and explain the relationships between happiness and educational leadership.

Section One: The Concept of Happiness

Happiness is the ultimate goal and single desire of citizens in many countries and societies. Bhutan's development philosophy—Gross National Happiness (GNH)—is footed on this fundamental principle that happiness is the final end desire of every human individual. Happiness is a broad and abstract concept, viewed differently by various disciplines in the social sciences. For example, “psychologists see it as a matter of personality, biologists as the result of chemical processes, philosophers see happiness mostly in a moral context, sociologists think of it as a social condition” (Glatzer, 2000, p. 501). Likewise, GNH perceive collective happiness of the people as the real wealth and asset of a nation (Bhutan Gross National Happiness Commission, n.d.), and as an educator, I see happiness in the success of students. Happiness is derived from seeing

children coming to school, enjoy being in the school, happy learning new things every day, developing and growing holistically to make a significant difference in their lives.

Drawing on many views, perspectives and research findings, I focus here on the concept of happiness derived from philosophical, economic, and Buddhist perspectives since these traditions give us insights on happiness to reflect and extend our understandings on GNH. Also, I do not discuss other religions here even though they have their own ideals, beliefs, and practices of viewing happiness because the Bhutanese concept of Gross National Happiness is deeply rooted in Buddhist philosophy (Chua, 2008; Dorji, 2007; Gyamtsho, 2011).

Buddhist philosophy does not explain happiness directly. Reducing suffering, challenging the causes of suffering, overcoming desire, and performing good deeds for the benefit of all sentient beings are considered parallel to increasing one's happiness (Nitnitiphrut, 2007). In Buddhism, happiness is described in terms of causes. One of the profound common beliefs among Buddhists is *karma*, the law of cause and effect that governs happiness and suffering (Ricard, 2003). It is believed that actions motivated by non-attachment, loving kindness, a positive attitude, right understanding, and helping others result in positive karma while actions motivated by greed, hatred, and delusion result in bad karma (Wangmo & Valk, 2012). Likewise, Shantideva, a great Indian master, explained that “all those who are unhappy in the world are so as a result of their desire for their own happiness. All those who are happy in the world are so as a result of their desire for happiness of others” (as cited in Dorji, 2007, p. 27).

Thus, happiness in Buddhist context is an accumulation of good deeds and merits acquired from contributing to the happiness of others. It comes from serving, helping and

having concerns for others, living in harmony with nature, being good to all sentient beings, and contemplating ones actions consciously and mindfully, while negative deeds such as greed, hatred, delusion, and desire for personal gains bring unhappiness. This subtle insight of the Buddhist philosophy of happiness, that individual happiness can only result from choosing the collective good over the individual, is very well connected with GNH development concepts. The essence of GNH policy in Bhutan is to deliver collective happiness to its citizens and build a happy nation collectively.

In philosophical traditions, Aristotle's concept of happiness is highly regarded by many scholars and researchers. In fact, there are few publications related to the study of human happiness and well-being that do not refer to Aristotle. In his work, the *Nicomachean Ethics*, Aristotle defined happiness as the highest good of human being, which is an end in itself:

The highest good ... must be something final. Thus, if there is only one final end, this will be the good we are seeking; if there are several, it will be the most final and perfect of them. We call that which is pursued as an end in itself more final than an end which is pursued for the sake of something else; and what is never chosen as a means to something else we call more final than that which is chosen both as an end in itself and as means to something else. What is always chosen as an end in itself and never as a means to something else is called final ... This description seems to apply to happiness above all else: for we always choose happiness as an end in itself and never for the sake of something else. (Cahn, 2009, p. 111)

Therefore, happiness is the final good that is desired neither for the sake of anything else nor as a means to something else but an end in itself that we all strive as ultimate good, goal or end. However, Aristotle's idea that happiness is the final good and end of human beings, and his philosophy of good life of a person is the happy life only partially answers GNH. I believe that Aristotle's concept of "the good life" is the happiness of an individual. For instance, Aristotle distinguished three sorts of goods for a person to be happy. They are goods of the soul (moral and intellectual virtues, and education), bodily goods (strength, good health, beauty, and sound senses), and external goods (wealth, friends, good birth, good heredity, and good reputation). These are all individual goods for a person to be happy. I understand that his notion of the good life is premised on the notion that happiness of an individual is important for social progress because societies are made up of individuals and happiness of individuals make collective happiness (Brooks, 2008), but GNH envisions the happiness in another way and clearly suggests that happiness can derive only from sacrificing the individual gains over collective good. An individual cannot be truly happy while people in the community are having misery, disaster, and suffering. Hence, GNH presupposes that the actual end of human activity is social happiness, and not individual happiness.

In economic traditions, happiness and well-being are not generally defined but are empirically measured based on the answers to life satisfaction questions such as "How happy are you?" and "How much are you satisfied with your life?" (Bruni, 2008). For the most part economists have based their studies on how people felt about their lives and measured happiness only in terms of material aspects that can be easily measured monetarily. For example, people having enough material goods are considered as happy

and satisfied with their lives (Anielski, 2007). Happiness is more than just possessing and accumulating material well-being because research has shown that an increase in material wealth and income does not increase the overall happiness of the people (Donnelly, 2004; Kesebir & Diener, 2008; Layard, 2005; Ricard, 2003). The reason is that economic measures of happiness do not include other important elements of human aspects and values of other things (Anielski, 2007), such as quality of life, preservation of environment, community well-being, psychological well-being, and culture. Hence, Bhutan's official policy of GNH maintains a balance approach of development between the material and non-material aspects of development. GNH concept considers that the development of human society can only take place when physical and spiritual well-being of the people co-exists and develop parallel to each other. This co-existence of two components was explicitly elaborated in chapter one.

Regardless of how philosophers, economists, and Buddhist scholars have interpreted and illustrated the concept of happiness, there is an overriding consensus among them despite the different means employed for their studies. They all concluded that happiness is the supreme goal sought by human beings (Bok, 2010) no matter what, where, and who they are. Happiness is a holistic approach from many perspectives, concepts, and applications that consider at least three distinct meanings. Happiness is a mood, satisfaction, and fulfillment of one's life. Although GNH finds its roots in the universal goal and aspiration of happiness desired by all human beings, the core heart of GNH is based on Buddhist principles that firmly believe happiness is an accumulation of good deeds and merits acquired from the desire for others' happiness. At the policy level,

it places collective happiness over individual happiness, and maintains a balance between the economic growth and spiritual aspects of development.

Happiness is also expressed in terms of causes and attributes. There are many factors that contribute to happiness. Layard (2005) identified seven different factors that affect happiness. They are family relationships, financial situation, work, community and friends, health, personal freedom, and personal values. Donnelly (2004) observed human life satisfaction from the psychological perspective and found eight life domains of happiness: health or self-care, personal or spiritual development, family or friends or community, social activity or fun, physical environment, romance or intimacy, finances, and career or business. Berry (2011) surveyed the well-being of people at work. Some of the factors that made people happy at work were a friendly environment, supportive colleagues, enjoyable work, a good line manager, varied work activities, being part of a successful team, recognition of achievements, and a competitive salary. Schimmel (2009) illustrated three human development dimensions and other important elements for individual happiness. Income, education, and health are the three main determinants of human well-being while social relations, work, political and societal conditions, and security are dimensions that determine individual happiness. Layard, Clark, and Senik (2012) grouped the causes of happiness into two factors: external factors include income, work, community, government, values, and religion; while personal factors include mental health, physical health, family experience, education, gender, and age.

Though there are many determinants from different sources, there exist some common patterns that authenticate the basic necessities for a person to be happy. I explored the attributes of happiness and identified four common factors that are

connected to GNH and specifically educating for GNH. They are education, good health, work and social relationships. These factors are not the definite boundaries that contribute to GNH but simply a useful construct to agree upon the basic factors required for a collective happiness of the society.

Education and happiness. Of all factors, education is the most important factor for and contributes most to the happiness of people. A great number of people, including educational theorists, philosophers, teachers, students, and parents, think that happiness is a very important factor in the sphere of education and vice-versa. Yet, it is often debated whether education has anything to do with happiness. A scholar like Barrow (1980) has argued that “happiness and education are not conceptually linked because one can be educated and miserable, one can be uneducated and happy; and one can successfully educate someone without a thought for his happiness” (p. 1). However, I believe education is important for the development and happiness of society. Education prepares young children with knowledge and moral virtues, human values and ethics that enable them to live a better quality of life, healthier life style, earn better income, get better job, and enhance social relationships among many other things.

Scholars such as Layard et al. (2012) have claimed that education has an indirect impact on happiness. People are happy while being educated or as a result of being educated. In fact, education is the glue that puts together all the factors of happiness (Thinley, 2009). For example, education increases income and income increases happiness. Higher education is associated with work. It brings more employment opportunities, ensuring job security and faster promotion. Social relationships are strengthened through education as people learn to cooperate, trust, and support others in

their family, community, and society. Health awareness and practices are broadened through education, as people understand healthy habits, learn to maintain physical fitness, and remain mentally sound.

In Bhutan, education receives the most attention among the nine domains of GNH. As was discussed in chapter one, the government of Bhutan has identified education as the key to achieving and transforming GNH philosophy into reality. What could be better a approach than education to honour the nation's big dream of delivering gross national happiness to its society. Therefore, Educating for GNH was initiated to implement GNH concepts, principles and values, and its policies and mandates in the school systems lead to happiness both for students and educators alike.

Good health and happiness. Good health is another important factor that is closely linked to happiness. Studies have indicated that people who are in good physical condition are happier than those who physically less capable. In their study, Kesebir and Diener (2008) found a correlation between physical health and happiness. For instance, life-threatening illnesses or illnesses that interfere with one's daily life and cause pain substantially lower one's well-being.

Layard et al. (2012) explained the direct effects of happiness related to mental illness and physical health issues. People with mental and physical health problems experienced low earnings because they could not commit to full working hours, which led to unemployment. They also engaged in criminal activity due to mental unsoundness, suffered physical illness, and achieved poor educational performance because poor health decreases strength and power of concentration. Conversely, other studies (Diener & Seligman, 2004; Schimmel, 2009) concluded that people who have sound health show

increased happiness, better work performance, more social interactions, higher educational performance, and fewer mental disorders.

Health is another domain of GNH and it is the state policy to promote health and well-being of its citizens. The Centre for Bhutan Studies and GNH Research defined happiness from a Bhutanese proverb that translates to “no physical illness and mental worries,” which means happiness results from good health. It has been found that if any Bhutanese is asked about happiness, their response obviously connects to good health and answers with the above phrase (Centre for Bhutan Studies & GNH Research, n.d.).

In the school context, good health, both physical and mental, is important for our children. Children cannot learn and perform worse with poor health. Learning requires energy, concentration, focus, attention and motivation, and good health is very crucial. In Bhutan, effective measures are taken to create GNH learning environment that promote and support health and well-being of the children. A green school ensures conducive teaching and learning environment where all children in the school receive equal and fair treatment, provide special care for special needs of children with physical and mental disabilities, attend to the basic needs of children, ensure that they are safe in the school, and thoroughly monitor and maintain each individual’s personal health, hygiene, and growth.

Social relationships and happiness. Good social relationships with family, friends, and community are strongly correlated to happiness. Rubin (2009) claimed that happiness research “from contemporary scientists to ancient philosophers agrees that having strong social bonds is the *most* meaningful contributor to subjective well-being” (p. 141). Human beings by nature are social beings (Grenholm, 2011) and they need to

belong and to have intimate relationships and social interactions. These are the fundamental human needs (Kesebir & Diener, 2008) that substantially support the reality that “human beings prefer to be in company rather than being all by themselves” (Schimmel, 2009, p. 103).

Diener and Seligman (2004) found that people who have positive social relations have good personal ties, identity, support for each other, shared feelings, and a sense of belonging in society while Campbell (1981) found a negative impact on happiness for people who do not have good social relationships. They are less cooperative, less friendly, and less helpful.

From a GNH standpoint, social relationships in the community are important for social happiness. A strong relationship amongst the community members and within families, holding socially constructive values, supporting and interacting positively with each other are necessary for a vital community (Ura, Alkire, & Zangmo, 2012).

Community vitality is one of the domains of GNH. It focuses on social relationships and interactions in communities, and comprises four major indicators to measure happiness of the society. The indicators include *social support* that shows contribution made to the community either by volunteering or donating (giving of time or money); *community relationships* that refer to social bonding and sense of belonging to the community; *family relationships* that depict a positive and healthy relationships within the family and community members; and *safety* that is perceived as safe from violence and crime, safe at home and in the community (Ura, Alkire, & Zangmo, 2012).

In the school setting social relationships are particularly important. One of the elements of a green school is building and promoting good relationships with the parents

and community by making them actively involved in the education of their children. Parent engagement in school activities and being part of the team to educate their children develops a sense of responsibility, belongingness, and co-operative relationships between the school and community. School is a vital community that always function as a team and requires maintaining of strong relationship amongst the school faculty members, parents and community.

Work and happiness. People work to make a living or to add meaning to life. Work provides a source of income and social relationships to people whether they are employed by others or self-employed. Happiness is greater among those who are employed than unemployed. Layard et al. (2012) found that people who lost their jobs experienced a sharp decline in well-being. Their well-being remained at a lower level until they were re-employed. Unemployment reduces income as well as happiness by destroying self-esteem, social relationships, and workplace social life. Other factors that are notably higher among the unemployed include illness, depression, and suicide. Therefore, work is vital for the happiness of people because unemployment not only significantly lowers levels of life satisfaction but also indirectly affects everyone in the society (Layard, 2005).

Work is important for peoples' happiness, but creating a friendly work environment is equally important too. People are happy to work where the workplace is safe from any sort of harm (physical or psychological); colleagues are friendly and supportive; leaders and managers are good, efficient and transparent; and organizations respect each employee as part of a team regardless of their position and provide recognition for achievements and a competitive salary. A healthy working environment

provide job satisfaction and job satisfaction of employees is most frequently used to demonstrate the happiness in a workplace.

In schools, work satisfaction for the teachers is crucial for the happiness and success of the school. Principals can play a vital role in enhancing teachers' job satisfaction by setting working conditions in three most effective ways. First, principals have the ability to create an enjoyable and comfortable workplace that is safe, friendly, and collegial. Second, principals have influence over teachers to motivate and enhance academic proficiency by helping them improve their skills and grow professionally, organizing professional development workshops, and recognizing their potentials and achievements. Third, principals have the authority to provide administrative and individual support, give autonomy to do the work, problem solve conflicts of interest, role ambiguities, and maybe also reduce workload or work pressure.

Happiness is a fundamental human desire. Regardless of who we are, what we do, where and how we live, we all want to be happy. People are generally happy when they have good social relationships, good health, work, and education. The GNH index also accords these factors as the important domains to measure the collective happiness of people. Bhutan's innovative education policy, "educating for GNH," affirms and advances the sublime goal of the country—Gross National Happiness.

Section Two: Effective Educational Leadership

In the field of education, effective leadership for principals in particular is a recurring topic of study. Scholarly and professional journals describe a wide range of issues related to effective educational leadership and its relation to school improvement at the national and international levels. Educational leadership is generally acknowledged

to be an essential element of a good and effective school. Leithwood (2005), in his review of successful principal leadership from Australia, China, Denmark, England, Norway, Sweden, and the United States, confirmed that school principal leadership is a critical factor for a school's success. In 2009, Moos and Johansson conducted follow-up studies in these countries (except China) and found that the school principal was in many ways the most important and influential individual in sustaining school leadership in all six countries.

Acknowledging international studies of effective principal leadership roles and practices, as well as Bhutan's understanding of the principal as a key person in the school, my area of interest in this study is to examine the effective educational leadership practices and its relation to school improvement through the implementation of educating for GNH. Exploring the theoretical understandings of leadership and relating these theories to effective principal leadership in action, and examining international studies on successful school principals will enrich this study from broader perspective and lay a solid foundation for the study findings. I address the following topics in this section of the literature review:

- Definitions of leadership
- Leadership as a set of traits or characteristics
- Leadership as a set of skills or processes
- Leadership styles
- Types of leadership
- Effective principal leadership practices

Definitions of leadership. Although there is no neat definition of leadership, there is general agreement among the various scholars of the topic. For example, leaders share certain traits or characteristics, they influence people and their followers, they interact with members and groups, and they inspire others to achieve a common goal. Basically leadership is defined based on the common attributes of a leader. Peter G. Northouse (2016), a Professor Emeritus of Communication in the School of Communication at Western Michigan University, made a significant contribution to understanding the various models of leadership research and development. I discuss and present most of his leadership models because many of his theories and ideas can be applied to education and specifically to principals.

Northouse (2016) pointed out that leadership is defined using one or more combinations of the following six leadership concepts. First, leadership is defined as the *focus of group processes* where a leader is part of a group and is situated at the center of the group during any change or activity. Second, leadership is defined from a *personality perspective* as being a combination of special traits or characteristics that some individuals possess such as intelligence, determination, and integrity. Third, leadership is defined as an *act* or *behaviour* that leaders perform to bring about change in a group. Fourth, leadership is defined in terms of the *power relationship* between leaders and followers. Fifth, leadership is defined as a *transformational process* that moves followers to accomplish more than what is usually expected of them. Finally, leadership is defined from a *skills perspective* where certain capabilities (knowledge and skills) produce effective leadership.

In the field of education, scholars have used many of these concepts to define educational leadership, although, as with the general definitions, there is also a lack of commonality amongst the definitions of educational leadership. Nevertheless, educational leadership, particularly the leadership of a principal, can be defined in terms of roles and responsibilities that are focused on school improvement, school effectiveness, student achievement, restructuring, and the implementation of reform. As responsible leaders, the principal's role consists not only in raising and sustaining pupil achievement but also providing leadership to the community of stakeholders including students, parents, and community agencies (Stone-Johnson, 2014). Studying the roles and leadership practices of the Bhutanese school leaders will provide how effectively leadership is spread out to the school community and perhaps define educational leadership from Bhutanese perspective.

The Interstate School Leaders Licensure Consortium (2007) defined effective school leadership in the following way:

Effective school leaders are strong educators, anchoring their work on central issues of learning and teaching and school improvement. They are moral agents and social advocates for the children and the communities they serve. Finally, they make strong connections with other people, valuing and caring for others as individuals and as members of the educational community. (p. 251)

Adding onto this statement, I believe that principals are important persons and that, indeed, no other position has greater potential for maintaining and improving the quality of school. There is no great school making great changes without a great principal and

therefore, principal leadership remains key to school success. Effective principal leadership is necessary and has the greatest impact for the successful implementation of education programmes like educating for GNH or school activities such as enhancing students' achievement, improving instructional practices and organizing professional development programmes.

Fullan (2001) described a principal as someone who shapes the vision and mission of a school; provides instructional leadership and nurtures it in others; manages and administers complex organizational processes; shapes the school culture and climate; builds and maintains positive relations with community and parents; and leads and supports school improvement and change. Along the same lines, Davies (2005) argued that leaders set direction and inspire people to work collaboratively towards the goal of improving the school. Leaders support, inspire, and encourage people in the school to achieve the best for the children in their care.

The following subsections describe the major elements of leadership from Northouse's (2016) work. These elements are very relevant to educational leadership practise, and understanding them will enable us to better understand school leadership and strengthen the effectiveness of educational leadership practices.

Leadership as a set of traits or characteristics. Studies on trait theories of leadership indicate that trait theory is evolved from the *great man* theory. This theory states that some people are born to be leaders. They have genetic heritage or specific innate qualities and characteristics that make them great leaders (Levine, 2008). The belief that people are born with these traits and that only the "great" people possess them (Northouse, 2016, p. 19) stems from the traditional idea that "leaders are born, not made"

(Hollander, 1978, p. 2). Similarly, Bertocci (2009), in his study of leadership in organizations, argued that genetic theory is based on historical customs and beliefs that leadership is transmitted genetically or inherited from parents. For example, the sons of kings become kings when their father dies. Some great social, political, and military leaders were believed to have inherited leadership abilities from parents who were also leaders. Until World War I, genetic theories dominated ideas about leadership, and presumably good leaders were only those who had inherited leadership abilities from their parents who were leaders (Bertocci, 2009).

This theory became controversial after World War II because men and women of humble origins who neither were of royal lineage nor had inherited leadership from parents rose to positions of power, influence, and leadership. The genetic theory, despite its name, was not based on scientific study and could not explain how and why these non-royal persons rose to positions of leadership and power. Therefore, a trait approach emerged and superseded the genetic theory. The *traits or characteristics approach* states that leaders are born with certain traits that make them leaders. These traits need not necessarily come from royalty or parents who were leaders but can come from non-royal parents too (Bertocci, 2009).

Studies conducted on the traits of leaders have produced an extensive list of leadership characteristics such as diligence, trustworthiness, dependability, articulateness, sociability, open-mindedness, intelligence, self-confidence, enthusiasm, sense of humour, warmth, high tolerance for frustration, integrity, determination, problem solving, motivation, initiative, and persistence. However, possessing all these traits does not contribute to leadership effectiveness in all situations. Certain leadership traits are

universally important, as they apply in all situations, but certain traits are important relative to the situation in which they are displayed (Dubrin, 2000). For example, an individual with leadership traits who was a leader in one situation might not be a leader in another situation (Northouse, 2016). Another example from Hollander (1978) is that although a sense of humour might be a desirable characteristic for a leader, in some situations it might make a leader seem to treat lightly what is a serious concern to others.

Although no single set of traits fully describes the people who emerge as leaders because each leader is different and has unique personality characteristics, background, and education, certain characteristics are prevalent. Northouse (2016) reviewed extensively the findings of various researchers and consolidated the most important traits that are essential for leaders and people who are perceived as leaders to possess. They are intelligence, self-confidence, determination, integrity, and sociability.

Intelligence: Effective leaders have higher intelligence than the non-leaders in three areas. They have good verbal or language skills, strong perceptual skills, and good reasoning abilities. These combinations of intellectual abilities make people good thinkers and better leaders.

Self-confidence: Leaders with this trait are confident about themselves, certain to accomplish goals, and self-assured in their ability to succeed. Self-confidence allows them to feel assured, strong, and secure about their position as leaders.

Determination: This is the desire to get the job done. Some of the characteristics of determined leaders are initiative, persistence, dominance, and drive. Determined leaders are proactive and have the perseverance to challenge and overcome any obstacles that they encounter.

Integrity: This characteristic enables leaders to form trusting relationships with followers. Leaders with integrity follow a strong set of principles, take responsibility for their actions, and inspire confidence in others. Such leaders are loyal, dependable, and transparent. They can be trusted and believed.

Sociability: Leaders with the sociability trait have good interpersonal skills and build pleasant social relationships with their followers. Social leaders are friendly, outgoing, courteous, tactful, and diplomatic. In addition, they understand the needs of and show concern for the well-being of their followers.

The five leadership traits identified by Northouse (2016) have had a great impact in the discourse on educational leadership, in particular principal leadership. Though research on educational leadership shows various understandings of the characteristics of principal leadership, I will discuss how traits such as intelligence, self-confidence, determination, integrity, and sociability can apply to principal leadership.

Traits like *intelligence* or *intellectual ability* help a principal to become an effective leader in three areas. First, principals with strong verbal and language skills can communicate effectively. Good communication is essential to meeting school goals (Marzano, Waters, & McNulty, 2005) and connects a principal to teachers, students, parents, and community members (Stronge, Richard, & Catano, 2008) through shared vision, open and democratic dialogue, and distributive leadership. Second, strong perceptual skills enable principals to be aware of things going around in the school, to understand school situations, and to appreciate the concerns and feelings of teachers, staff, and students. Third, sound reasoning ability allows principals to use sound judgement, make right decisions, and solve problems amicably.

Self-confidence enhances the effectiveness of principal leadership. Principals possessing this trait are confident in their ability to achieve their goals. They believe they are making a significant difference in the lives of the children under their care. Self-esteem and self-assurance are the two main ingredients of leadership that build confidence about oneself and one's ability to succeed. Principals who are confident in their leadership motivate staff and students, allowing them to feel strong, secure, and safe as they work in the school.

The principal "wears many hats to solve day-to-day problems" (Rousmaniere, 2009, p. 215). Lashway, Mazarella, and Grundy (1997) illustrated the multiple roles of principal as an instructional leader, a guide, a building manager, an agent of change, a disciplinarian, a group dynamics expert, an expert organizer of the school schedule, a diplomat who can work smoothly with irate parents, a businessperson, and an office manager who prepares accurate records on time. These complex and multifaceted roles and responsibilities cannot be carried out effectively without the *determination* of principal leadership. Principals with strong determination, commitment, dedication, initiative, persistence, and drive are able to do their jobs effectively. They stay focused on tasks, clarify goals, articulate vision, encourage, and motivate others to overcome the challenges in the school.

Trust is one of the main qualities of leaders who have *integrity*. The principal is a very important (Leithwood, 2005; Salfi, 2011; Southworth, 2008) and influential person who sets the tone of the school (Marzano et al., 2005) and has the responsibility to create a trusting working environment and to build and sustain trusting relationships (Tschannen-Moran, 2007) among the teachers, students, parents, and the public. Trust is

the essential link between a leader, followers, and those who wish to follow. Without trust, a leader can neither lead nor get extraordinary things done because communication becomes constrained (Tschannen-Moran, 2007) while facts, ideas, conclusions, and feelings become distorted and the likelihood of misunderstanding increases (Evans, 2007). Therefore, a principal needs to build trust with the school community to solve complex problems of the school or to embark on a new journey to achieve school goals. If a principal establishes trust with the people he or she is working with, other qualities of integrity like dedication, honesty, loyalty, and responsibility will follow.

A school does not function alone or exist in isolation. Rather, it exists within an intricate context that influences its effectiveness through relationships and networking. Effective principals build good relationships with the people both inside and outside of the school. According to Kouzes and Posner (2012), leadership is a relationship between those who aspire to lead and those who choose to follow. A principal who displays friendly, outgoing, courteous, tactful, and diplomatic qualities is a *social leader*. Social leaders understand the needs of and show concern for the well-being of their followers.

To sum up, there is no single set of characteristics that all leaders must possess in general, nor is there a definite set for educational leaders. However, possessing certain personality characteristics such as intelligence, self-confidence, determination, integrity, sociability, punctuality, respect for staff, inspirational, influential, kindness and generosity enhances the effectiveness of leadership.

Leadership as set of skills or processes. Leaders need skills for effective leadership. Northouse (2016) defined leadership skills as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives. Katz (1974)

suggested that effective leaders require three basic personal skills: technical, human, and conceptual skills. Having these skills will enhance effectiveness of a leader to solve problems amicably, deal with people appropriately, and present ideas and concepts eloquently.

Technical skill is knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques. For principals, technical skills can be his/her area of teaching expertise as well as knowledge of things going around in the school. Unlike technical skill, which deals with things, *human skill* deals with people. It is knowledge about and ability to work with people. Having people skills helps a leader to work effectively with subordinates, peers, and superiors to accomplish the organization's goals. In addition, human skill allows a leader to assist group members in working cooperatively to achieve common goals. *Conceptual skill* is the ability to work with ideas and concepts. Leaders who have a strong conceptual skill can work with ideas. They are good at articulating organizational goals and solving abstract problems.

Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000) present a comprehensive skills-based model of leadership. This model helps leaders understand the knowledge and skills of an effective leader. The skill-based model has three main components: individual attributes, competencies, and leadership outcomes. Of the three components, I will leave the individual attributes and discuss other two components since they are most relevant to educational leadership. The individual attribute component is the secondary skill of a model that is influenced by the leader's competencies and leadership outcomes. Moreover, I briefly addressed this component in the above section

on traits or characteristics of a leader. Problem-solving skills, social judgement skills, and knowledge are the three competencies that account for effective performance in a skill-based model of leadership (Mumford et al., 2000).

The first competency is *problem-solving skills*. It is the leader's creative ability to solve new, unusual, or ill-defined organizational problems. Some of the problem-solving skills of an effective leader are defining significant problems, gathering problem information, formulating new understandings about the problem, and generating model plans for problem solutions. To apply these skills, a leader first needs to understand his or her own capacities for solving the problems. Second, a leader needs to immerse him- or herself fully in the problems and apply possible solutions. Third, a leader needs to reflect on whether the solutions to the problems are effective for the organization.

The second competency is *social judgement skills*. It is the capacity of a leader to understand people and social systems in the organization. These skills enable a leader to work with others to solve problems and provide support to implement change within the organization. Social judgement skills are delineated into four people skills. *Perspective taking* enables a leader to understand the attitudes that people have in solving a particular problem. To find possible solutions, a leader invites other people's perspective in the organization and considers their views on different issues. *Social perceptiveness* allows a leader to be aware of how people react to change in the organization. In the process of change, a leader understands the unique needs, goals, demands, and problems of different people. Correspondingly, *behaviour flexibility* allows a leader to adapt his or her behaviour based on an understanding of others' perspectives. Being flexible enables a leader to look at problems broadly while at the same time maintaining openness and

willingness to change his or her behaviour to meet the goals and demands of people in the organization. *Social performance* is related to many skills that require a leader to communicate his or her vision to others, mediate when there is resistance to change or interpersonal conflict about change, coach subordinates, and give direction and support to achieve organizational goals.

Knowing and understanding the skill-based model of leadership will enhance leadership skills and most importantly for Bhutanese educational leaders, it will be a useful guide and information for successful implementation of a whole new style of education—Educating for GNH. To bring change and improvement in the system, school leaders will encounter many problems that required problem-solving skills to solve both simple and complex problems amicably and skilfully. In addition, having good social skills will enable school leaders to understand teachers problems, needs, and reaction to problems and changes and adapt their behaviour that provide a platform for open dialogue between the principal and teachers.

The third competency is *knowledge*. A leader needs to be knowledgeable and expert to solve problems in the organization. A leader without knowledge cannot solve problems, bring change, or improve systems in the organization. Knowledge such as facts, information, descriptions, and skills is acquired through experience or education. Any knowledge acquired is useful and comes handy at some point somewhere, but for school principals, they should have the knowledge and information on government policies and documents that concerns education, a comprehensive understanding of school and classroom practices that contributes to student performance, thorough knowledge on curriculum and instructional practices, and a good human skills to deal

with people in the school and community. These knowledge and skills are obtained either through self-initiated learning or experience or by attending professional development programmes. One example of the knowledge acquired from training is on educating for GNH when it was first initiated in schools in Bhutan. All principals attended the GNH workshop at the national level to acquire a comprehensive knowledge and understandings on the topic for successful implementation of the programme.

The third leadership component of skill-based model is the *leadership outcomes*, which is further broken down to effective problem solving and performance. Problem solving is the key in the skills approach and having competency of problem-solving skills will lead to *effective problem solving* for leadership outcomes. To effectively solve the problems, the leaders create a solutions that are logical, effective, and unique and go deeper and beyond given information. *Performance* refers to the outcomes of the leader and assesses how well he or she has done the job. If the leader has successfully performed the entrusted duties he or she receives a good performance reviews while on the other hand, if the leader has not done well, his or her performance outcomes is negative.

These two ways to assess leadership effectiveness using the skills based model is very relevant in times of change when Bhutan's education system is going through a major reform initiative, especially no other countries in the world have attempted to put GNH into public policy or the school systems. Implementing educating for GNH to bring change in the system is not enough. We need to look at the problems, review its process, identify challenges and threats, explore strength and weaknesses, study the possible outcomes, and find solutions to the problems. One possible way of looking at problems and finding the solutions for successful implementation is to assess the performance

principal leadership. The success of any programme will depend on the leaders' performance and school leaders more than anyone else can bring successful changes if they are equipped with problem solving skills, social judgement skills, and adequate knowledge. That is why it is necessary for school leaders in Bhutan to have leadership skills to successfully implement educating for GNH.

In summary, leadership skills are the knowledge and abilities that a leader learns and develops through experience or education. Technical, human, and conceptual skills are the three basic personal skills of an effective leader. In addition, an effective leader also needs to have competencies such as problem solving, social judgement, and knowledge and leadership outcomes such as effective problem solving and performance. Acquiring these leadership skills will enable school leaders to improve their skills, and particularly help me to explore finding how Bhutanese educators practice and develop their leadership skills.

Leadership styles. Leadership style is sum of the leader's behaviour. Northouse (2016) describes the style approach as the behaviour of what leaders do and how they act toward subordinates in various contexts. According to Andersen (2008), leadership style denotes the behaviour and action of any kind that the leader emphasizes while carrying out the leadership role.

Lunenburg and Ornstein (1996) classified leadership into three different styles, suitable to different situations: authoritarian, democratic, and laissez-faire. *Authoritarian leaders* are very directive and allow no participation in decisions. They structure the complete work situation for their subordinates. Leaders take full authority and assume full responsibility from initiation to task completion. *Democratic* leaders encourage

group discussion and decision-making. Subordinates are informed about conditions affecting their jobs and encouraged to express their ideas and make suggestions. Under a *laissez-faire leadership* style, leaders provide no leadership. They give complete freedom to the group and leave it up to subordinates to make individual decisions on their own.

In Bhutan, there has been shift in leadership practices with the transition of government from an absolute monarchy to a constitutional monarchy. Bhutanese leaders of all levels are aware that the practice of authoritarian model of leadership neither complements a democratic system in the country nor is it liked and appreciated by the employees. Hence, Bhutanese leaders lead and manage organizations by applying democratic principles such as empowerment, distribution of responsibility, participation in decision-making, group discussion, and consensus building. This is true in schools as elsewhere.

Northouse (2016) claimed that the leadership style approach is composed of two general kinds of behaviours that influence subordinates to achieve goals. *Task behaviours* enable leaders to accomplish goals and help group members achieve their objectives while the *relationship behaviours* of a leader help subordinates feel comfortable with themselves, with each other, and with the situation in which they find themselves. Table 1 is a summary of leadership styles along with their behavioural patterns.

Table 1

Leadership Styles and the Behaviour Pattern of Leaders and Followers

Leadership style	Leader's behaviours	Effect on followers	Proponent(s)
Authoritarian	Authoritative, directive, allows no participation, structures work situations	Feel subdued, controlled, find goals and instructions ambiguous, rules are unclear	Lunenburg and Ornstein (1996)
Democratic	Encourages group participation and decision-making, asks employees to express ideas and make suggestions	Have opportunity to provide input, are willing to support, feel part of a team, free to express	
Laissez-faire	Provides no leadership, allows subordinates complete freedom to make individual decisions	Feel responsible, encouraged to perform best, have freedom, make own choices	
Task behaviour	Facilitates to accomplish goals, helps group members to achieve their objectives	Feel inspired, motivated, initiated, and responsible to complete tasks	Northouse (2016)
Relationship behaviour	Helps subordinates feel comfortable with themselves, with colleagues, and with the situations	Feel safe and secure to work, individuals are trusted and respected, personal needs are met, develop good work rapport	

Every individual has his or her own style. The leadership style cannot be detached from the situation. Leadership style is often influenced by the types of leadership that a leader practises in a variety of contexts, including education. Crippen (2005) describes current changes in educational leadership where school leaders are moving towards a more collegial, transformative, and service approach. In addition, Murphy and Seashore-Louis (1992) described the changes that occurred in the educational institutions and leadership practices:

In these new post-industrial educational organizations, there are important shifts in roles, relationships, and responsibilities; traditional patterns of relationships are

altered; authority flows are less hierarchical; role definitions are both more general and more flexible; leadership is connected to competence for needed tasks rather than to formal position; and independence and isolation are replaced by cooperative work. (p. xxiii)

As discussed in the pre-GNH education system in chapter one, the roles and leadership practices of school leaders have changed dramatically over the years along with the vertical and horizontal expansions of schools and significant improvement in the systems. There has been a shift from the traditional way of viewing the principal's role from administrator to manager, and from manager to leader. As a leader, principals are expected to contribute to the growth of knowledge on school leaderships in the country, and promote best practices of school leaderships. Global educational policy borrowing has been/is taking place, and Bhutan is no exception. Contemporary Western models of educational leadership have been adopted in Bhutan. In order to understand the changes that have taken place in Bhutan with the adoption of Educating for GNH, it is necessary to understand these theories. In this chapter, I therefore provide an overview of the major models of educational leadership.

Types of leadership. There are many types of leadership. There is a growing and diverse body of literature on the topic of leadership in various settings. There have also been significant paradigm shifts in the understanding of effective leadership in education. The five main types of leadership described in the scholarly literature are distributed, ethical, instructional, servant, and transformational leadership. Of these, instructional and transformational leadership are most relevant to the Bhutanese context. Transformational leadership encompasses all the elements of other leadership styles and makes a

remarkable contribute to job satisfaction, employee performance, and work engagement. In the next section, I will examine how these types of leadership differ in respect to personality characteristics, behaviours, and the effect on followers.

Distributed leadership. Distributed leadership is a form of collective leadership (Harris, 2005) and often used as a synonym for democratic leadership, shared leadership and collaborative leadership (Spillane & Diamond, 2007). Distributed leadership is basically building the capacity to change and improve by engaging people in leadership activity to interact and practice, and develop expertise by working together collaboratively. It is primarily concerned on distribution of leadership practice among the leaders and non-leaders rather than roles and responsibilities (Harris, 2005).

Distributed leadership has received great attention and increased support in educational discourse (Harris, 2005; Spillane, 2006) because a one-person show is neither suitable for today's increasing roles and responsibilities of a principal nor sustainable for school improvement (Gronn, 2000). Distributed leadership recognizes that leadership is practically impossible for a single school leader alone (Spillane, 2006) to reach the whole school and all the stakeholders or accomplish school goals without distributing leadership to teacher teams and individual teachers (Moos & Johansson, 2009). Moreover, the hierarchical leadership practise that is focused on top-down control had failed to produce the expected results (Williams & Brien, 2009), and the difficulty of pulling increasingly diverse and skilful people together by bureaucratic authority (Raelin, 2014) also calls for a departure from such leadership styles and thus encourages distributive leadership practices (Ishimaru, 2013).

Harris (2005) highlighted the positive aspects of distributed forms of leadership in four vibrant ways it improves and develops schools. First, a distributed leadership method creates collegial norms among teachers and contributes to school effectiveness, improvement and development. Second, distributed leadership has a positive influence upon the quality of relationships and teaching within the school. Third, it allows teachers to work together as a team and gives them a legitimate source of authority. Fourth, distributive leadership involves leadership as the outcome of interpersonal relationships and team effort rather than just individual action.

In school setting, distributed leadership practitioners are observed focusing their leadership activities on teacher participation in decision-making and teacher development (Harris, 2005). School leaders provide opportunities for teachers to participate in decision making by distributing the responsibility and power of leadership, sharing decision-making power, ensuring adequate involvement in decision making, taking opinion into account, and allowing staff to manage their own decisions. Teacher development activities are focused on creating opportunities for staff to develop by ensuring effective group problem-solving during meetings, providing autonomy, and altering working conditions so that staff have collaborative planning time.

Salfi (2011) found that successful head teachers in Pakistan distributed leadership responsibilities among the school staff members, shared authority and promoted mutual respect, empowered and encouraged staff to participate in decision making process. In Norway, distributed leadership practices of successful principals are evident from their team-centred leadership approach where principals encouraged collaborating as teams by distributing leadership roles (Moller et al., 2005).

In Bhutan, a pilot study by Tashi (2013) explored the distributed leadership practice of school leaders in Bhutanese schools and found that schools leaders practice distributed leadership by developing a shared mission and vision, with significant goals focused on student learning; creating a school culture that is based on the beliefs, values, and norms of the teachers, parents and community members of the school as a whole; sharing responsibility that considers the school performance as the common responsibilities of teachers, students and parents; and forming leadership practices concentrated on teacher participation in various leadership roles and professional development programmes.

Ethical leadership. Ethical leadership is a moral activity stemming from the principles, beliefs, and values of the leader that morally guides people in making decisions about what is right or wrong and good or bad in a particular situation (Ciulla, 2008; Cuellar & Giles, 2012; Northouse, 2016). Studies on this topic have constructed slightly different definitions but in general, all of these authors described a leadership process in which ethics is a central characteristic that influences followers to do the right thing (Fullan, 1992; Northouse, 2016; Southworth, 2004).

Northouse (2016) presented five principles of ethical leadership that an effective leader must practice. He described that ethical leaders *respect others* by treating and respecting others as worthy human beings. For example, treating other people's decisions and values with respect, becoming aware of and listening to followers needs, and tolerating of opposing points of view. They *serve others*: leaders have a responsibility to place others' interest foremost in their work, and make decisions that are beneficial and not harmful to subordinates' welfare. Ethical leaders *are just*, which means they are concerned about issues of fairness and justice. It includes treating all the subordinates in

an equal manner, placing issues of fairness at the center of the decision making, and providing equal shares or opportunity. They *are honest*. They are truthful, trustworthy, dependable, reliable, and respect others with dignity and humanity. Finally, ethical leaders *build community* by working towards a common goal involving everyone in the organization, caring others, and paying attention to the interest of community and culture.

In this respect, the multi-faceted role of school leaders implementing Educating for GNH fits very well into the ethical model of leadership in Bhutan. As GNH school leaders, Bhutanese principals respect everyone in the building as different individuals, serve with humility, display fairness and justice in their behaviour and conduct, demonstrate honesty and that they can be trusted and relied upon, and build a community by making GNH goals that involve everyone, care for each other, and exercise common interests and goals for collective happiness.

Instructional leadership. Instructional leadership is the most popular theme in educational leadership practice because it is the heart that pumps up the academic performance of the school. Successful schools are mostly known by high academic performances in which instructional leadership is the key. It is absolutely not possible to improve student learning and expect high student achievement if school leaders do not practise instructional leadership.

There is extensive research on the importance of the principal's role as an instructional leader (Quinn, 2002). Although the term "instructional leadership" has been described in a myriad of ways, Leithwood and Duke (1999) described instructional leadership as attending to school culture and other organizational variables that have strong influence on the behaviours of teachers and in turn has positive effect on students'

learning. For example, principals engaged in informing teachers about new educational strategies, technologies, and tools help teachers apply effective instructional practice to improve student performance (Leithwood, 1994).

There are a number of variables as well as several common characteristics of the principal's role in the instructional development of schools. Smith and Andrews (1989) identified four areas of instructional leadership that are extremely important for principals. The principal as *a resource provider* demonstrates effective use of time and resources by planning, organizing, scheduling, and prioritizing work to be done. He or she ensures that teachers have necessary resources for teaching and learning in the school, such as materials, facilities and budgets. The principal as *an instructional resource* supports instructional activities and programs in the school to enhance learning. He or she is actively engaged in improving classroom teaching and learning, encouraging the use of a variety of instructional materials and teaching strategies, and providing feedback and supervision for the professional development of the teachers. The principal as *a communicator* clearly articulates school vision and goals that lead everyone in the school in the same direction. Finally, the principal as *a visible presence* interacts with staff and students, frequently engages in classroom observation, and constantly displays behaviour that reinforces school values. Bhutanese principals have strong roles as instructional leaders given their role in disseminating GNH ideas and practices to their teachers and communities.

Servant leadership. The term *servant leadership* was coined by Robert Greenleaf (1970), who believed that effective leadership emerges from a desire to help others. Greenleaf pointed out that leadership without service is less substantial, more ego-driven,

and selfish instead of being community centered, altruistic, and empathetic. Greenleaf describes a servant leader thus:

The servant leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first, to make sure that other people’s highest priority needs are being served. (p. 7)

Sipe and Frick (2009) elaborated on Greenleaf’s key ideas to define a “servant-leader” as *a person of character* who puts people first. He or she is a *skilled communicator*, a *compassionate collaborator* who has *foresight*, is a *system thinker*, and *leads with moral authority*. (p. 4)

Servant leadership has a unique perspective on the position of the leader within the organization. The servant leader situates him- or herself at the centre of the organization and does not hold on to a top hierarchical position (Marzano et al., 2005). In addition, a servant leader practices vision and goals based on the interest of the people in the organization with a deep understanding of context and followers needs to develop relationships (Stone-Johnson, 2014).

According to Marzano et al. (2005), the central dynamic of servant leadership is nurturing those within the organization. The critical skills of servant leadership include understanding the personal needs of those within the organization, healing wounds caused by conflict within the organization, being a steward of the resources of the organization, developing the skills of those within the organization, and being an effective listener. Likewise, Sipe and Frick (2009) identified the major qualities or characteristics of a Servant-Leader, also known as the seven pillars of servant leadership

(person of character, puts people first, skilled communicator, compassionate collaborator, has foresight, systems thinker, and leads with moral authority). The seven pillars of servant leadership encompass a long list of traits or competencies that explicitly illustrate how leaders can serve effectively. A leader may not demonstrate all these traits at all times but presenting an adequate measure of core leadership traits will definitely enrich and fortify his or her leadership practices.

The most profound belief of a servant leader is to put people in the forefront and serve them first with respect and care. These personality characteristics and behaviours of servant leadership connect with the Buddhist idea of happiness coming from serving, thinking and being good to others.

Transformational leadership. Transformational leadership is one of the most current and popular approaches to leadership because it holds all the elements of other types of leadership and also makes a remarkable contribution to job satisfaction, employee performance, and work engagement in an organization. It is a process that changes and transforms people by assessing motives, satisfying needs, respecting different individuals, and influencing followers to accomplish goals. According to Northouse (2016),

Transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential. (p. 162)

In education, the concept of transformational leadership has gradually moved to the centre of the discourse as principals have been expected to bring visionary leadership to their schools (Bogler, 2001). Transformational leadership is usually defined as the “ability to empower others” with the purpose of bringing about a “major change in the form, nature, and function of some phenomenon” (Leithwood, Begley, & Cousins, 1992, p. 25). Leithwood and Jantzi (1990) showed that school principals who succeeded in their jobs used a wide range of mechanisms to motivate and activate their staff to bring about changes in their school culture. Transformational leadership is based on influence and is accomplished when leaders “delegate and surrender power *over* people and events in order to achieve power over accomplishments and goal achievement” (Ubben, Hughes, & Norris, 2001, p. 15). It is the favoured style of leadership to produce results beyond expectations (Marzano et al., 2005), bond leader and followers within a collaborative change process (Silins, 1994), and inspire followers and their leaders to achieve “higher levels of morality and motivation” (Burns, 1978, p. 20).

According to Bass (1985), there are four behavioural factors that distinguish transformational from other forms of leadership. They are *individual consideration*, *intellectual stimulation*, *inspirational motivation*, and *idealized influence*. Using the findings of Bass, Marzano et al. (2005) developed a model of school leadership incorporating the four behavioural factors of transformational leadership. The model explains what a school leader must do:

The school leader must attend to the needs of and provide personal attention to individual staff members, particularly those who seem left out (individual consideration). The effective school administrator must help staff members think

of old problems in new ways (intellectual stimulation). Through a powerful and dynamic presence the effective school administrator must communicate high expectations for teachers and students alike (inspirational motivation). Finally, through personal accomplishments and demonstrated character, the effective principal must provide a model for the behaviour of teachers (idealized influence).
(p. 15)

In addition, Leithwood and Jantzi (2000) identified six dimensions of educational leaders who are transformational. They are building school vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, demonstrating high performance expectations, and developing structures to foster participation in school decisions.

Educating for GNH mission is a systemic transformation of schools under the leadership of principals. Transformational leadership is the preferred model to bring change in the system by empowering, delegating, and surrendering leadership power over people and events or programs. Moreover, transformational leadership is also best known for its remarkable contribution to job satisfaction, employee performance, and work engagement in an organization. Therefore, to implement educating for GNH project and to bring systemic change, school leaders must practice transformational leadership model.

Understanding leadership is complex and includes many dimensions. Some scholars consider leadership to be a trait or ability, some see it as a skill or behaviour, and others view it as a relationship. Actually, leadership includes components of all these dimensions. The type of leadership practice is shaped by a leader's personality

characteristics, behaviours, and influence on followers. Table 2 describes how these types of leadership approaches are distinct from one another.

Table 2

Types of Leadership with Personality Characteristics, Behaviours and Effects on Followers

Type of Leadership	Personality Characteristics	Behaviours	Effects on Followers
Distributed leadership	Equitable, fair, empowering, collegial, collaborative	<ul style="list-style-type: none"> - foster teamwork - encourage participation - distribute responsibility and power - allow followers to manage own decisions 	<ul style="list-style-type: none"> - have autonomy and alter working conditions - make shared decisions - have opportunity to practice leadership - accept diversity of ideas - develop collaborative climate - work on unified commitment
Ethical leadership	Fair and just, honest, integrity, responsible, accountable, trustworthy,	<ul style="list-style-type: none"> -does right thing -treat followers with respect, dignity and equality - care and serve for others -engage themselves with followers 	<ul style="list-style-type: none"> - engage in accomplishing mutual goals -understand to do things right and fairly -have moral responsibility -develop respect, honesty and faithfulness to others
Instructional leadership	Committed, competent, initiative, communicator, resourceful, creative	<ul style="list-style-type: none"> - set high expectations - maintain firm discipline - provide resources - support instructional 	<ul style="list-style-type: none"> - well-informed about strategies, technologies and tools - responsible to improve student performance

		<ul style="list-style-type: none"> activities and programmes - set and articulate clear school goals - engage in classroom observations 	<ul style="list-style-type: none"> - receive hands-on guidance - interest in professional development
Servant leadership	Service-minded, good steward, passionate, altruistic, empathetic, exemplary, self-confident	<ul style="list-style-type: none"> - set priority to serve others first - position at the centre of the organization - understand personal needs of followers - heal wounds caused by conflict - lead by example 	<ul style="list-style-type: none"> - satisfaction of human needs - initiate and take responsibility - follow the example - learn to serve with love and willingly
Transformational leadership	Intelligent, charismatic, inspirational, farsighted, determined, influential, visionary, competent, exemplary	<ul style="list-style-type: none"> - empower others to bring change - set high performance standards - link work activities to organizational goal - articulate goals - show competence - communicate high expectations 	<ul style="list-style-type: none"> - understand the need for change - commit to high expectations and standards - trust the leader's ideology - develop affection towards leader - accept tasks without questioning - get personal attention

In this section I reviewed the types of leadership that are influential in guiding school leaders, particularly principals. The literature examines numerous leadership types in a variety of contexts. Each type is unique and in many ways knowing and understanding these types of leaderships will enhance the effectiveness of school leaders.

However, instructional leadership and transformational leadership are the two important types of leadership to consider in the sphere of educational leadership. We cannot neglect instructional leadership because the main purpose of school to provide high academic standard and produce high achieving students is defeated if the principals are not instructional leaders. In Bhutan, transformational leadership cannot be avoided when the whole education system is transforming to new innovative system of education called Educating for GNH. Hence, school leaders need transformation leadership skills to implement the project successfully.

Effective principal leadership practices. Although education and educational leadership have strong national, regional, and even local contextual influences, an increasing number of scholars acknowledge and analyze international similarities and differences in educational reform and educational leadership. Crow (2007) provided a very useful set of analyses of the commonalities and differences among and within national contexts related to the practice of successful school principals in three areas: instructional leadership, organizational capacity, and culturally responsive practices. Likewise, Leithwood and Riehl (2005) identified three core leadership practices that are necessary for successful schools. The first is *setting direction*, which develops a shared vision, builds consensus about the school goals, and establishes high expectations. Secondly, *developing people* is a practice that provides support for ideas and initiatives and models important values and practices. Third, *redesigning the organization* includes collaborative school culture, encouraging participation, and building relationships with parents and the community.

These three core leadership practices fit well to Bhutan's context and relevant to Educating for GNH. As mentioned in chapter one, the nation wide reform initiative Educating for GNH has put pressure on schools to change and improve the entire school system. Schools in their endeavour to successfully implement Educating for GNH programme have to first revisit the school goals, which directly connects to *setting direction*. The school goals and strategies have to be reoriented to achieve the goal of educating for GNH.

Second, there has been capacity building for principals and teachers, which connects to *developing people*. All school principals across the country have been trained on educating for GNH. These principals have then trained the teachers in their schools and worked as a team to bring GNH into the school system. Teachers are supported with ideas to incorporate GNH values and principles into their lesson plans. In addition, principals helped with supply of resources and provided assistance whenever needed. Third, principals have to *redesign the organization* in a way that suits their leadership practice and according to democratic principles and GNH policy. The leadership practice implies collective happiness that demonstrates building collaborative school culture, encouraging participation in decision-making, establishing productive relationships with parents and the community, and distributing responsibilities fairly and equally among teachers.

In this section I reviewed literature on the theoretical understandings of leadership and international studies on successful principal leadership. In the next section I explore the relationships between happiness and leadership.

Section Three: Happiness and Leadership

Studying educational leadership and happiness extends my search to consider two other important elements: the organization and the people working in it. In the school context, schools need effective principals that influence people and their followers, interact with members and groups, and inspire them to achieve a common goal. Principals need high-performing teachers who are competent, willing to learn, and committed to raise the performance of the school to higher standards. Teachers need a school that is concerned for their safety, ensures job security, and enables them to grow, develop, and build on their competencies. The happiness of a school (or a country) involves more than just leaders, but the character of a working environment is largely guided by the leader and his or her leadership style.

The principal, school, teachers and students are the four factors that constitute the ideal working atmosphere in the school organizational structure. These four elements are interconnected in many ways and often overlap in the study of happiness and leadership. None of them can function alone. There is a need for interdependence to fulfill organizational goals, satisfy teachers and students' desires, and accomplish the leader's vision. These three constructs—fulfillment, satisfaction, and accomplishment—are the pursuits that increase happiness. Leadership plays a crucial role because it influences, inspires, and motivates employees to achieve the common goals of the school. The leader's happiness affects not only the happiness and performance of the teachers and students but also the outcomes of the school.

Happiness of a leader. There is very limited academic research that directly discusses the happiness of leaders. However, we know from the happiness literature

review in the first section that happiness is the ultimate goal and desire of human beings. A leader naturally desires to be happy too. Limited research related to happiness in leadership indicated that leaders who are happy are self-motivated and have a greater ability to transform themselves, groups, and organizations (Rosenberg, 2010). In her study of positive emotions, Frederickson (2003) asserted: “When people feel good, their thinking becomes creative, integrative, flexible and open to information” (p. 331). Similarly, Carver (2003) mentioned that people in a good mood are more likely to enter into novel situations, interact with other people, and pursue new goals.

Practical experience confirms that leaders who are feeling good and happy develop and maintain coherence in their thoughts, feelings, motivation, and behaviour. They are internally directed to transform themselves and continuously motivate and support people. They enable their employees to use their full potential by keeping them engaged and dedicated, comprehending their needs, establishing a healthy working atmosphere, and creating and stimulating a positive mindset. Above all, they strive to achieve happiness that makes a fulfilling day for everyone, and happiness in Buddhist context is derived from engaging oneself for the good cause of others happiness. It comes from serving and having concerns for others and living in harmony with nature, all of which is particularly suited to the educational context.

The relationship between leadership and happiness. Happiness is a term used very sparingly in educational research on leadership although it is obviously very important to all the individuals involved. Most of the studies on happiness and well-being are conducted in corporate business and as a result find seemingly less in usage of term in educational leadership. However, this study on educating for GNH will help fill the gap

on how educational leadership and happiness is correlated, applying the conditions from GNH perspective that happiness is a collective good than individual good. It is the collective happiness obtained through the self-sacrifice (work, dedication, support, service, time) of schools leaders that make the happiness of teachers and students in the school community.

Effective leadership practices have a huge impact on the satisfaction of employees and organizational needs. There are substantial studies in corporate business on the nature of leadership practices that influence followers' positive outcomes such as daily work engagement, job satisfaction, motivation, and team performance. As discussed in first section of this chapter, happiness is a mood, satisfaction, fulfillment of one's life and it is the ultimate end desired by all human beings. Happiness from the Buddhist perspective is an accumulation of good deeds and merits acquired from the desire for others' happiness.

Job satisfaction of employees is most frequently used to demonstrate happiness or positive affective experience in the workplace (Fisher, 2010). It is described as a positive emotional response from the employee related to their job and "refers to pleasant judgments (positive attitudes) or pleasant experiences (positive feelings, moods, emotions, flow states) at work" (p. 385). Job satisfaction of an employee is derived from healthy, happy, productive work (Quick & Quick, 2004) that has many factors including, but not limited to, a leader's influence and happiness in the workplace. Workplace happiness is derived from a work environment (Fisher, 2010) where people in an organization constructively work together toward a common goal, finding personal and professional satisfaction and fulfillment by making positive differences in the lives of

others (Baker, Greenberg, & Hemingway, 2006).

While the description above remains true, it is reasonable to ask if the work environment itself provides happiness for the employee, if the leader creates it, or both.

Leadership style and happiness. A large body of empirical evidence has demonstrated that leadership is one of the most important determinants of job satisfaction. Transformational leadership is strongly related to job satisfaction because the concept is closely linked to desired outcomes for individuals and teams (Braun, Peus, Weisweiler, & Frey, 2013). Kovjanic, Schuh, Jonas, Quaquebeke, and Dick (2012) found that transformational leadership and employee outcomes are positively related. They found that satisfaction of followers' basic needs (autonomy, competency, and relatedness) mediated the link between leadership and employee outcomes (job satisfaction, self-efficacy, and commitment to the leader). McColl-Kennedy and Anderson's (2002) study on the impact of leadership style and emotions on subordinate performance showed that high transformational leadership has a significant direct influence on subordinate optimism and indirectly increases performance.

A recent multilevel analysis of a sample of 360 employees from 39 academic teams concluded that individual and team perceptions of supervisors' transformational leadership are positively related to individual followers' job satisfaction and team performance (Braun et al., 2013); positive outcomes of employee and satisfaction of followers' basic needs (Kovjanic et al., 2012); direct influence on subordinate optimism and indirectly increases performance (McColl-Kennedy & Anderson, 2002); and enhances employees' work engagement (Tims, Bakker, & Xanthopoulou, 2011).

A stream of research has consistently shown the positive relationship between

transformational leadership and job satisfaction, employee performance, and work engagement as opposed to other leadership styles. Other leadership constructs do impact followers but do not make a remarkable contribute to job satisfaction, employee performance, and work engagement because they are overshadowed by transformational leadership approach. First, there are abundant studies available on transformational leadership and its relations to job satisfaction that enhances happiness. Second, transformational leadership accommodates many of the characteristics, qualities and behaviours of other leadership approaches. Third, transformational leadership, as claimed by Tims et al. (2011), has high intensity of motivational power and inspirational appeals. Therefore, other leadership constructs do not make as remarkable a contribution to job satisfaction, employee performance, and work engagement because transformational leadership holds supremacy that cuts through all elements of leadership.

Nonetheless distributive, ethical, instructional and servant leadership style approaches do contribute to the happiness of the people in the school. Scholars attempted to study teachers' job satisfaction have identified several work satisfaction variables for teachers. Some of the attributes that help teachers describe their job satisfaction and make them happy are recognition of hard work, equal opportunity for professional development programmes, involvement in decision-making, clear roles and responsibilities, support from co-teachers, and transparent management system among others (Huang & Waxman, 2009; Somech & Drach-Zahavy, 2000). These work satisfaction attributes for teachers are closely related to school leadership roles and practices in the school setting that largely depend on effective principal leadership. Effective principals have positive impact on teachers when their leadership practices are distributive, ethical, instructional, and servant

leadership in style as opposed to autocratic and laissez-faire leadership styles. Teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority and power, and keeps open channels of communication with the teachers (Bogler, 2001).

Therefore, it is necessary for school leaders to adopt good leadership practises that give most satisfaction and happiness to the teachers. Such leadership practices that influence, inspire, motivate and stimulate teachers to work hard and bring work satisfaction includes distributed leadership, which encourages all teachers to work collaboratively, democratically, and share responsibilities, and also gets opportunity to act as a leader; ethical leadership that provides model for the behaviours of teachers and see principal as the role model; instructional leadership that keep teachers constantly updated with new educational strategies, tools, technologies that apply to effective instruction to improve student performance; servant leadership that nurtures relationships and gives teachers support and guidance services at all times; and transformational leadership that gives power, authority, and delegates responsibilities to teachers to accomplish desired goals. Thus, principals practicing these leadership styles will enhance teachers' work satisfaction and as a result yield high performances for the school.

Leadership traits and happiness. The traits or characteristics approach states that a leader has certain inherent qualities that influence the way he or she leads. In the above section on effective educational leadership, I presented an extensive list of leadership characteristics. Having all those traits enhances the effectiveness of leadership and in many ways contributes to the happiness of an employee in an organization. For example, integrity is one of the characteristics of the leader that has huge impact on followers. It

enables the leader to form trusting relationships with followers. Leaders with integrity follow a strong set of principles, take responsibility for their actions, and inspire confidence in others (Northouse, 2016). Simultaneously, followers develop trust in their leaders. They are committed to work and perform better, display pleasant behaviours, experience greater job satisfaction, and remain in the organization (Dirks & Ferrin, 2002). A study by Palanski and Yammarino (2009) presented a series of propositions that leader integrity is positively related to followers' trust in the leader and satisfaction with the leader.

Another example is the transparency of a leader. Transparency is one of the characteristics of an effective leader that influences people in the organization. With the changing times, organizational climate has also evolved. Both leaders and followers want to behave in a more transparent way. Transparency behaviours yield increased positive outcomes in the organization such as followers' trust in the leader, engagement, satisfaction, and performance (Vogelgesang & Lester, 2009).

In this section I looked at the relationships between happiness and leadership and addressed how leadership styles and traits influence happiness of the people in an organization. Effective leadership behaviours influence and facilitate meeting the followers' needs. The relationship between happiness and leadership is mediated by job satisfaction, work engagement, and employee performance. Among the leadership styles, transformation leadership contributes most to the happiness of the school because it inspires and motivates teachers to work with authority, dignity and power. In addition, transformational leadership encompasses all the elements of other leadership style models, which makes it the supreme model of leadership to follow in studying the

happiness of schools leaders and teachers. Therefore, the educating for GNH project will see school leaders displaying transformational leadership model that brings satisfaction, fulfillment and collective happiness to the school community and society at large.

Summary

My area of interest in this study is to examine effective educational leadership and its relation to school improvement through educating for GNH in Bhutanese public schools. To support this study and to find a new approach for improving schools in Bhutan by infusing GNH principles and values, together with leadership practices that promote the happiness and well-being of the people in the school community. For this purpose, I explored the related studies conducted at the international level on effective educational leadership practices and happiness.

The first section of this literature review discussed the concept of happiness and the attributes of happiness. Happiness is a broad and abstract concept that is defined and explained in variety of ways. Study after study has shown that happiness is the ultimate goal of human beings. There are many factors that cause happiness. Social relationships, work, health, and education are the four essential elements of happiness.

In the second section I looked at the broad concept and different meanings of leadership. I examined the underlying theories about qualities that all leaders must possess. The definitions of leadership mostly circulate around the leader's influence on a group of individuals that inspires them to achieve a common vision collaboratively. There is neither a set of characteristics that all leaders must possess in general, nor are there definite traits common to educational leaders. However, possessing certain personality characteristics such as intelligence, self-confidence, determination, integrity,

and sociability enhances the effectiveness of leadership. Leadership skills are an important aspect of effective leadership. Technical, human, and conceptual skills are three basic personal skills of an effective leader. Different individual leaders exhibit different leadership styles. The situation and the types of leadership that the leaders practice often influence leadership style.

Studies on principal leadership and student achievement confirmed no direct relationship but an effective principal has strong, direct effects on the school environment and teaching staff. Internationally, successful principal leadership is associated with successful schools and vice versa. The profiles of successful school leaders and their practices vary from nation to nation. Each nation has its framework of study that determines the meaning of successful school principal leadership. Bhutan's successful principal leadership will be regarded through the lenses of how well and successfully educating for GNH is implemented in schools using different leadership models guided by GNH and education policies. For this reason, the study intends to find out what and how school leaders in Bhutan use various leadership models to enhance the effectiveness of their leadership practice while implementing educating for GNH.

In the third section I examined the relationship between happiness and leadership. Happiness and leadership are related in a number of ways. A school leader's happiness affects not only the happiness and performance of teachers and students but also the school outcomes. Effective leadership behaviours—particularly transformational leadership—influence and facilitate meeting the needs and positive outcomes for teachers. Job satisfaction of teachers is frequently used to demonstrate happiness or positive affective experience in the workplace in school settings.

Chapter Three

Research Design and Methods

The focus of inquiry in this study is to examine effective educational leadership and its relation to school improvement through the Educating for Gross National Happiness (GNH) programme in Bhutanese public schools. To generate data for analysis and to contribute to the larger body of literature, a qualitative research approach was chosen. The main research question is: “How has the implementation of educating for Gross National Happiness changed educational leadership practices and school systems in Bhutan?”

This chapter provides a description of the qualitative research design and methods used in this study. I present the following information to provide a solid understanding of the inquiry under investigation.

- Research approach
- Theoretical perspective
- Methodology
- Methods
- Research quality criteria
- Ethical considerations

Research Approach

Through a qualitative research approach I intended to gain a better understanding of effective Bhutanese educational leadership and the practices of educating for GNH in the schools, thus contributing to the larger body of literature on the relationships between educational leadership, happiness, and implementing change in school systems. Strauss

and Corbin (1998) claim that qualitative methods can be used to better understand any phenomenon about which little is yet known. These methods can also be used to gain new perspectives on things which are already known or to gain more in-depth information (Creswell, 2007), and are suitable for investigations in applied fields such as adult education and training in order to improve practice through understanding the experiences of those involved (Merriam & Simpson, 2000, p. 97). Denzin and Lincoln (2008) define qualitative research as the method that involves an interpretive, naturalistic approach to the world. It is *interpretive* insofar as the researchers attempt to make sense of or interpret problems they see, hear and understand. Second, it is studied in *natural settings*, where the researchers go to the field and collect the important materials at site such as case studies, personal experience, introspections, life story, interviews, observations, historical and visual texts, and finally it is focused on learning the *meanings* that participants bring to them about the social or human problems.

Besides the qualitative research method, there are also other methods, namely quantitative and mixed-method designs, commonly employed in educational research. Quantitative research is an approach that emphasizes the measurement and analysis of causal relationships between the variables instead of processes (Denzin & Lincoln, 2005). Quantitative researchers use variables rather than concepts or characteristics because they believe what is studied varies, and involves variations that can be illustrated numerically or categorically (McMillan, 2008). In terms of design, quantitative research is structured in nature, having predetermined specific questions and answers. The data is collected mostly using surveys and questionnaires, analyzed deductively and described statistically. The mixed-method studies use both qualitative and quantitative methods in a single

study. Mixed-method is basically used either to provide a thorough understanding of a research problem by examining multiple forms of data or to address complex research problems that cannot be answered by quantitative or qualitative alone (McMillan, 2008).

As a result of researching methodology, I have found that a qualitative approach appears to best serve the purpose of this study because I wanted to explore the effective educational leadership practices and implementation of educating for GNH by collecting data directly from the field sources, interpreting and constructing true meanings out of those data, and develop a comprehensive set of themes that truly represents participants' experiences. The questions used were designed to understand the little-known phenomenon of educating for GNH and to gather in-depth information on how educational leaders experience, understand and explain effective leadership practices as they endeavour to improve the school system in Bhutan.

Theoretical Perspective

Crotty (1998) describes a theoretical perspective as an approach to understanding and explaining society and the human world that grounds a set of assumptions that researchers bring to their methodology of choice. He outlines a number of theoretical perspectives to be considered in social research (e.g., positivism, interpretivism, critical inquiry, feminism, postmodernism). This present study was carried out from an interpretive stance that “all research is interpretive; it is guided by a set of beliefs and feelings about the world and how it should be understood and studied” (Denzin & Lincoln, 2008, p. 31). Moreover, the underlying philosophical assumption in interpretive research is seeking meaning in context (Klein & Myers, 1999) and extracting valid meaning from empirical evidence by means of some sort of interpretive analysis (Cova &

Elliot, 2008). Creswell (2007) suggested that an interpretive stance recognizes the self-reflective nature of qualitative research and emphasizes the role of the researcher as an interpreter of the data and as an individual who presents information. This interpretive approach suited the phenomena under study in this project, and allowed me to interpret and analyze empirical data based on the realities of beliefs and practices that educational leaders expressed about effective leadership and school improvement practices in Bhutan.

I did not choose the other theoretical perspectives because my interest was neither to distinguish inequalities between men and women and strive for equality between the sexes (feminism) nor to critique or pass criticism on school leadership practices and the education system at large (critical inquiry), but to interpret and ascertain the fundamental truth of participants' experience on their educational leadership practices and their relationships to educating for GNH.

Methodology

Qualitative inquiry offers many research designs to guide a researcher in choosing methods. Creswell (2007) identified five approaches of qualitative research designs. They are narrative inquiry, phenomenology, grounded theory, ethnography, and case study. None of these are quite suited to this study because I wanted to bring my own beliefs, knowledge and understandings through interpretive work and in depth analysis to fully understand the lived experiences and meanings of every individual being studied, and therefore I have drawn on another approach used extensively in health psychology, *interpretive phenomenological analysis (IPA)*

IPA has generated considerable interest among health psychologists over the last decade in studying patients' lived experiences about their health and illness (Chapman &

Smith, 2002). More recently, it has begun to be used, albeit infrequently, in other areas of social research such as education (Brocki & Wearden, 2006). As in health psychology, scholars in education have also conducted empirical research to develop in-depth descriptions of human experiences and to develop theories, set models, and elaborate explanations to understand participants better through the process of interpretive analysis.

The differences among the various qualitative research methods lie in the foci or the primary objectives of what each discipline is trying to accomplish. For instance, narrative inquiry focuses on exploring the life of an individual, phenomenology centres around understanding the essence of an experience, grounded theory examines developing a theory grounded in data from the field, ethnography seeks to describe and interpret a culture-sharing group, case study explores developing an in-depth description and analysis of a case or multiple cases, and IPA studies the lived experience of the participant with a belief that human experience is understood better through interpretive work and in-depth analysis by the researcher. In this study, the interpretive phenomenological analysis case study approach was chosen because it best fits the study's purpose of understanding the lived experience of implementing GNH in Bhutanese schools and the process' effects on the happiness of educational leaders.

Interpretive phenomenological analysis case study. Interpretive phenomenological analysis (IPA) is a distinct qualitative approach. It is deeply rooted in phenomenology, symbolic interactionism, and interpretivism (Chapman & Smith, 2002). Smith (1996) noted that this particular methodology is *phenomenological* in the way that individuals' lived experience, personal perceptions and meanings attributed to an object or event is explored to make sense of their personal and social world. It is *symbolic*

interactionist in that the meanings an individual ascribes to events are of central concern but are only accessible through an interpretative process (Biggerstaff & Thompson, 2008). Finally, it is *interpretive* in that it acknowledges the researcher's personal beliefs and standpoint and embraces the view that understanding requires interpretation (Fade, 2004). With these concepts as the basis, IPA is known for three things. According to Chapman and Smith (2002), IPA explores to understand the lived experience of participants and how they make sense of their experiences. Second, IPA engages the researcher with the meanings that the participants hold about the events, objects or actions. Third, IPA recognizes that the researcher's own beliefs, knowledge and understanding are required to interpret for sense making of the experience of individuals being studied.

I chose IPA as a research methodology to guide the study for the obvious reason that it matched the overarching goal of trying to understand the lived experience of educational leaders in Bhutan. My goal was to examine how educational leaders experienced the implementation of Educating for GNH project and the leadership practices in Bhutanese public schools. The IPA approach is acknowledged to be suitable for a deeper understanding of such concepts because it involves detailed examination of the participants' perceptions and understandings. Moreover, through interpretive analysis, researchers have the autonomy to use their own conceptions to understand the participants' lived experiences, particularly important in a situation such as this where happiness, both personal and collective, is under examination.

Within the broader IPA approach, I chose a modified case study methodology in this study. Neither IPA nor a case study describes specific research methods. A case study design accommodates a variety of disciplinary perspectives. It is a flexible form of inquiry best suited to different research problems or issues in applied fields like education

(Merriam, 2001). McMillan (2008) suggests that case study is particularly useful for studying educational innovations, processes, programs, and policies. Furthermore, insights collected from case studies have a direct influence on policy, practice, and future research (Merriam, 2001). Thus, the case study design appealed strongly to me because I intended to examine processes, policies, and practices related to educating for GNH and describe the effectiveness of educational leaders in improving the school system in Bhutan.

My four main research sub-questions are particularly well-suited to the case study method because they describe both personal and institutional responses to the state policy of implementing GNH in schools. To reiterate, the sub-questions are:

1. What education policies promote GNH in Bhutan? How are they implemented and practiced in schools?
2. What leadership practices do educational leaders in Bhutan use to implement *Educating for GNH*?
3. How are *Educating for GNH* leadership practices different from conventional school leadership practices?
4. How do teachers in Bhutan view effective educational leadership through GNH lenses?

As this is a field that is not currently well researched or conceptualized, a case study is a particularly useful approach (Merriam and Simpson, 2000), allowing me to gain an in-depth understanding of the situation and meaning for those involved in a bounded, integrated system through multiple sources of information such as observations, interviews, audiovisual material, documents, and reports (Creswell, 2007; Merriam,

2001; Stake, 2008). McMillan (2008) describes a case study as “an in-depth analysis of one or more events, settings, programs, social groups, communities, individuals, or other ‘bounded systems’ in their natural context” (p. 288). The case for my study is in the context of Bhutan and is bounded by Bhutanese education system. The case is delineated to study the educational leaders in Bhutan on educating for GNH, focusing on the four questions listed above.

Methods

In IPA case studies, there are many techniques and procedures for gathering and analysing data. For this study I have selected a few important ones. They include participant selection, data collection, and data analysis.

Participant selection. The concept of purposeful sampling is used to select the participants in many qualitative studies (Creswell, 2007; McMillan, 2008; Merriam, 2001) and IPA recommends this technique (Chapman & Smith, 2002). Purposeful sampling seeks information-rich cases that can be studied in-depth (Patton, 2002) as well as reveal a great deal about issues of central importance to the purpose of the research (Merriam, 2001) by selecting particular individuals who are particularly informed about the topic (McMillan, 2008).

There are a number of purposeful sampling techniques. Some of the more common types of sampling that researchers use to obtain information-rich individuals and sites are typical, extreme or unique, maximum variation, snowball or chain or network, and critical sampling (Creswell, 2007; McMillan, 2008; Merriam, 2001). I used the ‘snowball’, ‘chain’, or ‘network sampling’ strategy to select participants. In *snowball sampling*, participants are selected based on the recommendation of those few

participants who are already nominated by the researcher (McMillan, 2008). I have also used convenience sampling, which represents sites or individuals from which I could access and easily collect data, particularly important given the nature of Bhutan's geography.

The participants in this study were educational leaders from various districts and schools in Bhutan. The educational leaders included district education officers, principals, and teachers. To begin with, I selected accessible districts, as much of Bhutan's geography is rugged and difficult to traverse. Five districts were strategically selected so that the demographics by location included western, southern and eastern parts of Bhutan. Then I sought approval from the Director, Department of School Education, Bhutan Ministry of Education to gain access to the District Education Officers in these five districts. The district education officers recommended principals, and principals nominated teachers who they thought could participate and contribute effectively in the study. There were no known issues with this kind of sampling, which looks like an upside-down funnel, but I could sense the hierarchal pinch in a few of the participants even though informed consent was sought from them. Teachers felt that they should participate because their principal had nominated them, while the principals felt that they should participate because District Education Officers recommended them. Nevertheless, although they may have felt constrained to participate, they weren't constrained to respond in any particular fashion and therefore in the end there was no difficulty with the sampling.

In qualitative studies, there is not always a recommended specific number for the sample size. This allows some leeway for a researcher to choose a reasonable sample size

depending on the number of factors for example, “degree of commitment of analysing and reporting, the richness of the individual cases, and the constraints one is operating under” (Smith & Osborn, 2003, p. 56). IPA studies are usually conducted in small numbers because the studies require rigorous efforts to do the detailed analysis of the individual transcripts. There are IPA studies published with a sample sizes ranging from a single participant to 40 or more. Brocki and Wearden (2006), in their review of 52 published articles on the use of IPA in health psychology, have found as many as 48 transcripts included in an analysis. In this study, a total of 20 educational leaders (three district education officers, ten principals, and seven teachers) participated in the study across five districts. However, there are some limitations associated with this method, which are fully discussed later in the chapter under the section on credibility of research.

Data collection. As noted earlier, the main research question was: How has the implementation of Educating for Gross National Happiness changed educational leadership practices and school systems in Bhutan?

To address this question I explored a wide range of literature on educational leadership to assist in developing an open-ended interview questionnaire with which to collect empirical data. The questionnaire was guided by an interpretive theoretical framework as well as based on the literature that blended with my own experiences as an educational leader in Bhutan. The questions were framed broadly and openly for the three groups of participants (district education officers, principals, and teachers), and gave me the potential to explore flexibly, in detail, the areas of concern. Appendix F presents the interview questions, which were designed individually for the three groups of participants.

There are a number of ways to obtain data suitable for IPA as well as for a case study. Yin (2009) recommended six forms of data collection in case studies: documents, archival records, interviews, direct observation, participant observation, and physical artefacts. Of all the data collection sources, interviewing and observation are most frequently used in qualitative studies (Creswell, 2007; Merriam, 2001; Merriam & Simpson, 2000). Interviews can include a telephone interview, a focus group interview, a face-to-face interview and an email interview. There are three types of interview processes. The first is the highly structured or standardized interview where specific questions and the order of questions to be asked are predetermined. The second is the unstructured or informal interview where questions and order are not determined ahead of time but are open-ended, flexible, and exploratory on the specific topic areas. The third type is the semi-structured interview that it is a mix of structured and unstructured questions. Most interviews fall into this category where the order of questions to be asked is less important, the interviewer is freer to probe interesting areas that arise, and the interview can follow the respondent's interests or concerns (Smith & Osborn, 2003).

I had taken into consideration several factors related to each method of obtaining data. My main concern was whether each method could be administered via fax, electronic mail, and websites. So I explored the advantages and disadvantages; the nature of the study topic; the field realities; the participants' convenience; and my challenges in managing resources. There are advantages and disadvantages with both electronic data gathering, and observation and in-depth interviewing. Cost and time was the major disadvantage for me to conduct face-to-face interview because I had to travel to Bhutan to conduct interviews. In the end, I decided to collect data from the participants from

three sources. I conducted a face-to-face interview in a semi-structured manner for those participants who were comfortable with interview proceedings. This form of interviewing is considered appropriate to collect data for an IPA study because it allows researcher and participants to engage in a conversation where the initial questions are modified depending on participants' responses and the researcher can probe interesting important issues that arise during the interview (Smith & Osborn, 2003). For example, one of the participants mentioned the use of corporal punishment. This issue interested me because it contradicts with GNH policy. Because of the chosen interview structure, I was able to follow this digression and ask how the teachers and students view corporal punishment, and whether we should punish this way or not. The interviews were audio taped and each interview lasted approximately 40 minutes. I also recorded the gist of interview information in a field book as support in the event that the audio recording did not work.

Survey questionnaires were also made available for those who chose not to participate in the interview. There were three participants who had busy schedules or issues that prevented them from doing one-on-one interviews. In addition, I collected school policy documents to support the interviews and provide a comprehensive perspective of the study.

Data analysis. There is no prescriptive method in qualitative studies for analysing data, although IPA has a method that tends to work very well. In IPA, the researcher is the primary analytical instrument and his/her beliefs are required to make meanings from the experiences of other individuals. The meanings are acquired through a constant engagement with the transcript and a process of interpretation that requires the researcher to reflect and to think critically and sensitively. IPA data analysis involves a two-stage

interpretation process. Both participant and researcher are engaged in sense making. For example, “the participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world” (Smith & Osborn, 2003, p. 53). This means that the researcher tries to make sense out of the participant’s sense-making and interpret without losing the true meaning.

IPA data analysis is very rigorous and examines the particular case or participant in detail. It is designed to gain insider perspective on the lived experiences of individuals, using in-depth analysis to generate meanings through the exploration of each case. A single case is analysed first to develop themes. One then examines a second case and proceeds until all cases are analysed. This process of data analysis in IPA is known as the *idiographic case-study approach*. It is the process whereby the researcher begins with one particular case and gradually progresses to more cases to build general categorizations or claims. This permits the researcher to build an interpretive framework out of the data while still permitting flexibility in identifying themes.

Smith and Osborn (2003) developed four stages of IPA data analysis. I have used these stages to guide the analysis process but also adapted them to my own way of working.

Looking for themes in the first case. All the interviews were transcribed verbatim. Three columns were created on the documents for data analysis process. To start with, the 20 transcripts were arranged in alphabetical order; the first in the list was then selected. It was placed in the left column. This first transcript was read a number of times to become acquainted with the person’s account. As the transcript was read, information was set in bold that represented something interesting or significant about

what the respondent said. I also made notes in the middle column. The bolded information and notes were crosschecked and developed to form key points and placed in the right-hand column. The key points were grouped first into emerging themes and then into sub-themes and main themes respectively. This process was continued for the whole of the first transcript.

Looking for connections. In the second stage of analysis, a new word document file was created and the emergent themes were listed. The connections between the themes were explored analytically to cluster together or make separate themes. Using the analogy of a magnet, some themes came together as alike, while others, which did not cluster in the same way, were placed as separate themes. After the clustering of themes, I revisited the initial notes and the text to confirm consistency because as an IPA researcher “one is drawing on one’s interpretative resources to make sense of what the person is saying, but at the same time one is constantly checking one’s own sense-making against what the person actually said” (Smith & Osborn, 2003, p. 72). Finally, a table of themes was prepared to produce a more organized and coherently ordered set. For example, some clusters of themes which captured most sub-themes, were pulled out while some of the themes that did not fit with the emerging structure or were not very rich in evidence within the transcript were dropped.

Continuing the analysis with other cases. In this stage, a researcher has the option either to use the themes from the first case analysis or to put aside the table of themes for the first participant and work on a second transcript from scratch (Smith & Osborn, 2003). I used the themes that emerged from the first participant to orient or guide me in identifying new or repeated themes. The main focus here was looking for

convergence and divergence in the data, and recognizing how the accounts from participants were similar and also different. In this regard, I noticed that each participant had their own way of bringing the accounts that added new themes to the analysis. The data showed each participant emphasized what they believe and practice in the school. For example, participant P7 kept mentioning the positive effects of mind training while participant P4 emphasized her beliefs on empowering leadership roles to teachers and students. Likewise participant T1 described her satisfaction and happiness in being a teacher. These are a few examples how themes that emerged as similar were grouped together while those that were different were added as separate themes.

After all the transcripts were analysed, a final table was created for the main themes. I then prioritized the themes by relevance to my major topic and analysed them by the interpretive process to form main themes drawn from the entire set of transcripts. These main themes were selected based on the frequency and richness of the data, and also for their ability to illuminate other themes. Those themes that were less prevalent and lacked substantial support across the transcripts were not taken into account in the final reckoning.

Writing up. This is the last stage of data analysis. The final themes were translated into a narrative accounts. The themes were explained, illustrated and elaborated. The participants' responses were presented with narrative argument supported by verbatim extracts from the transcripts to support the case or make an argument. Due care was taken to distinguish clearly between what the participant said and the way I interpreted or accounted for the information. The write up consists of study findings that contains the emergent themes broken down into main themes and sub-themes, and

discussion that links the findings to the literature. They are presented in chapters four and five.

Research Quality Criteria

In qualitative research, there are various criteria to determine research quality. Since the main research methodology of this study is interpretive phenomenological analysis case study, the focus of concern is the credibility of IPA case study. In this section I consider limitations, delimitations, and research credibility.

Limitations and delimitations. Like all research, this study has certain limitations and delimitations. Limitations of any study refer to those that are inherent in the research design while delimitations are those imposed or chosen by the researcher.

The limitations of this study are based on the methods of data collection because IPA study recommends interviews as the appropriate method to understand the lived experience of the participants involved in the study. Almost all the data in IPA studies are collected through face-to-face interviews, and this study is also limited to face-to-face interviews.

Another limitation to this study is its finding. Since IPA accommodates the researcher's beliefs, knowledge and experiences as an asset to understand and interpret meanings that participants bring to them, any two researchers studying on the same topic with same participants and same data will have different findings because of the individual difference, level of understanding, and experience that each researcher may have.

This study also has delimitations. The study is limited to 20 educational leaders. Therefore, this group of participants might not adequately represent the views of all the

educational leaders in Bhutan. It was conducted with the education leaders by employing purposeful snowball sampling. Snowball sampling delimits the potential participants by limiting the participants to those who have an association with the person who is first approached. The selection of participants was purely based on personal recommendation and was grounded on the assumption that recommenders thought they were suitable for the study. As has already been discussed, there is a hierarchical string attached in an upside down funnel shaped snowball sampling where participants at the lower positions feel that they should participate because they are nominated or told by somebody in the higher positions.

The other significant delimitation of this study was that the interview questions were set in English rather than in Bhutan's national language, Dzongkha. This choice limited the responses of some of the study participants to sharing only those ideas and experiences that they could express confidently in English. Moreover, electronic communication in Dzongkha is not fully developed and functional. The study required communicating via email and Internet facilities to check the accuracy of transcribed data, and therefore English was used instead.

Credibility of the research. An important aspect of qualitative studies is to judge the overall credibility and usefulness of the results. Credibility is defined as the extent to which the data, data analysis, and conclusions are believable and trustworthy (McMillan, 2008). I collected data directly from district education officers, principals, and teachers as a source of valuable insight for effective educational leadership and their practices.

Validation of data took place as I encouraged participants to explore and revisit

the tape-recorded interviews. I played back the face-to-face interview recording after the interview to confirm their insights provided for the study.

Another method of enhancing this study's validity is to employ data triangulation and member checking. Triangulating data helps to eliminate bias and detect anomalies in findings (Anderson, 1998) and member checking helps to build the validity of the study by letting the participants check that the interpretations of the data are accurate.

Data triangulation is a multi-method approach that allows researchers to use different research methods in different combinations (Finley, 2005). For example, Richardson and St. Pierre (2005) stated, "in triangulation, a researcher deploys different methods—interviews, census data, documents, and the like—to 'validate' findings" (p. 963). For this study, data triangulation was done through interviews, questionnaires, and collection of documents. I confirmed the data collected by making telephone or Skype calls to the participants and by exchanging e-mail messages.

Member checking leads to credibility of the study results. Lincoln and Guba (1985) defined "credibility as a trustworthiness criterion that is satisfied when source respondents agree to honour the reconstructions; that fact should also satisfy the consumer" (p. 329). Therefore, in order to ascertain whether participants agree with the representation of their contributions, I sent transcribed data to the participants by e-mail to check the accuracy of my perceptions and understandings of their responses, asked the participants to check and approve transcripts, and edited their contributions as they wished. Data triangulation and member checking were ongoing throughout the data analysis process.

Ethical Considerations

Ethics are of great concern in research, especially when human subjects are involved. Researchers must take extreme care to avoid any harm to them. Hughes and Hellings (1991) cautioned: “Researchers must always be conscious of problems their study can create and make every effort to minimize or eliminate any harm to their subject” (p. 226). Fontana and Frey (2000) claimed that

ethical concerns have traditionally revolved around the topics of *informed consent* (receiving consent by the subject after having carefully and truthfully informed him or her about the research), *right to privacy* (protecting the identity of the subject), and *protection from harm* (physical, emotional, or any other kind). (p. 662)

Following Fontana and Frey (2000), I sent a letter of consent to all the educational leaders participating in the study. This letter explained to participants the purpose of the study, the reasons for their selection, their right to privacy, and their protection from harm. I also explained the research design personally as I visited the site to collect data. On the basis of their awareness of the nature of this study, informed consent was taken from the participants only after they had clear insight into the research design and their understanding of their role as research participants.

To address the ethical concerns described by Fontana and Frey (2000), as well as other institutional and systemic requirements, I first obtained approval from the Research Ethics Board of the University of New Brunswick (Appendix A). Second, I submitted an application to the Director of the Department of School Education in Bhutan seeking approval to conduct a study with educational leaders in Bhutan (Appendix B). Third, I

solicited the consent of the District Education Officers to do the study with principals and teachers in their districts (Appendix C). Finally, I got informed consent from all the participants (Appendix E).

Summary

The focus of inquiry was to examine effective educational leadership and its relation to school improvement through *Educating for GNH* in Bhutanese public schools. The central research question was "How has the implementation of educating for Gross National Happiness changed educational leadership practices and school systems in Bhutan?"

To study this, I chose a qualitative research approach. From among the many methods and approaches that fall under the category of qualitative research, I proposed to carry out this study from an interpretative stance. I sought to extract valid meaning from empirical evidence through interpretive analysis. Interpretive phenomenological analysis case study is the research methodology I have chosen.

Participant selection, data collection, and data analysis are the three basic research tasks I undertook to gather and analyse data. I employed purposeful snowball sampling to select participants. There were 20 educational leaders participating in this study from five districts in Bhutan. I collected data through semi structured one-on-one interviews and analyzed them using the four stages of data analysis procedure developed by Smith and Osborn (2003).

To demonstrate that the study results are credible and useful I used data triangulation and member checking. These two techniques were ongoing throughout the data analysis process. Data triangulation was done by using interviews and collected

documents as well as by contacting the participants by telephone, Skype, and e-mail. For member checking, I sent transcribed data to the participants by e-mail to check the accuracy of the transcription. The participants had the right to check and approve transcripts and edit their responses.

Ethical considerations for participants in this study were informed consent, right to privacy, and protection from harm. Following these three ethical concerns and as required by institutional and systemic requirements, I first obtained approval from the Research Ethics Board of the University of New Brunswick. Second, I sought approval from the Department of Education in Bhutan to conduct the study. Third, I got consent from all the participants.

Chapter Four

Findings and Data Analysis

This chapter presents the findings of this study. Three main themes related to educational leadership in Bhutanese schools arose from the data: implementing GNH in schools and the school system; leadership roles and practices; and the attributes of a happy educational leader. This chapter begins with a summary of demographic information about the study participants and then provides information about these three themes.

Demographic Information

The Director of Department of School Education of Bhutan was approached for approval to collect data from five districts. Each of the five district education officers recommended school principals, and principals then recommended teachers. A total of 20 educational leaders participated in the study; among these, eight were female participants. The demographic information of participants in the three groups, along with other relevant information, is presented below in Tables 3, 4, and 5.

Table 3 presents background information about the principals. Among the ten principals, two were female participants. The ten principals were working in three levels of school, namely Higher Secondary School (HSS), Middle Secondary School (MSS), and Lower Secondary School (LSS). Ideally, Higher Secondary Schools in Bhutan have grades from IX to XII, but there are also schools having grades Pre-primary (PP) to XII because of geographic and demographic locations. Some of the Higher Secondary Schools that are listed below have grades PP-XII. The Middle Secondary Schools have grades PP-X while the Lower Secondary Schools have grades PP-VIII. The principals

administered schools ranging from 489 to 1629 enrolled students and from 18 to 56 teachers. While these principals had been educators for between 11 to 29 years, their administrative experiences ranged from two years to over 26 years. With regard to their professional qualifications, eight participants have a Master of Education degree, one has a Bachelor of Education degree, and one has a Post Graduate Diploma in Education.

Table 3. Summary of participant information—Principals

Participants	Participants information				Type of school	Total students	Total Teachers
	Gender	PQ	#YP	#YE			
Principal 1	Male	M.Ed	18	29	HSS	489	18
Principal 2	Male	M.Ed	17	25	MSS	1074	56
Principal 3	Male	PGDE	2	12	HSS	1271	51
Principal 4	Female	M.Ed	17	23	HSS	1178	48
Principal 5	Male	M.Ed	6	12	HSS	1629	53
Principal 6	Male	M.Ed	5	13	MSS	587	36
Principal 7	Male	M.Ed	12	21	MSS	721	33
Principal 8	Male	M.Ed	26	28	MSS	883	39
Principal 9	Male	M.Ed	8	11	HSS	622	29
Principal 10	Female	B.Ed	3	11	LSS	841	23

PQ-Professional Qualification; M.Ed-Master of Education; B.Ed-Bachelor of Education; PGDE- Post Graduate Diploma in Education; #YP-Number of years as a principal; #YE-Number of years as an educator (principal and teacher)

Table 4 demonstrates the teachers’ relevant information. There were seven teachers who participated in the study, six females and one male. Ranging from three to 20 years of teaching experience, these teachers were teaching in Higher and Middle

Secondary Schools. Five teachers hold a Bachelor of Education degree while two have a Post Graduate Diploma in Education degree.

Table 4. Summary of participant information —Teachers

Participants	Gender	Professional Qualification	No. of years as teacher	Type of school
Teacher 1	Female	B.Ed	15	MSS
Teacher 2	Female	B.Ed	20	HSS
Teacher 3	Female	B.Ed	9	MSS
Teacher 4	Female	B.Ed	20	HSS
Teacher 5	Female	PGDE	3	HSS
Teacher 6	Male	B.Ed	5	MSS
Teacher 7	Female	PGDE	5	HSS

Table 5 displays information about the three district education officers. They have been working as educators from 18 to 23 years and working at the district office for three, five and 10 years respectively.

Table 5. Summary of participant information—District education officers

Participants	Gender	Professional Qualification	No. of years as DEO	No. of years as educator (teacher, principal and DEO)
DEO 1	Male	M.Ed	3	23
DEO 2	Male	M.Ed	10	22
DEO 3	Male	M.Ed	5	18

Emergent Themes

Three overarching themes emerged from the data. Each theme was developed out of the sub-themes that were clustered analytically and interpreted to represent participants' experience. Sub-themes were developed from the key points, which in turn arose from the researcher's understanding and interpretation of the raw data from the participants. All of the themes that are identified in this chapter are central to the leadership experiences of educational leaders in Bhutan. These themes correspond very well with much of the literature on educational leadership as well as answer my research questions.

The first theme, implementing GNH in the school and school systems, evolved from the following sub-themes: developing GNH-minded teachers, teaching GNH-infused curriculum, and creating a GNH-learning environment. The second theme, leadership roles and practices, comprises as its sub-themes distributive, ethical, instructional, servant, and transformational leadership styles. The third theme, attributes of a happy educational leader, emerged from the sub-themes of being an educator, being ethical, being human, being influential, and being social leader.

IPA researchers seek to uncover the meaning of a phenomenon through the interpretations and understanding of the experiences that participants bring to them. Moreover, IPA suggests the use of verbatim extracts to fully represent the participants' experiences. Therefore, the extracts presented in this study have been taken verbatim from the transcribed interviews without any alteration. However, changes occurred to the quotes only when the information required clarification, interpretation, and understanding from the researcher's point of view, perhaps because of grammar. Codes, for example, P1

to P10 for principals, T1 to T7 for teachers, and DEO1 to DEO3 for District Education Officers, have been used throughout this chapter to protect the identity of the participants.

Table 6 presents the emergent sub-themes and themes experienced by educational leaders in Bhutan.

Table 6. Themes and Sub-Themes

Themes	Sub-themes
1. Implementing Educating for GNH in schools and school systems	1. Developing GNH-minded teachers 2. Teaching GNH-infused curriculum 3. Creating GNH-inspired learning environment
2. Leadership roles and practices	1. Distributive leadership 2. Ethical leadership 3. Instructional leadership 4. Servant leadership 5. Transformational leadership
3. Attributes of a happy educational leader	1. Being an educator 2. Being ethical 3. Being human 4. Being influential 5. Being social

Implementing “Educating for GNH” in Bhutanese Schools and School Systems

Implementing Educating for GNH in schools and school systems refers to the implementation of GNH values and principles into the school plans as well as the policies enacted to promote Educating for GNH, the outstanding features of Educating for GNH in the school system, and the significant changes brought into the school systems by the project. Each participating school has developed its own school policy and has adopted various approaches and practices to bring GNH into school system. However, the findings from this study revealed that all schools are guided by the national education policy. The policy on Educating for GNH is to improve the school system through a GNH-infused curriculum, GNH-minded teachers, and a GNH-inspired learning environment. Thus, these three approaches are national policy driven and include 1) developing GNH-minded teachers, 2) teaching GNH-infused curriculum, and 3) creating a GNH-inspired learning environment.

Developing GNH-minded teachers. Implementing Educating for GNH in the schools started with several training sessions, workshops, and seminars at the national, district, and school levels. At the national level, the programs were co-facilitated by Bhutanese and international professionals while at the district and school levels, only national professionals were involved. Principals and teachers were made aware of the GNH concept, government and education ministry policies on GNH, and suggestions for the effective implementation of GNH values and principles into the school system. This capacity building for Educating for GNH has changed the general conduct and mindset of educators. They are mindful in terms of their behaviour and curriculum delivery.

Mindful of behaviour. Principals and teachers understand the critical role they have in making Educating for GNH happen in the classroom, the school system and the education system at large. Most of the participants believe that change should occur first in them for successful implementation. The following quotations from two principal participants clearly depict the importance of educators being mindful while implementing educating for GNH.

When educating for GNH started there was trainings, workshops, meetings for teachers on how to start GNH program in schools ... and being mindful is one among the many plans that we have in the school. We are mindful of anything we speak, conscious of [whatever] we do, [observant of anything] that we see, and [critical of] any action we take up in school. We also try to look at the positive aspect while negative aspect is explained and made understood. We also see how we can improve children through positive way, how can we have humanism in the people. This is something we actually look for. For example even in the curriculum using the right words in more positive way. (P2)

Teachers being mindful of their actions, thoughts and speech will definitely enrich and motivate students' behaviour because students always look up to the teachers as their model. A principal commented on being mindful:

The most important thing that [we do] in educating for GNH is basically being mindful of what we talk to students [whether] it is in classroom teaching or imparting human values...When we look at plans and programs we cannot exactly pin point what we do, where and why, but [the] only thing we are concerned about is being mindful. Firstly, the teachers have to be mindful of modeling what they [do] in the school. Secondly, we have to walk the talk and whatever values we preach should be practiced. (P7)

Principals and teachers have to be mindful of what they think, speak and do because teaching of GNH principles and values requires demonstrating mindful of their behaviour

first. Unless they are mindful of their conduct and behaviour, GNH principles and values cannot be imparted effectively and implemented successfully.

Mindfulness during curriculum delivery. Teachers are not only mindful of their behaviour but also mindful while delivering the curriculum. GNH-minded teachers go beyond the prescribed curriculum to teach values. All the teacher participants mentioned how they connect the topics with values and teach mindfully to provide in-depth information. For example, as one of the teachers illustrated:

Previously we used to teach values but I think not mindfully. For example if I teach about forest fires in the classroom, I will not go deep into the value there. I will just [talk about] forest fires, what are the causes of forest fires, how can we prevent them. We were not going in depth of connecting with the values. For example, how fire affects other sentient beings was never emphasized. Maybe, we must have said it will destroy the homes of animals and plants... how are we connected with the beings around was not discussed. I think we did not give so much of importance to animals around and the consequences but touched briefly on causes and prevention of forest fire. Otherwise [the] syllabus is [the] same, teachers are [the] same, and the difference I see is we are so mindful that we connect to each other [and] with nature. (T1)

From the above statements, it can be seen that GNH-minded teachers are deeply aware of how they think and behave. They are mindful of how, what, and why they think, say and do, and thus practise mindfulness through positive attitude, sound judgment, good reasoning, and strong beliefs, walking the talk and role modeling.

Teaching GNH-infused curriculum. Infusing GNH values into the school curriculum and teaching those values is another approach of implementing Educating for GNH in schools and school systems. Principals and teachers comprehend that curriculum

is an effective vehicle to impart GNH values and have created many interactive approaches to deliver the GNH-infused curriculum.

Infusing values in the lesson plan. One common approach that the teachers consider is identifying the values embedded in the topic or subject and integrating them into the lesson. Almost all the participants mentioned that they have school policies that mandate teachers to infuse GNH values in their lesson plans. The following are comments on how principals and teachers identified and infused values in their lesson.

Starting in 2010 we have been creating awareness to teachers ... we have plans and policies where teachers have to inculcate values in their lesson plans. So every teacher has to write in his or her plan [about] what values to teach. (P4)

Since the implementation of Educating for GNH, principals have made the teachers more aware of GNH principles and values and encouraged them to infuse these values into their lessons. Likewise, teachers identify the values emerging from the topic and reflect on them for teaching in the lesson plan format. Here is what one teacher said:

When we plan lessons, we have the component for values in the lesson format. From the topic we identify what values children will learn. For example, in-group work, maybe the group work is something discussing about a simple topic. The value does not necessarily have to be in the content. Just the teamwork, cooperation between the members of group itself is a value. (T1)

Educating for GNH is not introduced as separate subject. Teachers were encouraged to integrate GNH values and principles in their daily teaching pedagogy. The participants report that it has become compulsory for teachers to infuse values into all lesson plans. Moreover, principals confirm that, as required by government policy, they monitor and support such lesson planning for effective implementation. One teacher remarked:

Educating for GNH is not really taught as a separate subject but infused with curriculum and co-curricular activities... I remember we had a workshop in

Thimphu on GNH for the teachers and we were asked to infuse GNH values. So a very important aspect we have is to include values in our lesson plans and it is strictly monitored. (T2)

Another teacher remarked how GNH values are infused and taught in a particular subject.

The values we suppose to infuse are considered first as we prepare plans for a particular subject. So we write those values into the yearly planning. And while planning lessons we infuse one or two values and we do not say these are GNH values but simply integrate those into the process of teaching the particular discipline topic. (T5)

So we see from this that GNH values are not taught separately. Teachers identify the values most related to the topic or subject and integrate these into the lesson. Schools have developed policies that mandate teachers to infuse GNH values in their lesson.

Teaching values. While teaching GNH-infused curriculum, teachers are mindful of engaging students in more interactive activities to enrich and improve learning by creating a context that infuses GNH values. They are mindful and conscious while delivering the curriculum and explicitly go beyond clarifying concepts, explaining meanings and highlighting values. The excerpts below provide examples of how teachers infused values in various topics and subjects. A participant who teaches science infused GNH related values in her lesson in the following way:

I am a science teacher and I teach GNH values along with science concepts. For example while teaching the concept photosynthesis, which is about process of making food by plants, I can insert plenty of GNH related values. I say that without sunlight, plants cannot make food. So the sun is there for all of us. It does not discriminate anyone. It gives equal heat and light. It is so generous... Even the air in the atmosphere provides carbon dioxide and oxygen equally to each and every one of us. Likewise values such as generosity, respect, equality, and understanding are generated from the concept and taught to the students. (T1)

In the subject of English, values are infused and taught through poems, stories, drama, and debates. The teacher participants who teach English commented on how they infused values into their lessons:

Wherever it is suitable and apt, we try to make textual connections to teach values. For example, one of the pillars [of GNH] is preserving and conserving our environment. When we teach poems or stories related to nature or environment we talk about importance of it, preserving it and the consequences if we do not preserve it. So as far as possible, we make connections to GNH values and urge our students to promise to protect our environment. (T3)

Another teacher explained her teaching of values in her English lesson.

When we teach content I work to infuse values. For example, I teach drama, and use a one act play called the Greek Theatre. This is a wonderful story. On one hand you have power and on the other hand you have family relationships and obligations. So I try to relate textual information with practical experiences... do you think your family or your life is more important than power? We take up debates and put them in the situation where we ask if family relationships are important than the power. This is how we discuss, debate and infuse values. (T2)

A computer teacher described his teaching of values in his computer lesson:

Besides the content outcomes, I do try to reflect values. For example the students might be learning [about] sharing and punctuality. So when I go to class, first and foremost, I am punctual to the classroom. If I am late for few minutes, I apologize and share the reasons so that students understand [why I am late]. Such values are generated beside those concepts related to topic. I am a computer teacher and the topic that I am teaching now is computer networking, which deals with sharing. Along with sharing, values like [equal and fair] distribution and contribution [for the good cause] are also taught to the students. (T6)

The findings also showed that GNH values are imparted and promoted through many different school-wide activities. One such activity practised in all the schools is meditation. Almost all the participants described meditation as one activity where

students consider many human values. Meditation is practised for 1-2 minutes every morning during assembly and also practised in the classroom. One participant described how the meditation activity is carried out in his school:

In our school, we have different kind of activities that will lead us to the pillars of GNH. For example, one activity we focus [on] is meditation or mind training for children. It is practiced for two minutes for classes pp [primary] to six during assembly... our children are aware of the purpose of meditation. Every period just before the lesson begins they have another session of meditation for one minute. The purpose is being explained in the class as well. Here the meditation is not the higher level one where monks and gomchens [a local religious practitioner] do but we do the most basic level. It is practised to gain attention, retain memory power, and peace in mind. (P10)

Meditation is identified as one of the key activities to impart values. It is practised as an enrichment activity to gain attention, retain memory power, create peace in mind, relieve stress, and increase self-awareness. Other activities that schools do to infuse and promote GNH values include club activities, games and sports, GNH talks at the morning assembly, establishing a GNH corner, declaring a value week, and quality time with students. A number of respondents commented how GNH values were imparted through co-curricular activities. Schools have created many interesting innovative activities to impart GNH values. One such activity is the “value of the week,” where children know and understand the concept and have opportunities to practise those values over a period of one week, as one principal describes:

To inculcate values ... [the] first thing we focus on is through teaching and [the] second step we take is we have value being focussed on for one week. For example, the value of the week might be “punctuality.” Children know and understand what punctuality is, and why is it important. Keeping in this mind, children practice the value for a week but this doesn’t mean that when the next

week comes the previous values that are practiced are lost. We just focus and emphasize the particular value in that week. Likewise, we practice weekly-based values in our school. (P6)

Another interesting activity is spending “quality time” with students. Teachers and students brainstorm about GNH values that needed to be promoted, strengthened, and practised. A teacher remarked how these values were then infused in co-curricular activities in her school.

Besides infusing values in our content of the lesson, we also have quality time with the students right after the morning assembly. We have 15 minutes to talk about the values with the students. We have different clubs where we impart values ... one is media club where we talk about ethics and value of media which is very pertinent nowadays. We also have Tarayana club, focusing a [great deal] on activities with community service. We encourage children to volunteer and do many things for the community. (T2)

In games and sports, participants described how GNH values were taught by explaining the rules and regulations, the way we think about winning and losing in the games, and the significance of accepting defeat and coping with emotions. A teacher participant described how the values were imparted in this way. For instance,

When a teacher conducts games and sports, children are briefed about rules and regulations, their behaviour and conduct during and after the game, the importance of winning and losing the game, how to accept defeat, and coping with emotions, etc. (T1)

In summary, one of the significant approaches used in implementing Educating for GNH in schools and school systems was the teaching of a GNH-infused curriculum. In order to teach GNH-infused curriculum, teachers identified the GNH values embedded in various topics or subjects and integrates these values into lessons. Lesson plans represent the

major strategy for planning out the infusion of GNH values. In addition, values are imparted and promoted through various co-curricular activities.

Creating a GNH-inspired learning environment. Participants reported that schools create a GNH learning environment to implement Educating for GNH. A GNH learning environment encompasses the development of a green school environment, providing equitable opportunities to all students, ensuring a safe environment, taking care of and supporting individual children, and developing school policy documents that support these GNH related goals. Although the participants have initiated and established many proactive strategies and activities to support the creation of GNH-inspired learning environments, the findings identified three significant aspects: physical ambience of the school, establishment of student support services, and positive discipline and improvement as the most significant approaches to creating the most supportive kind of environment.

Physical ambience of the school. One of the initiatives taken by schools to create GNH-inspired learning environments has been to improve the physical ambience of the school through the school greening program. The concept of “green schools for a green Bhutan” was introduced to all schools by government policy. The green school enacts the beliefs that the school’s environment, physical presentation, general setting, and overall ambience are all important. Therefore, in order to create an environment that makes children feel invited and welcome, each school works at keeping its campus green by nurturing flowers, plants and trees, and maintaining a clean campus free of litter, drugs, graffiti, waste and plastic. Almost all the participating schools practised proper waste

management systems by sorting recyclable, reusable, and disposable items in proper designated areas.

The District Education Officers observed significant improvement in physical school ambience. One stated, “I see schools are putting great efforts to make their campus beautiful. The school facilities and surroundings are maintained clean, safe and made user friendly” (DEO3). Another stated, “The physical school ambience has really improved a great deal with school greening program, waste management policy [is implemented and practiced] beyond the school border to the communities” (DEO1).

In addition, all the participants shared the measures taken to keep their school environments clean, green, and beautiful. For example, the district education office “encouraged schools to develop a comprehensive plan and policy for school greening program and waste management” (DEO 2). One principal described how “We have planted many trees since 2010 to keep our school green and beautiful besides maintaining the surrounding by cleaning everyday” (P 9). Another principal provided an example of how school greening program is carried out in her school.

With regard to school greening program, we have planted trees, golden hedges along the footpaths, flower gardens are made with flowers planted in the pots and are maintained class wise so that the environment looks beautiful. We have even planted flowers around the toilets. (P10)

Thus, the Green School concept has been initiated in all schools to keep the school green and beautiful by planting trees and flowers, maintaining the surrounding clean and safe, and practising proper waste management among other projects to give children opportunities to explore and experience these concepts.

Establishment of student support services. The most important aspect of creating a GNH-inspired learning environment was the establishment of support services. A majority of the participants cited that they have instituted support services for teachers and students. For teachers, support service is provided especially “when somebody is sick or died in the family, we make mandatory contributions in cash or kind” (P5). For students, support services were provided through various approaches and programs. One principal, for example commented:

I have introduced a program called “know your child” because I really want children to feel that teachers love and care for them, as if they are the foster parent in school. I want teachers and students to understand each other. When they do not understand each other in the school, I think there are lots of problems and teaching and learning is not smooth. Through our “know your child” program, teachers understand the students better. Students also understand the teachers, and trust and share whatever problems they might have. We have been also helping few children of poverty with fees through know your child program. (P4)

Through the “know your child” and similar programmes, schools know and understand each child better as an individual. This process builds good relationships that can develop mutual understanding, respect, and trust between teachers and students. It basically deals with the welfare of the children and especially those who require attention. To support disadvantaged children, schools have also gone further in mobilizing their resources and constructing hostels for the students. It is a great effort on part of the school for these students. A principal mentioned his initiative to help students who had to walk long hours to get to the school:

I saw some of the students walking about one and half hour to two hours [every day]. In summer season it is very difficult to come to school. So I ask some of the parents to volunteer and come forward and I did some survey and found quite a

few students ... So we talked with the parents and seven households came to consensus and gathered contribution about Nu.100,000.00 (Ngultrum hundred thousand). They constructed two [little hostels]. This is the third year and today these hostels cater to 18 students from remote villages. To date none of these children have failed. Every year we have meeting with those parents and they say they can sleep soundly and they are happy now. A group called student support services coordinates this program. (P5)

According to one participant, “student’s support service is [observed functioning effectively, and] emphasized to care the underprivileged [students]” (DEO1). In this regard, the schools identify the underprivileged students and help them with fees, books and school uniforms. A statement from one participant principal explained this:

Even though we have not much to do but we ensure that little unfortunate students are made to feel at par with the rest of the students. To do this, we try to identify the needy students and support them. The student support service supports them with school fees, uniform, stationery, and etc. We also try to ensure that students are not made to feel badly because of their financial background. We have school norms that [ensure] all are treated same and equally. (P7)

Establishment of support services has a significant impact especially for underprivileged students. They get support for basic school necessities that facilitate, encourage and motivate them to remain in the school.

Positive discipline and improvement. With the implementation of Educating for GNH, schools have witnessed significant changes and improvement in students’ behaviours, performances, and discipline problems. The following observations from the participants illustrated the positive changes and improvements in students.

It has changed a lot in terms of children’s behaviour, attitude, interest in the school and the kind of interest they provide to social works, participation in

different activities ... So they are now more conscious about their moral behaviour, day-to-day activities along with the academic excellence. (P8)

Another participant remarked the biggest impact he found on student discipline.

I noticed students' [attitudes] became milder and thinking became softer, and [they] practice good habits. When they get disciplined regularly, they also fear their academics. This has not been researched or surveyed but I found over the last three years students' behaviour has improved. (P1)

To one participant, the implementation of Educating for GNH has helped to reduce discipline problems. She stated:

In 2007, when I joined this school, there were tremendous discipline problems. Now with GNH coming in, discipline problem is really minimized, so that is one area that we could really see change in our children. We see positive attitudes coming forward and overall the atmosphere has changed for [the] better. In terms of performance, academically [students] are doing better. (T2)

Along with the improvements in student behaviour, performance, and discipline problems, the participants cited the use of corporal punishment being replaced with positive disciplining techniques. Here are the two specific comments related to corporal punishment:

Teachers never use corporal punishment because we use positive disciplining techniques. So I think in terms of student behaviour, [the] system as a whole has shifted and improved. Now we do not see teachers carrying sticks. (P3)

Educating for GNH has changed teachers' approach of disciplining students. Teachers understand the use of corporal punishment not only brings poor psychological effects and physical damage to children but it is also against the GNH ideals. A teacher shared his experience in this way:

We received a lot of punishment. Now it has changed with GNH. Punishments are not happening in schools. We should not punish students because if we do so, the real essence of happiness is lost. (T5)

Although the majority of participants favoured the practice of positive disciplining methods, there were a few participants who lobbied for the need of flexibility for teachers to use some form of punishment. These participants hold an opinion that is shaped from the experience they had when they were in school. A teacher shared her experience of the need to have punishment:

I came with so many plans where I will be using all the skills that I have learned in PGDE program to understand all students at their own level and cooperate with them and not to harass them actually physically. I was not using physical [punishment] or scolding but I came to know that some of the students [who I was not] scolding were not actually working. I started to scold them and warn them.

After sometime it improved and their learning also developed. (T7)

There is no doubt that these beliefs and practices on disciplining the students go against the official education policy and, moreover, contradict GNH ideals but schools experience some parents also still using such punishments at home. In this regard, a principal shared her situation where schools try to refrain the use of corporal punishment and on the other hand parents practise it.

We have to deal with students where only beating and scolding is given to them at home. Some children [are] brought up at home like this and in the school we are trying to do things different now. [These] days even the [primary] child knows that we are not supposed to beat or scold. When the teacher [scold] them, they say “you are not supposed to [scold] me”. So this is the situation in Bhutan. At school, teachers try to refrain from [giving] punishments and at home parents practice it. Children come to school and they are free from this and sometimes they seem to take advantage. Of course teachers were told not to use corporal punishment, but practically without little scolding or beating, it does not work. (P10)

In short, to create a GNH-inspired learning environment, schools worked to find ways to develop a positive physical ambience, to provide care and support to all students, and are attempting to engage in positive disciplining techniques to change and improve students' behavioural challenges.

Leadership Roles and Practices

The participants in this study also described numerous leadership roles being carried out using a variety of leadership styles. Leadership roles in Bhutanese schools include managing resources, communicating with all stakeholders, delegating responsibilities, role modeling, administering school operations, setting visions, developing professionalism, providing guidance and support to staff, monitoring student achievement progress, and ensuring effective implementation of school activities. These roles influence the behavioural approach and guide school leaders to practise different types of leadership that, in turn, contribute to the effectiveness of the educational leadership and resulting levels of happiness. While the literature review indicated transformational leadership is likely the most important predictor/indicator of happiness, the data from Bhutan shows that other styles of leadership are still considered more important. Bhutanese educational leaders, particularly school principals, were found mostly carrying out distributive, ethical, instructional, servant, in addition to transformational leadership roles and practices.

Distributive leadership. Distributive leadership was one of the most commonly used leadership styles reported by educational leaders in Bhutan. A majority of the principal participants believed in the effectiveness of distributed leadership, which was evident from the participants various comments: "I believe in distributive leadership

[because it involves] everyone to become a leader and share [leadership roles] collaboratively ” (P8), “We have to delegate the jobs [fairly], and make everyone [responsible and part of the team] ” (P3) and “I always delegate and distribute leadership roles to the vice-principals, head of the subject departments, and teacher leaders [so that the] work becomes lighter and easier to manage” (P4). These school leaders explained during the interviews how they try to delegate responsibilities, share power and authority, engage in decision-making, encouraged and motivated to take leadership roles among the staff and students of the school community. Involvement of staff and students in decision-making and delegation of responsibility and power were two of the common distributed leadership practices noticed among the school leaders.

Involvement of staff and students in decision-making. The majority of the school leaders who participated in this study engaged teachers and students in decision-making and school improvement activities by encouraging participation and motivating them to take leadership roles. This strategy helps teachers and other stakeholders take on responsibilities and develop ownership. One participating principal mentioned the positive results to himself of making collective decisions by engaging teachers and students:

I never decide myself. I always meet, discuss and talk with teachers and students, and seek feedback and suggestions from them. As we share, I get more ideas and learn more and also get solutions from them. The most important thing is when we discuss and finalize [decisions] together, they become everybody’s responsibilities. If the principal is ordering or deciding on his/her own, it becomes only the principal’s responsibilities. (P3)

Another participant noted how he initiated students’ participation in decision-making by following GNH pillars:

We go by one of the GNH pillars, good governance. We try to make all the decisions through democratic set ups. We have started selecting school captains through electronic voting and another thing we try our best at is to generate participation of students in deciding the matters that affect them. (P7)

School principals described how they involve teachers and students in decision-making to solve school issues, acquire a diversity of ideas, engage everyone in the process that makes responsible and help others take ownership. Student involvement in decision-making was found to be very effective to provide a bridge between the school and students. The leaders described how they disseminate school goals and strategies, plans and activities to fellow students, and bring matters concerning students to the student population. In addition, participants also described how students take responsibility and ownership in leading a class or group to do assigned work when teachers are on leave or while they are engaged in other activities.

Delegation of responsibilities. Through the delegation of responsibilities, principals described how they share power and authority with both teachers and students. One of the principals expressed her experience of delegating and empowering leadership roles to teachers and students who contributed to school effectiveness.

I have worked in the school for so many years. Over the years, I gained a lot of experiences as a teacher and principal and [one thing] I have learned is to delegate. When you delegate, your work becomes easier and, also, people who are sharing those jobs learn too. Another thing is empowerment. I believe in empowering not only the teachers but also the students. (P4)

Distribution of leadership responsibilities and the sharing of power and authority with the students were also apparent in the data. Here is one typical example of how participants described the way students carried out leadership roles.

I have created a student leadership day where children take over the school from morning till evening. Students conduct their own meetings, record minutes and they also submit their points to the office. Since children are future leaders, I feel that school is the forum where they need to practice and learn [these skills]. So the teacher on duty mentors them and I also mentor them to be a leader, to comment on the morning speeches, make the announcements, and the whole day they do the roles normally carried out by the teachers. For example, student leadership day is on Tuesday, so from morning to evening they have to collect any agenda items for the morning assembly. They go around to the teacher on duty and also come to the principal's office. If I have any announcements, they come and collect them from me. We also have captain on duty (CoD). Everyday we have two CoDs since we have two main gates. When they are doing their job well, they help children to come to school on time and it reduces truancy. That is one area I believe in empowering not only teachers but students also. (P4)

Thus, it is understood from the above statements that principals engaged teachers in decision-making to solve school issues collectively, take responsibility and develop ownership for decisions while delegating and empowering leadership roles within teachers and students.

Ethical leadership. One of the significant findings from this study on leadership roles and practices was related to forms of ethical leadership practiced in the schools. Some of the roles and practices described by participants that are specific to ethical leadership include 1) being a role model or set example to people in the school, 2) walking the talk, 3) being a person who preaches but also practice, 4) making firm decisions, 5) being fair and transparent, 6) respecting individual values and beliefs, 7) holding each other responsible and accountable, and 8) putting trust and confidence in others. Among these roles, the two main ethical leadership practices that were found in

abundance in the responses were role modeling and demonstrating fairness and transparency.

Role modeling. All the participants mentioned role modeling as a very important behavioural role for educational leaders. One participant stated, “As a principal I... set an example as far as possible ...be [a] good role model” (P9). Another remarked, “I just walk the talk [and] do what people expect to do and model the way” (P7). The following statements from the principals and teachers demonstrate their concern with respect to their ethical leadership practices. One principal said:

As administrator you have to be a role model to the teachers and students ... and it is not an easy job. You have so many roles—to teach, guide and support the teachers, look into concerns of students and administration, and yet it is good to show good examples to your teachers and students. If you want good teamwork, you have to be part of the team. An example is punctuality—if I do not come before the teachers come how can I expect teachers to be on time. (P10)

Likewise, teachers perceived principals to be role models, equipped with knowledge and skills to pass on to the teachers. From the teachers' perspective:

We look up to a principal in every way, not necessarily because of their authority only. If we cannot have [good modeling] from the principal, I think they would be very difficult to work with. (T1)

One teacher perceived her principal as a role model rather than as a supervisor. She commented:

The principal is a very important person in the school. We look up to him as a role model, displaying many skills and values. I have no complaint about our principal. For me, a leader is somebody who encourages us. Most of the time, a leader thinks and looks after everyone. A leader is a leader when they not only talk but also walk their talk. (T3)

Fairness and transparency. Being fair and transparent in the system was another of the key ethical leadership practices described by the participants. School principals talked about how they believed in establishing a fair and transparent system for the successful implementation of any school program, particularly GNH-inspired ones. Fairness, according to the participants, includes treating people fairly, distributing roles, and allocating resources fairly and equitably, while transparency is composed of sharing relevant information, making collective decisions, and building trust. A principal remarked about the positive aspects of developing transparent school system:

The most important thing we do in school should be being transparent about what is happening, what is expected of [them], sharing things that everybody should know, as transparency helps propel the school to new heights. Through transparency, we generate trust with co-workers and, when we trust each other, we build a good team. (P7)

Similarly, teachers expected to receive fair and equal treatment from the principals and to work in a transparent system. As one put it:

I feel that transparency is important. Whatever you do, it should be done transparently. Another thing is fairness. People always talk about fairness [and wanted leaders to be fair]. For example, [when nominating] teachers to attend workshops, we have to give priority and select the most deserving teachers. (T4)

Another teacher remarked on the need for principals to develop fair and transparent mechanisms while allocating and using budget lines for different activities.

From the principal side, allocation of budget from the school development fund could be used more transparently. Principals do not discuss this with us and we do not know how many funds we have. More budgets are allocated to things that are not very relevant [or require much]. For example, as teachers we need to make many teaching and learning materials and, sometimes, I find that there are not enough materials because of an inadequate budget. (T6)

Role modeling is a very important consideration for educational leaders. As an educator, the system demands that principals and teachers be role models because it is believed and understood that students always watch and follow school leaders as models. The fairness and transparency a leader demonstrates a vital role in the development of ethical leadership. Being fair and transparent in the system enhances stakeholders' morale and brings satisfaction to their work because people like to work with leaders who are good, supportive, efficient, fair and transparent. In other words, no matter how dedicated or intelligent, people may find it difficult to be happy in a system led by unethical leaders.

Instructional leadership. Among the many leadership roles and practices, educational leaders in Bhutan perceived instructional leadership as the most important role. They believe their main purpose in the school is to help children learn and perform better in academics, and it is enhanced through their instructional support. One principal, for example, remarked on his priorities of leadership, “I am an instructional leader because if you are not an instructional leader, how can you expect your teachers to be an instructional leader, which is very important” (P2). Another principal stated:

When it comes to the leadership roles I believe that instructional leadership is the most important. Our target is to provide good education for all. Of course we cannot guarantee that we will produce 100% capable graduated people but at least we can provide good instructional [leadership] that will enhance their academic achievement. As a leader in the school you must believe in, and practice, instructional leadership. (P1)

On the other hand, teachers viewed their principals' instructional leadership as having greater influence on the quality of teaching and learning and as the key element for the improvement of student achievement. Consider the view from a teacher:

Academic achievement will depend on the type of principal in a school. If the head [teacher] is particularly concerned about student learning, he or she can design so many activities to enhance the academic achievement. The foremost thing the principal should not forget is he/she is the instructional leader. (T5)

The findings in relation to instructional leadership can be broadly categorized into three instructional roles: provision of resources, professional support for teachers, and instructional support for students. Participants believe that fulfilling these leadership roles will enhance students' academic performance and motivate them to work hard and strive for excellence. This excellence will bring satisfaction to the students while, in return, school leaders find themselves seeing the result of their hard work and the progress made by the students.

Provision of resources. As resource providers, principals mobilize and manage resources for the school, and most importantly, provide support to purchase teaching and learning materials. One participant principal stated, "We provided [teachers] access to internet facilities so that they can browse and learn for themselves. We also procured lots of reference books" (P8). Another interviewee supported teachers with numerous resources to facilitate teaching and learning:

Teaching is the most important task and any education institution's success is known through its academic achievement. Each success story of each school becomes known across the country when the exam results are known. First, we give a great deal of importance to teaching and from the school perspective as principal, we do try to ensure a curriculum implementation plan is in place and accordingly move it forward and support and many teaching and learning materials. We have printers, computers and photocopy machines and even internet facilities for teachers. (P6)

Principals fulfill the resource provider role and teachers viewed it as the principal's job to supply resources. Here is the expectation of one teacher for his principal:

As a teacher, I expect my principal to give us support with resources because when we implement [GNH activities], we need lots of resources. Without resources, it is not possible for teachers to implement teaching strategies [effectively]. (T4)

Attention should be given to teaching-learning materials in order to implement Educating for GNH in the classroom. Teaching materials are important because they facilitate the teaching and delivery of lessons effectively while supporting student learning and enhancing achievement. Even though most of the resources in schools are distributed centrally, school leaders have budget lines to procure and manage resources required for school. Principals investing their school funds in appropriate teaching materials and resources will support good teaching and learning outcomes that can enhance the academic standard of the school.

Professional support for teachers. School leaders regard professional support for teachers as an important aspect of instructional leadership because schools have “a [mixture] of teachers ... some come very fresh, some are senior and experienced [and moreover they] keep changing after every few years” (P1). Therefore, professional support is a must for the diverse group of teachers as the principals attempt to facilitate effective teaching. As an instructional leader, principals arrange professional development programs, mentor teachers and staff, visit classrooms, observe lessons and give constructive feedback. The participants reported how they ensured that professional supports were provided to teachers. Here is a typical statement by a principal that described her strategies for providing professional support:

I try my best to support teachers in each and every field. This could be collecting materials, solving teacher shortage problems, and professional development programs for teachers. Now the time has come we have to not only focus on students but also on teachers. This is one thing we are carrying out this year. We did two days of professional development program with teachers and lined [up] some more professional activities. (P3)

Professional development programmes were provided by all principals to their teachers to enhance their teaching skills for effective teaching. A principal said:

I do a great deal of professional development activities for the teachers, meaning conducting workshops to enhance their teaching skills, strategies so that their teaching is effective. I also do plenty of mentoring and then we have monthly professional development programmes (School Based In-service Programs). If it is within my capacity, I look for resources and information from here and there and conduct workshops. Our mandate is that every teacher should get 80 hours of professional development time in a year. To live up to it, we are doing everything possible to refresh our teachers with up to date teaching/learning skills and update their skills. What they have learned many years back may not be suitable now and we need to constantly update. (P8)

Educating for GNH was one area that schools focused their professional development programmes. Almost all the schools have conducted school-based in-service programmes (SBIP) to update their knowledge and understanding on GNH. In addition, many teachers have also attended workshops conducted at the national and district levels. Principals also supervise, visit classes, monitor and observe lessons, and provide feedback focused on the improvement of instruction. One participant principal explained:

One of the most important things to focus on as an instructional leader is to ensure that students are on task. In order to make sure our students are on task, we have to visit classrooms and monitor student achievement. We also have established groups for monitoring and support services for learning. Senior teachers try to

coach and mentor newly graduated teachers. They visit classes and observe lessons and provide constructive feedback. (P7)

To effectively contribute to school improvement, professional development days for teachers have been instituted and encouraged to facilitate professional development programs. See the comment below from one principal:

To provide teacher support, I have instituted professional development days. We have set aside different PD days in our calendar. For example, every month we have professional development day focussing on different topics. Teachers are also given [the] opportunity to do research and facilitate professional development programs. (P4)

Professional development programs for teachers are organized on a needs basis. Schools invite experts to facilitate workshops on particular topics or subjects if there are no competent teachers in that particular area within the school. For example, as one of the principals illustrated:

We need to align ourselves as per the situation that is really required at the moment. My experience is I always try to find out the problems of the people. I go to classrooms and talk to the students, get feedback and see what might be a problem. I ask myself how can I help the problem and who can help the problem. For example, I try be able to help with textbooks, infrastructures, but sometimes I cannot provide support in academic for example in physics or maths, then I try to look for someone who can actually give support in that particular area. (P2)

Another principal expressed similar procedure of supporting professional development for teachers:

This is my second year in this school and what we have been focusing on is professional development. We identify the needs for the teachers. If we have a teacher among ourselves, we use him and if not we [bring] expertise from outside. (P7)

From the teachers' perspective, principals were perceived as qualified, resourceful, creative, innovative, having knowledge and skills in curriculum and instructional materials to help teachers with instructional delivery. On the other hand, there can be difficulties with less competent principals. A teacher remarked her experience of interacting with incompetent principal:

Sometimes if principals are not qualified academically, it hampers [professional development]. We come across lots of academic issues and if we do not get support from the principal, it is difficult. And getting help from teacher colleagues can also be a problem. Some do not take positively [to offering help]. (T1)

For this reason, for any change that is happening in the system related to policies or curriculum, principals are notified or invited to attend meetings or workshops for updating. Professional development workshops are organized more often for principals rather than teachers. The idea is to develop principals' professional competencies so that they will lead and facilitate professional development programmes for their teachers. One example is, when Educating for GNH was initiated, all principals throughout the country were given 10 days of workshops on GNH prior to implementing the program in the schools. These principals then conducted SBIP in their schools for teachers and other supporting staff.

Instructional support for students. Evidence from the data indicated that instructional supports for students were provided through various means and approaches in order to enhance student achievement. Teachers were encouraged to set targets to enhance student performance as well as being held accountable for student achievement. One participant stated that the “main focus of student achievement is to keep hold of the teachers and make them accountable” (P7). In addition, schools introduced extra

programs for low-performing students, conducted weekly tests, and held monthly student performance review meetings. Schools also established groups for monitoring and support services in order to ensure teaching and learning is carried out successfully. Subject departments were also instituted in many schools. These are some of the new initiatives found in practice since the establishment of Educating for GNH policies and practices in the school system. The following comments from the participants illustrated their understanding of supporting effective strategies for student achievement:

To improve our student achievement, we have to have a system in the school. We did not have Head of Department (HoD) system in the school. So I instituted an HoD system. They have their own group now. So they sit together and set targets about how much they are going to achieve [by the end of the year]. For example, an English teacher set a target to achieve 80% result. So when teachers set targets like this they will create plans and activities to help achieve that percentage. (P4)

One principal shared his core instructional support for students through teachers. He expressed his understanding about different learning abilities that require individual attention and a variety of learning activities.

I always talk to my teachers [about how] we should not think of our class as one. We should think about teaching in terms of individual students. Each individual has different needs and ways of understanding. I always instruct my teachers that multiple intelligences need to be considered. Based on this we need to develop lessons that differentiates for learning abilities. This is something that I need to ensure academically for each individual child. (P2)

As previously mentioned schools have also introduced extra programs for low-performing students—“to enhance their performance we are providing lots of remedial help” (P8)—and also conduct weekly tests and student performance review meetings. For example,

This year we are trying a new practice to increase student performance. We have a weekly class test. On Saturday they have a half-day of classes and on Sunday they are free and so on Monday they have the test. This way they get time to study and it also keeps them engaged during the weekend. This also covers a monthly unit test. So the subject teachers take turns to take test every week and when a round of test in all subjects is completed a unit test is also covered. (P10)

A review meeting to enhance student achievement is conducted in the following manner:

At the beginning of the year we have a staff meeting focused on student achievement—including an analysis of last year's results, failure rates, corrective measures of last year whether it has really worked or not, how many has failed before mid term and how many after mid term. So basically we are using the previous year's performance to improve further. (P8)

To sum up, instructional leadership is acknowledged as important because school leaders believe that school academic performance will not be enhanced without the principal being an instructional leader. As instructional leaders, Bhutanese school leaders described how they engaged in three main roles: provision of resources where they arrange and supply teaching learning materials, professional support for teachers' concerns helping teachers with pedagogy and professional development programmes, and instructional support for students is focused on students learning outcomes.

Servant leadership. Fulfilling teachers' needs and demands, winning the heart of people and gaining trust, putting teachers and students first, showing care and concern, and, above all, serving with heart were some of the leadership roles expressed by participants that anchored the practice of servant leadership. As one participant expressed, "I feel myself to be a servant leader ... and serve everybody in the school and make the teachers happy" (P4).

Another participant described how his experience of serving people with heart led to mutual respect and deeper understandings, and generated trust from the co-workers.

I will always take my leadership from my heart ... as a leader I personally feel that if we deal with heart, the result will be always good. To be a successful leader, I think trust is a very important thing. We need to trust our own people and empower our own people. We should make sure they are also accountable. We should built team work and collaborate in any school activities. Every feedback we get from people should be respected. If you work to align all these things it is very important as a leader. (P2)

The motive behind servant leadership is to serve people's needs first with humility and the highest intention of serving. The roles and practices specific to servant leadership, such as fulfilling teachers' needs and demands, serving with heart, and putting teachers and students first, and showing care and concern are very well connected to GNH concepts because GNH regards happiness as coming from the serving, helping and having concerns for others, living in harmony with nature, and being good to all sentient beings.

Transformational leadership. Another distinct role that educational leaders practised was that of transformational leadership. The data showed that it is the second most important leadership practice after instructional leadership. Participants mentioned numerous roles related to transformational leadership such as empowering, delegating, setting goals, building teamwork, and surrendering power and authority among others. From the list of transformational leadership roles, setting school goals and building teamwork appeared as the two most common practices highlighted by the participants. Schools in Bhutan spend a great deal of time reorienting and setting new goals and

strategies to achieve the goal of educating for GNH and build teamwork for its successful implementation.

Setting school goals. Evidence from the responses indicated that principals set school goals and develop strategies to safely lead all stakeholders towards those goals. School goals, however, were often developed collaboratively, involving both teachers and students and sometimes even school board members, and made transparent to all of them.

A principal commented his satisfaction in facing challenges and achieving goals:

When I took over this job as a leader, as a manager, as an administrator, I took over a challenge. Today I am facing the challenge. In the end, I get satisfaction and to me that is happiness. This satisfaction you get when you are able to set up a goal and then achieve your goal. That is where the satisfaction lies. This year I am going to have 95 to 98 percent result in board exams and if I can achieve that I am satisfied. (P5)

Similarly, another principal sets high standards and performance expectations for his teachers. Expectations and progress are two features that bring satisfaction to him.

Satisfaction is derived from work progress, and the progress of the work results from high expectations being fulfilled. He expressed his satisfaction within the GNH context in meeting those expectations:

The GNH concept is all about contentment and satisfaction. On the other side, if we are raising the expectation bar, people may not be happy but we have to go with the tide of the time. GNH to me does not mean relaxation, it means going with the tide. I have high expectations for teachers. I feel there is no progress without high expectations and no satisfaction without any progress ... raising the expectations are not about only looking at the results but also make people to keep on their toes. If expectations are not raised, we have lesser satisfaction from the work, and when achieved higher satisfaction that is what GNH is to me. (P7)

Principals setting common school goals are important because schools need to focus their attention in order to make progress. It is difficult for schools to make improvements without goals and without having high expectations for teachers and students.

Building teamwork. Transformational leadership is apparent from the emphasis given to teamwork. The respondents strongly believed teamwork to be the most effective strategy and demonstrated GNH values by working together as a team, establishing working committees, involving everybody in school activities, supporting each other, making collective decisions, working collaboratively towards common goals, and solving problems unanimously. A principal phrased his building of teamwork through leadership with his staff in the following manner:

I think we have very a strong relationship that bonds teachers and students together [as a team]. This is where we say if we fail we fail together, if we succeed we succeed together, and if we enjoy we enjoy together. So in way when one have the problem we attend to it. We have sense of belongingness [to each other], unity, cooperation, understanding, and work together as team in many school activities. (P6)

To summarize, Bhutanese educational leaders practise different types of leadership roles depending on the situation. With the implementation of Educating for GNH, school leaders have adopted leadership practises that in an attempt to give satisfaction and happiness to the teachers. The practice of authoritarian leadership style is found less prevalent than it used to be in Bhutan. It is evident from the school leaders that their leadership practices are now mostly focused on influencing, inspiring, motivating and stimulating teachers to work hard and bring work satisfaction as opposed to authoritarian leadership where the leaders only dictate to and have no trust in their

subordinates. The most profound leadership roles and practices of school leaders were distributive, ethical, instructional, servant, and transformational leadership.

Attributes of a Happy Educational Leader

Attributes of a happy educational leader include positive human personality traits and behaviours that lead to success and happiness. Participants provided their opinions about a range of behaviours and characteristics that contribute to being a happy educational leader. Specifically, the data analysis identified five attributes that were typically displayed by the educational leaders as they oriented their leadership practices towards implementing Educating for GNH. Bhutanese educational leaders were found to be happy because they were educators, but also because they are ethical, demonstrated humanity, were influential, and social leaders. These attributes according to participants were the leadership traits that influenced the way they led, the leadership behaviours that they performed to bring change and improvement, the leadership skills that they developed to accomplish expected goals, and most importantly the good human values that held the elements of happiness and brought satisfaction, not only to them, but also kindled happiness in people around them as they carried out various leadership roles.

Being an educator. Participants expressed their satisfaction and the happiness derived from being educators. Teaching values of good human beings, seeing positive changes happening, creating a good working atmosphere, observing children practise good habits, bringing small differences into the lives of children by inculcating human values and improving students' performance were some of the accomplishments that bring satisfaction and happiness as an educator. Educators find their satisfaction and happiness when they see the positive results and changes happening in schools with the

implementation of Educating for GNH. The Educating for GNH mission is to improve the school system by infusing GNH values into the curriculum, developing GNH minded teachers and creating a GNH learning environment. One participant shared her satisfaction and happiness about being an educator:

I have been a teacher for a long time and the happiness I get is from the students. These children are in our hands and it is so satisfying to see them becoming good, productive, value-laden persons. My main happiness is to be with children and bring small differences in their lives by inculcating human values. (T1)

Another participant commented on the contributions she makes as an educator that bring her happiness:

One of the contributions I make is through counselling students ... What I tell my children is that if you say I have lots of homework to do you die everyday ... instead you should say ... yes I am a student and these are the works that I have to do and take them positively, and then you are happy everyday. It all depends on you. This is one thing I counsel my children to be positive and have happy mind all the time in whatever they do. (T2)

One participant emphasized that seeing positive changes and improvement in students made her happy:

My top priority is teaching. If students are doing well and excelling, and there is some improvement, that gives me happiness. And also as a teacher, our profession is not like any other. It is really a profession where we have to put our heart and soul into it, and when we see positive changes it makes us happy. (T3)

Even though a number of respondents reported that they were happy with being educators, the data also revealed challenges and problems associated with it. It is difficult to please everybody and still bring about change. As one principal put it:

I know everybody wants to be happy. So as a leader in the school, my main aim is to keep everybody happy ... teachers and students but it is very difficult.

Sometime it is very difficult to bring change. It is resisted [and people do not want to see change happening in school]. (P4)

Bringing about change in the system while maintaining happiness is not an easy task for a school leader. Nevertheless, changes are necessary because no matter how successful a school is, it must continuously seek new ideas and change practices in order to see continuous improvement. Educating for GNH is a national education reform that mandates all schools participate in successful implementation and requires all teachers to educate students with GNH principles and values. Educating for GNH can only flourish if teachers' demonstrate behaviours suited to GNH principles and values.

A few respondents mentioned that the “workload of teachers has increased as class teachers have so many things to do” (T4) with the implementation of GNH activities. Another participant pointed out how she is overloaded with clerical work in addition to teaching. She brings her insights to our understanding why teachers leave the profession and join other jobs:

If you are not overloaded, you can do quite a lot in academics and at the same time you are happy you can contribute more and much better ways. For example, I have four sections with two subjects and each class has 45 students. Correction ... I can do that because that is my job but than I have other clerical jobs such as club organization, leadership and media coordinators. So I have to do this a great deal of paper work. That is one of the reasons teachers are shifting and switching jobs and, given a chance, I would also go. Incentives ... I have never been abroad and I did not do my masters degree but at same time I have not given up my teaching. If we have a refresher course [or given opportunity to pursue higher studies abroad], and if there is somebody to encourage you, I am sure most teachers would not switch their job and they would be [happier]. This is something that we have been deprived of. (T2)

Another issue that teachers are not happy about is the mismatch between the remuneration they get and the amount of work they do. The statement below from the teacher speaks itself.

First important thing is monetary. Of course I do not say we want this much but if the person concerned would look into the job done or job required as the teacher and the salary that they are giving that could be balanced. (T6)

The perceived inadequate remuneration teachers get for the amount of work they do is a big negative factor affecting Educating for GNH. Teachers are not satisfied with the remuneration they receive and the huge responsibilities they shoulder. I support the participants who mentioned that teachers are being overburdened with many extra activities besides teaching.

Teachers' workloads have increased with the implementation of Educating for GNH while the remuneration and incentives remained unchanged. This is one reason that participants indicated that teachers are leaving the teaching profession and joining other professions. It is an issue that needed to be addressed by the Ministry of Education soon so that the educators are happy with implementing Educating for GNH.

Being ethical. Participant principals commented that when they make things transparent, distribute roles and responsibilities fairly, respect and treat everyone equitably, and set good examples for teachers and students, they get the most satisfaction. In addition they are especially happy to see that such ethical behaviours are liked and appreciated by teachers and students. Being ethical to one principal was to demonstrate firm, fair and transparent leadership behaviours: "Leadership must be firm. Fairness and transparent should be there. Wherever I go I emphasize on transparency. Without transparency again things are not going to function" (P10). Another principal regarded

every individual as very important person in the school. He respects, trusts, works collaboratively and tries to make informed decisions to make the people in the school happy.

I always believe that every individual is important in our school community and then trust them. I also feel that if we work collectively, discuss, talk to the people from time to time, keep everybody informed, and then even in decision making if we could involve as many as we can keep everybody happy. (P8)

On the other hand, teachers expect principals to trust them. When there is trust, respect, and equal treatment from the principal, teachers feel motivated, satisfied, and happy. For example, one teacher said:

Principals have to trust the teachers, and have faith in teachers. If the principal starts suspecting whether the teachers are doing what they are told to do or not it can cause suspicion and I think nothing can move forward. So trust must be developed between teachers and principals. (T1)

In addition, trust must be developed between teachers and students. If teachers do not trust, respect and treat students fairly and equitably, how can we expect our students to be ethical? Being ethical is to trust, respect, be fair and transparent, and when school leaders demonstrate such ethical behaviours it is adored and appreciated by teachers and students.

Being human. Being human in a positive sense is essentially about the behavioural patterns of human beings who model positive human values that can enhance the happiness of oneself and the people around. When teachers describe someone as being human they were referring to the values of having a human heart that exhibits kindness, generosity, sympathy, love, and care. It is a human mind that reasons and shows honesty, justice and integrity. It is a behaviour that demonstrates support, understanding and respect. It is the feeling that celebrates joy, happiness and shares

sorrow. Although the participants mentioned many positive behaviours that seemed to have embedded GNH values, they focused mostly on being kind and supportive. They understand problems and help as much as they could the children under their care by being human. A participant described his support of the construction a house for one of the students:

I have constructed one house, for a family where both the parents were disabled and have one child. Their house was at the verge of collapse. I just decided to pull out some money from here and there. In fact I mobilized 1700 students and talked to teachers. I realized the boy was going to face the board exams and his house was about to collapse, and his parents are both deaf and dumb. He is a student and he cannot afford to construct a house. I thought we could help to construct the house for them. When the house was completed, some media people asked the boy and the boy said ... the house is the strongest house in the world because this house is built by the hearts of 1700 children. When he talked like that I felt I did my part. To me that is happiness. (P5)

Another comment from a teacher participant related to being human is to connect with the inner self. Through good values, respecting the nature that provides us life and by celebrating joy, happiness, sadness and sufferings with the people around, we are truly human:

We should connect ourselves to inner self. We should know about ourselves leaving behind egos and jealousy. The other one is we should connect ourselves with nature. We should feel that even if we drink water, where this water has come from, people are dying of not getting enough water. The third is we connect with other people and celebrate joy, happiness and sadness, suffer with others. Eg. Some people are dying of hunger ... we cannot give them food but our feeling, compassion itself is GNH. If I can generate these feelings to students and [colleagues] in the school then I feel that I did something for the day. (T1)

Similarly, one principal stated his belief of happiness comes from being happy first in himself and through providing support and care:

I believe happiness should come first from within oneself. If one is not happy and is seeking happiness from others there can form doubt. So everything starts from myself. When children are sick I am happy to go there, see and talk to them and support them ... in a way it is about building attachment, we do things together, work together [and that] shows that happiness is coming from within. (P6)

School leaders seem to be happiest when focussing on being human. This means basically demonstrating positive human values that demonstrate love, compassion, kindness, support, understanding, and care among others. Being kind and supportive are the two profound human values the school leaders exhibited that brought about happiness for teachers and students.

Being influential. Inspiring and motivating teachers to work hard, and leading with positive examples were both behaviours of influential leadership described by participants. School leaders were happy about being influential people in the school. They are motivated by being able to influence, inspire, and motivate teachers and students to follow them in accomplishing school goals through the display of these leadership behaviours. A principal mentioned his influence over teachers and students when leading with examples:

I am able to show good examples, I [am a] role model, I go on time everywhere ... in that way naturally all our friends do learn. So teachers learn from my example and students try to copy from teachers and practice. These are some things that gives me happiness (P6).

Another principal influences his colleagues by working collaboratively, inspiring them to work hard, and by making interesting things happen to bring happiness in the school. He commented:

We are doing everything collaboratively to make everybody happy. But we must understand that when we talk about happiness, we are not talking of being happy for doing nothing. We are talking in terms of working hard, making more things happen, interesting things, so that we become happy because of the work we have done, and in return our customers [parents and children] become happy because we provide better services. (P8)

A principal motivated her teachers and students with providing merit certificates, encouragement and moral support:

I have instituted the awarding of merit certificate to students. If they are getting professional studies, I invite them and award them with khaddar ceremony [a traditional white scarf offered as a token for significant achievements]. It is very encouraging for others and I also put names on the notice board when they are awarded scholarships. The [students] come and look at it. I think in that way children are motivated and encouraged to do better. Teachers are given opportunity to do research and if they facilitate three PDs then I give a merit certificate. This helps during promotion and for training opportunities. (P4)

Being influential is about the way school leaders influence, inspire and motivate teachers to work hard to accomplish school goals. Besides, they lead by providing good examples for teachers and students to follow.

Being social. Bhutanese educational leaders in this study indicated their happiness about being social leaders. As social leaders, they were concerned about the well being of teachers and students, understanding their needs and supporting them, and building pleasant relationships. In addition, they were friendly and approachable and actively involved in social events. What follows are comments from the participants with regard to their sociability traits and happiness. One participant noticed:

One important thing is the welfare of students and staff. When they are taken care of, they seem to be happy and that makes me happy too. Giving only responsibilities and not providing support is not a good system. (P3)

A principal understands and takes risks to help his teachers in this way:

We should know about ups and downs of the people we work with and [recognize that] there are lots of social demands and social obligations people have. If we can understand and help others when they have many obligations, we should take this risk to help people. (P2)

Another participant commented on his approach to supporting the teachers:

I am trying my best to support every individual by looking into their welfare. For example, in case of sanctioning of leave from work, I even accept text messages and calls, supporting them in terms of their needs and sufferings. These are the little supports that I can give. Apart from that I also provide financial support. We give some cash if they need it. If they have family problems, or are in a financial crisis, what we do is have a system of collecting some amount and give it as semso [in-kind or cash contribution]. This is one small way we try to help each other to make them happy. (P9)

Teachers and staff have high expectations of principals. They expect principals to walk the talk, to listen, and support them in times of need. From a teacher's perspective,

[Principals can not] only be the person who preaches but also the one who practices. Principals should be very good listeners. My experience is that some principals do not listen to their teachers. Now, we are like a family and the principal is like our father. The principal must be concerned about the teachers, not only professional issues but also personal issues. In modern times, I think the authority type of principal is not the expectation of many teachers. (T1)

In brief, attributes of a happy educational leader include the personality characteristics and behaviours of a leader that influence, inspire, motivate, and encourage those whom they work with. These characteristics bring satisfaction and happiness to both leader and the follower. The Bhutanese educational leaders displayed five attributes that made them

happy while implementing educating for GNH were being educator, ethical, human, influential, and social leader.

Within these attributes, there were three human values that educational leaders kept emphasizing that relate to GNH. To re-iterate, the definition of happiness from the Buddhist context, is that happiness is an accumulation of good deeds and merits acquired from contributing to the happiness of others. Educational leaders derived satisfaction and happiness from *working hard* as they implement Educating for GNH, which is a collective goal of the school to make a happier society. Second, happiness is seen as being derived from *building trust* that develops interdependence and living in harmony among the teachers, students, and community. Third, happiness is derived from the *loving kindness* that helps, supports, respects, cares and concerns teachers, students and people around.

On the other hand, school leaders find it difficult to please everybody and bring about change. Teachers complained of increasing workloads and the extra activities they do besides teaching, and also the mismatch between remuneration they receive and the amount of work they do.

Summary of Findings

This study set out to explore how educational leadership practices have changed to improve the school system in Bhutan as educational leaders implement the national education reform initiative called Educating for Gross National Happiness.

In Chapter Two, the review of the literature was presented in three broad sections and identified several key themes. The first section on happiness identified two themes: the concept of happiness and its contributing factors. The second section explored the

theoretical underpinnings and practices of effective leadership and classified themes such as leadership traits and skills, leadership styles, types of leadership, and effective principal leadership practices. The third section was on leadership and happiness, and recognized a couple of themes: happiness of a leader, and the relationship between leadership and happiness.

As described in Chapter Three, the data for this study were collected from Bhutanese educational leaders through convenient and purposeful sampling. A face-to-face semi-structured interview and a survey questionnaire were employed to obtain data. The questions addressed such topics as school plans and policies to promote educating for GNH in the school system, leadership roles and practices, support for student achievement, and attributes of a happy leader. The data analysis was guided by an Interpretative Phenomenological Data analysis process developed by Smith and Osborn (2003), but some procedures were adapted wherever it was deemed necessary to reinforce the findings.

The study findings identified three overarching themes: implementing Educating for GNH in schools and school systems, leadership roles and practices, and attributes of a happy educational leader.

Schools in Bhutan implemented Educating for GNH in schools and school system through three main approaches. The first approach described was developing GNH-minded teachers, where teachers are mindful and aware of how they think and behave. The second approach was teaching GNH-infused curricula where teachers identify the values embedded in the topic or subject and integrate them into the lesson. The third approach discussed was creating a GNH-inspired learning environment where schools

develop physical ambience, provide care and support for all students, and using positive disciplining techniques to change and improve students' behavioural problems.

Bhutanese educational leaders describe how they carried out distributive, ethical, instructional, servant, and transformational leadership roles and practices. Distributed leadership is practiced through the involvement of staff and students in decision making and the delegation of responsibility and power while modeling fairness and transparency. The educational leaders perceive instructional leadership as the most important role. As an instructional leader, they provide resources, professional support for teachers, and instructional support for students. A few specific roles and practices that anchored servant leadership included fulfilling teachers' needs and demands, serving with heart, and putting teachers and students first. This is done while setting school goals and building teamwork were the two prominent aspects among many roles and practices related to transformational leadership. It is interesting to remember that the literature review findings identified transformational leadership as the most important model. However, Bhutanese educational leaders found instructional more valuable than transformational despite the fact that they have been implementing a major transformation over the past few years.

Being educators, and ethical, human, influential, social leaders are all the attributes described as creating happy educational leaders. These attributes are essentially the personality traits and behaviours that the Bhutanese educational leaders present as important for the successful implementation of Educating for GNH. The educational leaders suggest that they are happy being educators and their happiness derives from teaching; an ethical leader demonstrates attitudes and behaviours that are liked and

appreciated by the school community; being human is having genuine heart, mind, behaviour and feelings that connects and touches other peoples' heart; an influential person inspires, motivates and encourage teachers to work hard to accomplish common goals; and a social leader is concerned for the well-being of teachers and students, understands their needs and support them, and works to build pleasant relationships. The extra work involved in implementing Educating for GNH is a negative factor, but on the other hand, many participants appreciated having meaningful work and considered it a major component of their happiness.

Chapter Five

Discussion, Implications, Recommendations, and Conclusions

This study explored the lived experiences of educational leaders in Bhutan with respect to their effective leadership practices as they implement a nationwide reform initiative called Educating for Gross National Happiness. A total of 20 educational leaders participated in this study. Data were collected through semi-structured one-on-one interviews and survey questionnaires. The literature reviewed in Chapter Two discussed the concept of happiness, various factors contributing to happiness, leadership theories and practices, and the relationship between educational leadership and happiness. The findings from this study suggested three major themes associated with educating for GNH and educational leadership practices in Bhutan. These three themes are implementing GNH in the schools and school systems, leadership roles and practices, and attributes of a happy educational leader. In this chapter, I present a discussion of these three themes in light of the literature, followed by implications, recommendations, and conclusions drawn from this study.

Discussion

The main research question in this study was this: How has the implementation of Educating for Gross National Happiness changed educational leadership practices and school systems in Bhutan? Four sub-questions aimed to gather information related to the school policies initiated to promote GNH values and principles, teacher and principal experiences in implementing the government-driven Educating for GNH programme in schools, effective leadership practices, and characteristics of an effective educational leader. The analysis of the data collected from the 20 educational leader participants

identified three overriding themes: implementing Educating for GNH in schools and school systems, leadership roles and practices, and attributes of a happy educational leader. Participants described their experiences, perceptions and practices that guided them in successfully implementing Educating for GNH in schools. They developed school policies, adapted leadership roles and practices, and demonstrated personality traits and behaviours suited to GNH principles and values in bringing about transformative education in the school. The findings, though bounded to the Educating for GNH programme and contextually Bhutanese, are also relevant to the growing and diverse body of literature that seeks to explore different school systems and define effective educational leadership practices across various regions and nationalities, together with that discussing the nature of happiness in work. The next section will examine the three themes in light of the literature.

Implementing Educating for GNH in Schools and School Systems

The Bhutan Ministry of Education (2012) reported in its *30th Education Policies and Guidelines and Instructions* that the results of Educating for GNH are encouraging. Principals have been observed exercising various leadership roles apart from just managing schools. Teachers have been found to be conscious of their conduct and are becoming role models who inspire students. Many schools have noted “visible and substantial improvement especially in terms of physical ambience, mindfulness, students’ behaviour and understanding and regard for culture, tradition and nature” (Bhutan Ministry of Education, 2012, p. 3). The findings of this study go beyond the government report (2012) and present in-depth knowledge and understandings of implementing

Educating for GNH project in schools, effective educational leadership practices and attributes of happy educational leader.

The findings of this study are significant in several ways. First, the findings are drawn from empirical research that illustrates the appropriate use of methods and designs in collecting and analyzing data. A qualitative interpretive phenomenological analysis case study approach was used and data collected directly from the 20 educational leaders in Bhutan through one-on-one scheduled semi-formal interviews. The data were interpreted analytically without diluting the true meanings in order to develop comprehensive sets of themes that truly represent participants' experiences.

Second, the findings provide a new approach for improving schools in Bhutan by infusing GNH principles and values, together with leadership practices that promote the happiness and well-being of the people in the school community. The new approach for improving schools focuses on the successful implementation of Educating for GNH by developing GNH-minded teachers, teaching GNH-infused curriculum, and creating a GNH-inspired learning environment.

Third, the findings are consistent with studies conducted at the international level on effective educational leadership practices, particularly those that demonstrate results of successful principal leadership practices obtained from countries such as Australia, Britain, Canada, China, Denmark, Norway, Pakistan, Sweden, and the United States. The five effective leadership style approaches identified in the study, distributive, ethical, instructional, servant and transformational, support the findings of studies conducted internationally examining successful principal leadership and school improvement.

Fourth, the study findings provide insights on possible attributes of a happy educational leader, which is unique to Bhutan. Bhutanese educational leaders are happy being educators, ethical, human, influential, and social leaders. Above all, the study findings have impact to many educators around the world to improve their own practices and the happiness of themselves and their students.

In the following section, I present three main approaches that changed and improved the school and school systems in Bhutan since the implementation of Educating for GNH project in 2010.

Developing GNH-minded teachers. Developing GNH-minded teachers has meant supporting the reorientation of the general conduct and mindset of educators to incorporate GNH values. As many of these GNH values are seen as part of Bhutanese culture, the difficulty in implementing this project was more in encouraging educators to incorporate the values into their teaching rather than persuading them of the benefit of the values.

Educational leaders understand their key role in ensuring the successful implementation of this project and believe that change should occur first personally and then spiral down to the students. As it is true that most changes in schools generally start with principals and teachers, this change to finding ways to better educate students with GNH principles and values should definitely start there with the teachers and school leaders. Teaching GNH values cannot be successful without teachers developing and modeling the values they teach because students generally watch and many follow what teachers do in the school. For example, teachers who are sarcastic and insubordinate breed the same kind of behaviours in students while those teachers who have good moral

behaviour and treat their students with dignity, respect, and consistency develop positive behaviours in students (Brucato, 2005). Therefore, educational leaders who demonstrate character provide a model for the behaviour of their students (Marzano et al., 2005) and one particular model that has proved especially useful in developing GNH-minded teachers (and, following them, students) is “being mindful” of their attitude and behaviour.

Mindfulness can lead to different interpretations and definitions because the traditions of mindfulness practices are connected to, and influenced by, different religions and religious practices. However, in the context of implementing Educating for GNH, as evidenced from the findings, developing GNH-minded teachers may be considered to be described by the definition of mindfulness described by Brown and Ryan (2003), who say that the goal of mindfulness is “disengaging individuals from unhealthy thoughts, habits, and unhealthy behavioral patterns” (p. 823) in and outside the school. For example, participants P2 and P7 commented that they are mindful of anything they speak, conscious of whatever they do, observant of anything they see, critical of any action they take in school, and vigilant of anything happening in the school.

Teaching GNH-infused curriculum. According to the study findings, the GNH-infused curriculum is not taught as a separate subject; instead, GNH principles and values should be integrated into the school curriculum. Teaching GNH-infused curriculum is about “teaching mindfully.” Teachers engage students in more interactive activities in order to enrich and improve opportunities for learning by creating a context that infuses GNH values. In these GNH infused contexts, teaching and learning goes deeper, dense with substance, and rich with values supported by hands-on learning that makes

authentic, joyful, interesting and meaningful experiences accessible for both teachers and students. The former Prime Minister of Bhutan remarked that “bringing Gross National Happiness into the education system has nothing to do with adding a new subject ... it is about enrich[ing] all our learning, and giv[ing] it a heartfelt and genuine context, purpose, and meaning” (Bhutan Ministry of Education, 2013, p. 33). Despite acknowledging the additional workload, it is clear from the findings that the educators involved in this project are in agreement.

The findings of this research identified two prominent strategies for teaching GNH-infused curriculum: infusing values in the lesson plan and specific teaching about values. In the first approach, teachers identify the values embedded in the topic or subject and integrate them into the lesson plan, infusing the content with those values while teaching.

Values are also specifically imparted and promoted through many school co-curricular activities. One such activity practiced in all schools is meditation and mind training. Meditation, however, is not the higher-level spiritual practice that many people practice for the purpose of enlightenment, but is rather a basic mind training activity carried out for one to two minutes everyday in the school. The purpose is to enable students to be mindful, improve memory power, gain attention, peace in mind, relieve stress and self-awareness (Bhutan Ministry of Education, 2013).

Mindfulness or mind training practice is observed as one of the most effective channels of imparting GNH values in the school. As a result of mindfulness practice, schools noted fewer discipline problems, increased interest in school activities and improved academic achievement. This finding, moreover, connects to the increasingly

frequent studies conducted around the world that consider mindfulness to be one of the potential strategies for improving classroom management, teacher-student relationships and instructional strategies (Albrecht et al., 2012). The participants also mentioned this link. For example, participants T3 and T5 mentioned using mind training as an ice-breaker to energize students' learning when they seem to have lost interest in a particular activity. These mind training exercises can also be used as a stimulant for students when teachers are helping students switch from one activity to the next. This would seem to be a useful practice to implement into other school systems.

Creating a GNH-inspired learning environment. The concept of “green schools for a green Bhutan” was introduced in all schools in 2010. In fact, the Bhutanese 14th Annual Education Conference (2010) theme was *Nurturing Green Schools for Green Bhutan*. All Bhutanese schools have pledged to create a GNH-inspired learning environment to nurture and shape children’s development through the eight dimensions of a green school as elaborated in Chapter One.

In brief, a GNH-inspired learning environment is intended to create a positive physical and psychosocial ambience in the school. The physical ambience of the school includes a learning environment that is safe and secure, clean and litter free, attractive and peaceful, exciting and stimulating where children feel invited, welcomed and happy to come to school. It is an important aspect of creating a GNH-inspired learning environment because of the sense of pride and ownership this work can instil in each child. If children are proud of their school, GNH values suggest they will be proud of their education. The psychosocial ambience of the school includes aspects of students’ well-being, valuing and respecting individual differences, encouraging participation,

being mindful and conscious about self and others, interdependence, treating students fairly, and no physical and emotional harm (Bhutan Ministry of Education, 2013).

The study findings revealed three common elements that make up a GNH-inspired learning environment and ways that the schools have implemented this policy. First, schools have developed the physical ambience of the school by going through a school greening program, supported by school development funds or government enrichment and innovation grants. Second, schools established support services for teachers and students in order to take care of their own well-being. For example, individual attention is provided and students from disadvantaged families are supported with basic things required in the school (school uniform, school fees, and stationery items). These programs help underprivileged students remain in school and continue with their studies. Third, schools use positive disciplinary techniques to encourage positive student behaviour. The use of any form of punishment that may cause physical or mental harm is not permitted as stipulated in education policy because it contradicts GNH ideals. Moreover, it is against the law of the country.

However, the findings revealed that teachers often work with children who still experience parental corporal punishment outside of school. This is one of the challenges that teachers are facing as they try to implement GNH. Schools are practising positive methods to change student behaviours while parents are using corporal punishment at home. Schools, therefore, should communicate with parents and try to educate them to stop some of these more traditional ways of disciplining children because we know that not a single child would look to receive corporal punishment and research shows this approach does little to correct innocent behavioural mistakes.

Within the GNH context, the school learning environment is perceived as a place of human flourishing, where core student learning in schools can take place in positive, non-threatening, and supportive communities. In these schools it is hoped that everyone in the school feel that they are connected and compassionate to each other and have a sense of belonging to the school. A GNH learning environment is a learning environment that is explored through love, compassion, connectedness, and belonging to the community (Cherkowski & Walker, 2012). These flourishing aspects are connected to the GNH learning environment and vice versa because both are concerned with the well-being of students and involve a positive learning environment rich with human values. For example, most of the study participants describes a GNH-inspired learning environment as a healthy learning environment where students, teachers and staff members love the school and look forward to being there every day.

Teachers and students are happy to be in a school where the ambience is serene, safe, secure and welcoming, and where the working environment is healthy and collaborative. Teachers and students thrive in a school that focuses on providing care and support, mutual respect and understanding, and stimulate creativity and enthusiasm. While a few teachers expressed some unhappiness, it was only with regard to the increased workload and the salary they are paid. In general though, teachers seem to be happy being educators and this is supported by the data that showed that their satisfaction is derived not from the salary they receive but from the hard work they put in creating opportunities for the success of students (Williams & Brien, 2009). Happiness, after all, in GNH context is a collective happiness derived from sacrificing personal gain for

collective gains that benefit others and the whole community (Bhutan Planning Commission, 1999; Thinley, 2005).

Leadership Roles and Practices

The study data demonstrated that Bhutanese educational leaders have carried out numerous leadership roles focused on school improvement, school effectiveness, student achievement, and the implementation of school reform. Their leadership roles correspond to the fragmented, multitasking, and complex roles of modern principals worldwide as identified by Davies (2005), Fennell (2002), Fullan (2001), and Lashway, Mazzarella, and Grundy (1997). These roles include such tasks as managing resources, communicating with all stakeholders, delegating responsibilities, role modeling, managing buildings, administering school operations, setting the school's vision and mission, building and maintaining positive relations with community and parents, developing professionalism, providing guidance and support to staff, monitoring student achievement progress, ensuring effective implementation of school activities, and inspiring people to work collaboratively. These leadership roles have a huge impact on the successful implementation of Educating for GNH and have shaped school leaders to perform effective leadership practices that bring about the satisfaction and happiness of teachers and students.

In addition, educators also play a vital role in communicating GNH values to the community and parents even though it may not be explicitly part of the Educating for GNH project. In fact, the government has its own policy and plans for educating the general public. Schools encourage parents to get involved in the education of their children and encourage them to participate in school activities and programmes. One

particular activity organized in almost all the schools in Bhutan is a regular meeting with parents. While a regular meeting is arranged to address the students' academic performance, school leaders also make their best effort to communicate GNH values, school goals, plans and programme descriptions for Educating for GNH to the parents.

This study also provided evidence to support Lunenburg and Ornstein's (1996) classification of three different leadership styles that are needed for different situations. One particular approach is democratic leadership, where leaders encourage group discussion and decision-making, and encourage their followers to express their ideas and make suggestions. For instance, in this study, participant P7 spoke of encouraging participation and taking unanimous decisions through democratic arrangements, including the election of student leaders through electronic voting systems. The reason for the existence of strong evidence of democratic leadership approach could well be associated with the transition of the country's political system from absolute monarchy to constitutional monarchy. Bhutan's experience with two rounds of a democratically elected government has had a strong influence on the people in leadership positions in all organizations, and school leadership is no exception. This is an area worth continued study, although it is outside the scope of the current study.

In agreement with Quinn's (2002) argument that there is no single leadership style or approach that is fitting for all school settings, Bhutanese educational leaders practise various types of leadership approaches as required in different situations. The phrase 'situational leadership' did not come up as a sub-theme perhaps because school leaders focused their leadership roles and practices on influencing, inspiring and motivating people in the school and they rarely mentioned the specific situation. However, there was

subtle information within the study findings that demonstrated that the leaders understand leadership is about and between leaders, followers, and situations. I believe that in the complex sphere of educational leadership, a leadership style cannot be detached from the situation and in fact “situation both defines leadership practice and is defined through leadership practice” (Spillane, 2006, p. 4). In this study, the Bhutanese educational leaders display different leadership styles in different situations in order to inspire, influence and motivate the people they work with. Among the various leadership styles that were exhibited in various situations, the most described styles in the opinion of these participants are instructional and transformational leadership.

Instructional leadership is acknowledged important because school leaders believe that the main purpose of schooling is to provide quality education and quality education cannot be guaranteed without the principal being an instructional leader. In many ways, it seemed as though transformational leadership was deemed the most appropriate model for implementing Educating for GNH in the school system and was seen as contributing the most to the happiness of teachers in terms of job satisfaction, teachers’ performance and work engagement.

Distributed leadership. Distributive leadership practice was another of the leadership styles and practices reported by study participants. Bhutanese educational leaders practice distributed leadership in two distinct ways. First, school leaders involve teachers and students in decision-making, which is consistent with the findings of Harris (2005) who stated that distributed leadership practitioners focus their leadership activities on teacher participation in decision-making that helps makes everyone feel responsible and take ownership. Second, school leaders arrange the delegation of roles and

responsibilities for teachers and students. Along with the delegation of roles and responsibilities, authority and power are also given to teachers and students in order to achieve school goals, make decisions, work as teams, and participate in leadership activities (Moller et al., 2005; Moos & Johansson, 2009; Salfi, 2011; Spillane, 2006). Distributed leadership is an effective practice for implementing Educating for GNH because teachers and students feel they are part of the process when they are involved in decision-making (Tashi, 2013). The contribution to school effectiveness in this process is twofold: when responsibilities are delegated, the work becomes easier to manage and people who are shouldering the responsibility learn and develop leadership skills (Gronn, 2000). Likewise, when power and authority is given along with the responsibilities, teachers feel more responsible, and are encouraged and motivated to complete the delegated tasks effectively, and also have freedom to explore ideas and make their own decisions.

Ethical leadership. Role modeling, fairness and transparency are important practices that demonstrate ethical leadership, according to the study findings. All the participants mentioned role modeling as very important aspect for educational leaders and most described how they practice it by setting examples, walking the talk, and modeling expected behaviours. The Bhutanese education system has always regarded moral behaviour as an important characteristic of a teacher and it serves as a prerequisite in the teaching profession. In addition, educating for GNH policies require all teachers to develop GNH-minded practices and be mindful of whatever they do in the school and, thus, they are destined to be role models. Weaver et al. (2005) describe role modeling as a “well-documented means of transmitting values, attitudes, and behaviours in all types of

settings, including work. People learn much of what they know not through direct experience, but by observing the behaviour of others” (p. 314). This view was entirely borne out by the study’s findings.

The data revealed role modeling, and fairness and transparency as the two elements of ethical leadership that effectively contribute to the happiness of teachers and students and the successful implementation of Educating for GNH. The participating school leaders demonstrated ethical behaviour on a daily basis because they believe that no matter what organization people are working for, everyone can expect to be treated fairly and equitably; generally speaking most people want to work in a healthy and transparent environment where they see respect, honest, social justice values and beliefs practised (Northouse, 2016).

Instructional leadership. As elsewhere in studies of school leadership, educational leaders in Bhutan consider instructional leadership as the most important role. It stands number one in the hierarchy of their leadership practices followed by transformational leadership. The reasons for this could be explained by the school leaders’ beliefs (and parents’ expectations) that children will perform at their best in academics, and part of the challenge they face is that the education system is examination based. For example, all the students must sit for the National Board Examination in grades X and XII. Students who do well in examinations and cross the benchmarks set by the Board of Examination are qualified to go to public higher secondary schools from grade X, and colleges from grade XII while those who score below the standard either repeat or are admitted in private high schools or colleges.

This examination system means it is necessary that school leaders exercise and function as dynamic instructional leaders to ensure quality of instruction and thus provide resources, professional support for teachers, and instructional support for students. Their instructional roles support the findings of studies carried out internationally and correspond very well with four broad areas of instructional leadership roles identified by Smith and Andrews (1989). Educational leaders as *a resource provider* mobilize and manage resources for the school, and most importantly provide teaching and learning materials. School leaders regard professional support for teachers as an important aspect of instructional leadership, especially in the context of Educating for GNH, and they provide professional support to facilitate effective teaching by arranging professional development programs. The school leaders also demonstrate the role of *an instructional resource*, while they act as *a visible presence* by mentoring teachers and staff, visiting classrooms, observing lessons and giving constructive feedback. As *a communicator*, a principal sets high expectations, helps teachers set targets to enhance student performance. In addition, schools have introduced extra programs, such as remedial classes for low-performing students, weekly tests and monthly student performance review meetings. These leaders have also created groups for monitoring and they provide support services in order to ensure teaching and learning are carried out successfully.

For school leaders, fulfilling these roles enhance students' academic performance and this motivates the students to work hard and strive for excellence, while at same time the school leaders find personal satisfaction and happiness in seeing students achieve

success through their teachers' and leaders' instructional support (Leithwood & Duke, 1999).

Servant leadership. A servant leader is a servant first who aspires to lead people by serving people's needs with the highest intention of serving like that of a servant. Basically, the belief of servant leadership is to put people in the forefront and serve them primarily (Greenleaf, 1970).

Similarly, implementing Educating for GNH in the schools and school systems encourages leaders to demonstrate GNH values that are similar to the characteristics of servant leadership. The school leaders worked to find the most appropriate ways to give individual attention, respect and concern, and support teachers and students in times of need.

A few specific roles and practices of the participants that are anchored in servant leadership include fulfilling teacher's needs and demands, putting teachers and students first, winning the heart of people and gaining trust, and showing care and concern (Greenleaf, 1970; Marzano et al., 2005). Among these, serving with heart appeared to be most significant in the data. For instance, a participant described how "serving with good intention" made everyone in the school happy and also brought happiness to himself. Another participant illustrated his leadership approach by describing how serving people with heart led to mutual respect and deeper understandings, and generated trust from his co-workers.

These findings are congruent with the major qualities or characteristics of a Servant-Leader, described by Sipe and Frick (2009) as having seven pillars. Sipe and Frick also present a long list of traits or competencies related to how leaders serve

effectively. Though Bhutanese educational leaders do not demonstrate all these traits, they have mentioned some of the core leadership practices and traits of a servant leadership that allows them to be recognized as servant leaders. For example, five participants felt they were servant leaders because they lead with moral authority, are concerned for others' needs, and work to fulfill demands, while three participants mentioned leading from their heart and being very kind.

Transformational leadership. The second most important leadership style identified in the study is transformational leadership. The reasons are: first, the mission of Educating for GNH is a systemic transformation of schools under principals' leadership and, therefore, requires displaying transformational leadership models in order to transform the school system (Leithwood, Begley, & Cousins, 1992). Second, transformational leadership is the most effective way to bring change and improvement in the school because it inspires and motivates teachers to work with authority, dignity and power (Leithwood & Jantzi, 1990; Ubben, Hughes, & Norris, 2001). Third, among leadership styles, transformational leadership contributes the most to job satisfaction of the teachers, their performance and work engagement, which in turn brings satisfaction, fulfillment and collective happiness to the school community and society at large (Braun, et al., 2013; Kovjanic, et al., 2012; Tims, et al., 2011).

With the implementation of Educating for GNH, school leaders have adopted transformational leadership practices that give the most satisfaction and happiness to the teachers. The participants have adapted their personal characteristics and behaviours to align with GNH values, and demonstrated behaviours that model, inspire, influence and motivate teachers and students, as found in transformational leadership approaches. In

addition, Bhutanese educational leaders believe that satisfaction is derived from working hard and fulfilling high expectations. School leaders work hard and perform challenging tasks to achieve the collective goal of the school—Educating for GNH, a process which is indirectly related to GNH concepts because one way of understanding one’s happiness from a Buddhist context is to reduce the causes of sufferings, working hard to overcome the causes of suffering, and performing good deeds for the benefit of other living beings (Dorji, 2007; Nitnitiphrut, 2007; Ricard, 2003; Wangmo & Valk, 2012).

In most examples, democratic and distributed leadership practices also superseded the practice of authoritarian leadership style. Schools leaders practised various leadership roles and practices that are ensuring support is distributed evenly, fairly and transparently as well as using strategies that empower, delegate, and give authority to the teachers and students for the successful transformation of the school.

Breaking down the roles and practices further found that two common aspects of transformational leadership also existed in most examples. One aspect is setting school goals that provide direction for all to follow, and the second is developing strategies to safely lead all the stakeholders towards those goals. Educating for GNH is a government initiative and is guided by a national education policy framework. Schools, however, have to reorient or set new goals, formulate strategies and prepare plans that are suitable for implementation at the school level. To successfully implement this collective goal, school leaders encouraged teamwork, established working committees, involved everybody in school activities, and made collective decisions.

Attributes of a Happy Educational Leader

The second element of the research question involves attributes of a happy educational leader. This is important to understand since Educating for GNH is not only about making the students happy, but also the educators. The attributes of a happy educational leader are basically about embodying positive human personality traits and behaviours that influence the way he or she leads (Northouse, 2016), make leaders different from other people (Kirkpatrick & Locke, 1991) and distinct from followers and ineffective leaders (Hollander, 1978).

There were times where school principals' leadership was very authoritarian. In Bhutan, many principals used to be seen as being quite bossy, controlling all decisions, dictating all school activities, and rarely accepting suggestions from teachers. However, over the years, and with the implementation of GNH, leadership practices, in general, have changed. Authoritarian leadership was hardly mentioned by principal participants during this research study. Instead, the participants all mentioned effective leadership models that are distributed evenly, fairly and transparently, and also provided a range of behaviours and characteristics that attributed to their happiness. A review of literature on the topic identified the characteristics of the effective principal as subject to many qualifications and interpretations, and determining the attributes of a happy educational leader is no different. There is no finite list of attributes of a happy educational leader that need to be fulfilled in order for one to be a happy leader. Nevertheless, analysis of the study data has suggested several main components of happy and effective educational leaders.

Being an educator able to use ethical, human, influential, and social attributes all contribute to being a happy educational leader. These attributes make the Bhutanese educational leaders happy as well as making their leadership more effective in the implementation of Educating for GNH. Though the five attributes of a happy educational leader appeared typically Bhutanese, each of them could be readily matched with the characteristics of effective and successful leaders that are acknowledged universally.

Being an educator. Being able to work as an educator is one of the attributes of a happy educational leader in Bhutan. Their satisfaction and happiness is derived from being an educator; as Williams and Brien (2009) claimed, that although “a historically underpaid group of professionals, teachers had always been motivated by the pride they take in the success of their students” (p. 11). Similarly, although school leaders argue about the mismatch between the remuneration and the amount of work they do, they are motivated by their accomplishments and, thus, get satisfaction and happiness through educating children, teaching the values of good person, seeing positive changes occurring, observing children practicing positive habits, and improving students’ performance.

Even though the study findings showed educational leaders are happy being educators, there are challenges and problems associated with it. Principals find it difficult to please everybody and bring about change. Teachers complained of increasing work and extra expectations besides teaching. Teachers are not satisfied with the remuneration they receive and the huge responsibilities they shoulder. These contradicting issues have resulted in teachers leaving the profession. Pelden (2014) reported in the *Kuensel*, the national newspaper of Bhutan, that about 30% of teachers intend to quit if they find

another job. According to her, workload; pay and incentives; opportunities for professional development; low morale; lack of leadership support; and inadequate infrastructure and facilities are some of the reasons teachers leave.

In spite of all these problems, teachers indicate they are happy in some ways because they believe teaching is a noble profession that provides service to society. Happiness, as described in the Buddhist context in Chapter Two, is derived from the accumulation of good deeds and merits acquired providing service for the benefit of others. Similarly, the study findings confirmed that Bhutanese teachers, though paid poorly, have been motivated to provide services beyond their limits. Instead, their satisfaction and happiness are derived from the hard work and success of the students.

The Bhutan Ministry of Education (2014a) confirms that a total of 179 teachers left the teaching profession between 2013 and 2014, representing about 2% teacher turnover in government schools (Bhutan Ministry of Education, 2014a). Preventive measures are taken to encourage teachers to remain in the teaching profession. One significant development, specifically intended to encourage and motivate teachers, is the launch of the Teacher Human Resource Policy in February 2014. The policy includes career tracks for teachers, recruiting, and attracting potential candidates into teaching and retaining best teachers, professional development opportunities, and reward and recognition for teachers (Bhutan Ministry of Education, 2014b).

Though the Teacher Human Resource Policy looks promising in boosting the morale of teachers, attracting the best to the teaching profession, and retaining the best teachers, it is too early to comment on its impact. Only time will tell whether teachers are satisfied with their job and happy enough to remain in the teaching profession. No doubt

this will be successful if Bhutan can have fewer turnovers and have more competent graduates joining the teaching profession each year. This, however, will remain a dream if teachers are not happy and still leave the profession, especially when one third of teachers want to quit as reported by Pelden (2014). This is a great worry and has a negative impact on the implementation of Educating for GNH, and puts forth questions about the success of the project.

Being ethical. Being ethical means demonstrating behaviours that are moral and these can help make school leaders more appreciated by the school community. The participants commented that when they work to make the system transparent, with roles and responsibilities distributed fairly, they get the most satisfaction and are especially happy to see that such ethical behaviours are liked and appreciated by teachers and students.

Being ethical is an attribute that is shared with many styles of leadership. Non-authoritarian leadership styles require ethical practices that demonstrate concern and care about people, relationships, and doing the right thing. Being ethical is different from ethical leadership, as Cuellar and Giles (2012) explained:

Ethical leadership is about an ethical approach to living in which the motivation to be ethical is internally defined and adopted, while ethical practice is related more to acting in accordance to accepted principles and standards that reflect the highest expectations for members of a professional community. (p. 422)

Thus, Bhutanese educational leaders demonstrate ethical practice by being firm, fair and transparent in their actions and behaviours that secure trust, respect and rapport among the school community.

Being human. Being human is about personality traits and qualities of an effective leader that demonstrate positive human values including having a genuine heart, loving kindness and compassion. Buddhist scholars believe that enduring happiness results from the development of a kind and compassionate heart focused on all living beings on this earth (Dorji, 2007; Wangmo & Valk, 2012). Happiness is derived not from greed, hatred, delusion, and desire but from having a kind and compassionate heart that connects to other peoples' hearts through love, care, respect and concern for all (Nitnitiphrut, 2007; Recard, 2003). That is why we see happiness in the GNH context as a collective effort that demonstrates concerns for others' happiness and well-being, where GNH values (such as being kind and compassionate) are addressed prominently while teaching GNH-infused curriculum.

Being human holds supremacy amongst the attributes of a happy education leader because every attribute is connected to and requires a human heart, loving mind, positive behaviours and caring feelings that exhibit kindness, generosity, sympathy, love, compassion, care, honesty, fairness, integrity, support, understanding, respect, and trust. These characteristics of leaders have been noted as effective in studies related to leadership (Dirks & Ferrin, 2002; Palanski & Yammarino, 2009; Vogelgesang & Lester, 2009).

Although the participating educational leaders mentioned many positive human characteristics and behaviours with embedded values, they mostly mentioned kindness and support. They work to understand the problems of the people in the school community, look after the community members' well-being and support others as much as they can.

Being influential. Being influential means persuading, inspiring and motivating people through the actions and behaviours of a leader who is trying to attain common desired goals. Inspiring and motivating teachers to work hard, leading with good examples, engaging teachers in interesting school activities, providing merit certificates, giving encouragement and moral support were some of the behaviours of influential leadership as described by the participants. School leaders were happy with positively influencing people in the school.

In school settings, effective principal leadership has a strong influence on the school environment conditions that affect student achievement (Heck, Lasen, & Marcoulides, 1990; Leithwood & Day, 2007; Marzano et al., 2005; Witziers, Bosker, & Kruger, 2003). School leaders in Bhutan influence, inspire and motivate teachers and students to work hard to accomplish school goals. As one participant remarked with regard to his influential behaviour, happiness is derived not by doing nothing but from working hard, making more interesting things happen, and improving and providing better services to students, teachers, parents and community. Another influential behaviour is exhibited by how school leaders lead by demonstrating positive examples for teachers and students. Almost all of the school leaders described their behaviour as leading by example or role model.

Being social. Being social is another attribute of a happy educational leader. Leaders with the sociability trait have good interpersonal skills and build pleasant social relationships with their followers (Northouse, 2016). As a social leader, the Bhutanese educational leaders are concerned for the well being of teachers and students, understand their needs, and engage in building relationships and networking. In addition, they are

friendly and approachable, and actively involved in social events. School leaders are happy when teachers and staff expectations are met, when they are supported in times of need, and when good relationships are established with people both inside and outside of the school.

Implications for Practice

A GNH-infused education system is a new form of education reform initiated in Bhutan. Though this system is specific to Bhutan, the findings of this study support previous research conducted on school improvement and learning environments (Cherkowski & Walker, 2012; Deal & Peterson, 1999; Esposito, 1999; Freiberg & Stein, 1999; Fullan, 1998); school leadership roles (Davis, 2005; Fennell, 2002; Lashway, Mazarella, & Grundy, 1997; Rousmaniere, 2009); leadership traits and skills (Bertocci, 2009; Fullan, 2001; Leithwood, 2005; Northouse, 2016); leadership styles (Lunenburg & Ornstein, 1996; Northouse, 2016); and the relationship between happiness and leadership (Braun, Peus, Weisweiler, & Frey, 2013; Fisher, 2010; Quick & Quick, 2004).

The three overriding themes developed out of the lived experiences of 20 educational leaders of Bhutan offer a contribution to the growing body of research that seeks to study school systems and define effective leadership in different national contexts. Educating for GNH is itself a new approach for improving schools by infusing GNH principles and values and leadership practices concerned about the well-being of all people in the school community. Since happiness is a primary human drive, GNH values can be adopted in many cultures (particularly those that share Bhutan's Buddhist background), as can the strategies developed by Bhutanese educators in implementing these values into their schools. The study findings can serve as a framework for those

who are interested in trying new ways of approaching education and instituting effective leadership practices. These findings have direct implications for current school leaders, aspiring leaders, and leadership preparation programs.

Current and aspiring educational leaders might consider exploring each of the three themes to compare their existing practices or to serve as an impetus for change. While some may find their practices are in alignment with those of the effective educational leadership practices as reported here, others may see the need or opportunity to adjust their leadership styles to provide a more conducive atmosphere to student success or, at the very least to begin the process of change.

For Bhutanese educational leaders, the study findings will deepen their understanding of educating for GNH and enable them work on a model of effective educational leadership that guides them to make a significant difference in the lives of the children in their care. Policy makers and administrators may use the data to assess the success and improvement of the program. Perhaps the findings will also point educators to what is wrong and/or missing within the system so that we may better develop policies that are realistic and practical to implement in schools for improvement.

The strongest implication that can be drawn from this study is to recognize new approaches to education and effective educational leadership practice occurring in Bhutan. This research contributes to the existing corpus of literature largely hidden in the shadows of the dominant Western paradigms that have guided the field of education research (Hallinger & Leithwood, 1996). While one cannot fully generalize the success of an education system and effective educational leadership to other nations, a comparison of current or proposed practices with the themes identified here can serve as a good start

by contrasting what was found to be successful with what educational leaders currently perceive as effective.

Recommendations for Future Research

This study examined the implementation of the Educating for GNH programme in Bhutan over the last five years. It found substantial improvement in the school systems, leadership roles and practices, and behaviours of leaders in Bhutan. However, there is still extensive scope for future research and much remains to be done to improve the effectiveness of educational leadership, in general, and the successful implementation of Educating for GNH in Bhutan in particular. I suggest follow-up studies should be conducted and future researchers should pay attention to the following issues.

Educating for GNH is one reform initiative among many others in Bhutan. For example, the Bhutan Ministry of Education has introduced school autonomy that provides school independence, as well as new central school systems that consolidate smaller schools into one large one. Additional reforms are likely to be seen with the possible change of democratically elected governments every five years. Each newly formed government has their own mandates and agendas to serve the king, people and the country. Any change brought into education system is generally argued to improve schools and student achievement. However, many changes happening in the system diffuse attention and interest into many different areas. This may be a threat to the sustainability of Educating for GNH. Since this study has shown Educating for GNH to be an excellent development in Bhutanese schools, it is hoped this will be avoided.

Future studies may be carried out for following up on effective educational practices and the sustainability of educating for GNH over the long term. I also suggest

that studies should be carried out in future on the effect this project has had on the teachers and students who have been educated under this system.

This study identified five models of leadership (distributed, ethical, instructional, servant, and transformational) described in the scholarship that are relevant to the implementing Educating for GNH. Since there is a growing and diverse body of literature on the topic of leadership in various settings as well as significant paradigm shifts in understanding the effective models of leadership in education, other models of leadership are recommended for exploration in future studies.

In this study a qualitative interpretative phenomenological analysis case study research approach was employed. Unlike other methods, IPA data analysis considers the researcher's beliefs and experiences to be an asset in understanding and interpreting the meanings that participants bring to the research. Another researcher studying the same topic with same participants and same data could very well have different findings because of individual differences in levels of understanding, and the different life experiences that each researcher brings to a study. Therefore, the use of other forms of qualitative research is recommended for cross analysis of the results.

The study findings are limited to only 20 educational leaders in a group composed of 10 principals, seven teachers, and three district education officers, so one cannot generalize to all the educational leaders of Bhutan. The study calls attention to the need for a demographic survey involving educational leaders with representations from all three levels of leaders. Moreover, the findings of the study are purely from educational leaders' perspectives.

A number of questions that might be considered in future studies include:

- 1) Do students experience the teachers as being concerned about their well-being?
- 2) Do students feel that the learning environment is safe, stimulating, and free from physical and emotional harm?
- 3) Do students receive individual attention during classroom learning from teachers?
- 4) Are students happy to come to school? Why and Why not?

Such studies conducted from both students' and parents' perspectives will confirm and add diversity to this study on the successful implementation of educating for GNH and effective educational leadership practices.

Conclusion

The goal of this study was to examine the implementation of Educating for GNH project and the connected effective educational leadership practices in Bhutanese public schools. Evidence from this study suggests that there have been improvements in the schools and school systems, educational leadership roles and practices, and changes in attitudes and behaviours of the educational leaders.

Educating for GNH has brought with it changes and improvements to many aspects of Bhutanese schools and school systems. The school learning environment, school organizational structure, school management system, leadership practices, teachers' moral ethics, and students' behaviour have improved. Schools showed improvement in management systems and leadership practices, as is evident from the various leadership roles and practices that were described as being distributed evenly, fairly and transparently. Teachers appear to be disengaging from unhealthy thoughts, habits, and behaviours, and instead are modelling good behaviours that inspire students. Teachers seem to have become mindful of their attitudes and behaviours and accordingly

students' behaviours have improved. Students were described as volunteering more in school activities, practicing good habits, evidencing fewer discipline problems and more interest in their studies.

Schools are being guided by GNH principles and values that have defined goals and purposes to focus upon. Teaching values to students has become systematic, focused, documented, mindful and conscious. To teach a GNH-infused curriculum, teachers identified the values they sought to embed in the topics and subjects they teach and integrate these values into their lesson plans. The teaching of values have also been imparted and promoted through various school co-curricular activities. The school learning environments have also been described as demonstrating significant improvement. The green school concept was introduced to all schools and has created GNH-inspired learning environments that nurture and shape children's development in the school systems through the eight dimensions of green schools. Green school concepts demonstrate that it is possible and desirable to create learning environments that are safe, secure, clean, beautiful, stimulating, take care of students' well-being, respect and value individual difference, encourage student participation in school activities, and encourage students to be mindful and conscious about self and others.

Educating for GNH has also changed and improved school leadership styles and practices. Educational leaders were found to be practicing effective leadership models that influence, inspire, motivate and engage teachers and students. Depending on the situation and suiting people of different characteristics, experiences and qualifications, various types of leadership approaches are practised. The five effective leadership styles, including distributive, ethical, instructional, servant and transformational styles, are very

promising determinants of effective leadership styles that correspond to GNH principles and values, and these truly support successful principal leadership and school improvement.

Through educating for GNH, educational leaders have developed strong human values that bring happiness to them as they perform different leadership roles. The participating Bhutanese educational leaders are generally very happy being educators, and ethical, human, influential, and social leaders. These attributes of a happy educational leader influence their leadership practices, and also help them grow, succeed, and become effective leaders who also ultimately find personal satisfaction and happiness.

The Educating for GNH project was initiated in 2010 throughout the schools in Bhutan. Within a short period of time, there has been improvement in schools and school systems, leadership roles and practices and behaviours of school leaders. I believe such progress and improvement has blossomed because of the commitment, dedication and hard work of school leaders. Also influential has been the enduring support and guidance of educational leaders, policy makers, and stakeholders across the country who are generally concerned about their children's future and the quality of education they receive in schools. I hope educational leaders will continue to strive to work effectively and successfully so as to become the best they can in providing quality wholesome education to our students. In this way they are inspired with values that "deeply felt care for nature and for each other, steeped with culture, seeing reality clearly, living in harmony with natural world and with neighbours, and acting wisely for the benefit of all beings" (Hayward & Coleman, 2010, p. 1)

My main research question was this: How has the implementation of Educating for Gross National Happiness changed educational leadership practices and school systems in Bhutan? To answer this question, a related literature review was carried out to provide a basis for the study followed by a qualitative interpretive phenomenological analysis case study approach was used which collected data directly from the 20 educational leaders in Bhutan.

The study findings answer the research question in several ways. First, the school and school systems have changed with the implementation of the national initiative Educating for GNH through three main approaches: developing GNH-minded teachers, teaching GNH-infused curriculum, and creating a GNH-inspired learning environment. Second, the educational leadership practices have changed and improved with the use of various effective styles of leadership such as distributive, ethical, instructional, servant and transformational leaderships. Finally, school leaders are happy implementing Educating for GNH programmes in school and it is evident from their descriptions of the attributes of a happy educational leader. They are happy being an educator, providing ethical, human, influential and social leadership.

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APPENDIX A: Approval letter from the Research Ethics Board, University of New Brunswick

UNIVERSITY OF NEW BRUNSWICK	PO BOX 4400 FREDERICTON, NB CANADA E3B 5A3	TEL 506 453-5189 FAX 506 453-3522 WWW.UNB.CA/RESEARCH	OFFICE OF THE VICE-PRESIDENT (RESEARCH)
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December 24, 2013

Karma Drukpa
Faculty of Education
University of New Brunswick
UNBF - Campus Mail

Dear Mr. Drukpa:

RE: Educating for Gross National Happiness: A New Paradigm for Education in Bhutan, **REB File # 2013-146**

The above project is approved as modified.

Approval is valid for a period of three years from the date of this letter.

Annual Reports for this project are due on the 15th January of each year, provided that this date is at least six months after the date of project approval. **Final reports** are due 90 days after project completion. Both of these reports can be found on our website at <http://www.unb.ca/research/ors/forms/index.php#ethics>.

Although your application was processed via Expedited Review, for your information we are providing a list of current Research Ethics Board members.

Sincerely,

A handwritten signature in blue ink that reads "R. Steven Turner".

R. Steven Turner, Chair
Research Ethics Board

REB Members:

- Joy Haines Bacon, Community Representative
- Barbara Burnett, Community Representative
- Jeff Landine, Faculty of Education
- Tracey Rickards, Faculty of Nursing
- Usha Kuruganti, Faculty of Kinesiology
- Aloke Chatterjee, Faculty of Law
- R. Steven Turner (Chair), Faculty of Arts, Department of History
- Renée Audet-Martel, REB Coordinator

APPENDIX B: Letter seeking approval to conduct research

December 17, 2013

The Director
Department of School Education
Ministry of Education
Thimphu, Bhutan

Subject: Seeking approval to conduct educational research

Sir,

I am Karma Drukpa, Principal of Samtse Higher Secondary School, currently a third year PhD student in the Faculty of Education at University of New Brunswick, Fredericton, Canada. In partial fulfilment of the requirements for my degree, I am required to undertake research, analyze the data, and write a dissertation.

My dissertation is focused on effective educational leadership and its relation to school improvement through Educating for Gross National Happiness in Bhutanese public schools and the topic is *Educating for Gross National Happiness: A new Paradigm for Education in Bhutan*. This project has been reviewed by the Research Ethics Board of the University of New Brunswick and is on file as REB 2013-146.

To study this topic, I will explore what research literature tells us about effective educational leadership and examine how effective educational leadership is practiced to improve the school system infusing GNH values and principles. The aim of the study is to deepen our understanding and contribute a little known phenomenon to a large body of literature from the Bhutanese point of view about the effective educational leadership practices.

For this study, I have chosen is a qualitative research approach. The participants in this study are the educational leaders selected through purposeful sampling. Participation is completely voluntary, and the data collection will take place outside school hours through one-on-one interviews. A total of 20 educational leaders from five

districts will participate in the study on a voluntary basis. The research will be conducted from December 2013 through December 2014.

Therefore, I would like to request you to kindly approve to conduct my study with the educational leaders. Should you have any questions concerning the study, please contact me at (506) 471-2260 / Karma.Drukpa@unb.ca or my dissertation supervisor, Dr. Ken Brien at (506) 452-6213 / kbrien1@unb.ca. If you wish, you may also contact Dr. David Wagner, Associate Dean of Graduate Studies, Faculty of Education, UNB at (506) 447-3294 or by e-mail at dwagner@unb.ca.

Yours sincerely,

(Karma Drukpa)

APPENDIX C: A letter to District Education Officer

December 17, 2013

The District Education Officer,
Dzongkhag Administration,

Subject: Permission to conduct a study with Principals and Teachers

Dear Sir,

I am Karma Drukpa, Principal of Samtse Higher Secondary School, currently a third year PhD student in the Faculty of Education at University of New Brunswick, Fredericton, Canada. In partial fulfilment of the requirements for my degree, I am required to undertake research, analyze the data, and write a dissertation.

My dissertation is focused on effective educational leadership and its relation to school improvement through Educating for Gross National Happiness in Bhutanese public schools and the topic is *Educating for Gross National Happiness: A new Paradigm for Education in Bhutan*. This project has been reviewed by the Research Ethics Board of the University of New Brunswick and is on file as REB 2013-146. I have also received approval from the Director, Department of School Education, Bhutan Ministry of Education, and it is attached herewith for your information.

This study requires the involvement of principals and teachers under your jurisdiction. I have not identified the schools in your district and request your recommendation as to who should participate for my study. Participation in this study is completely voluntary and will take place outside school hours. I intend to use one-on-one interviews to collect research data.

I would appreciate if you could kindly allow me to conduct the study with principals and teachers in your district. The study will be conducted from December 2013 through December 2014. If you have any questions about this study, you may contact me at Karma.Drukpa@unb.ca or Dr. Ken Brien, my dissertation supervisor at

kbrien1@unb.ca. If you wish, you may also contact Dr. David Wagner, Associate Dean of Graduate Studies, Faculty of Education, UNB at (506) 447-3294 or by e-mail at dwagner@unb.ca.

Yours sincerely,

(Karma Drukpa)

APPENDIX D: A letter of Information and Invitation to the participants

To:

.....

December 17, 2013

Subject: Request to participate in the study

Dear Madam/Sir,

I am Karma Drukpa, Principal of Samtse Higher Secondary School, currently a third year PhD student in the Faculty of Education at University of New Brunswick, Fredericton, Canada. In partial fulfilment of the requirements for my degree, I am required to undertake research, analyze the data, and write a dissertation.

My dissertation is focused on effective educational leadership and its relation to school improvement through Educating for Gross National Happiness in Bhutanese public schools and the topic is *Educating for Gross National Happiness: A new Paradigm for Education in Bhutan*. This project has been reviewed by the Research Ethics Board of the University of New Brunswick and is on file as REB 2013-146. I have also received approval from the Director, Department of School Education, Ministry of Education and District Education Office to conduct this study.

Purposeful snowball sampling research method is employed to select participants. Since you have experience related to my study, I have selected you as one of the participants through the recommendation of District Education Officer (DEO)/Principal. The recommenders will not know of your participation because I have selected only few participants from the list recommended by them. It is not necessary to interview everyone who is recommended. In addition, you should be aware that your participation is totally voluntary and you are free to decide not to participate or to withdraw at any time, for any reason.

The 20-30 minutes one-on-one interviews will be scheduled at a suitable location and time convenient to you. The interviews will be audio taped to ensure that no

information is lost and also recorded in a field book as support in the event that the audio recording does not work. Your responses shared with me will remain strictly confidential. Your name will not be associated with the research findings in any way, and only I will know your identity as a participant. All transcriptions will be scrubbed of identifying information. I will not identify participants by name, place of residence, or specific school affiliation. However, I may identify responses by job role since my study intends to report differing responses from district education officers, principals, and teachers.

All audiocassettes, field notes and transcribed data will be protected in a locked cabinet, and data stored in a computer/laptop will be secured by creating security password known only to me. The research findings will be made available to you after completion. You will also have an opportunity during the data analysis to check the accuracy of my perceptions and understandings of your responses. You can check and approve transcripts, and edit your contributions as you wish.

There are no known risks or discomforts associated with this study. The expected benefits associated with your participation are the rich information about the experiences as a school leader. Your participation will deepen our understanding of Educating for Gross National Happiness and make significant contribution from the Bhutanese context to the existing literature on educational leadership and its relation to school improvement.

If you have any questions about this study, you may contact me at Karma.Drukpa@unb.ca or Dr. Ken Brien, my dissertation supervisor at kbrien1@unb.ca.

If you agree to participate voluntarily in this study on the above terms, please sign the consent form attached herewith. Thank you for your time and consideration of this request and I look forward to working with you on this study.

Yours sincerely,

Karma Drukpa

APPENDIX E: Participant’s Consent Form

Statement of Consent

I have read the above description of the research project and the researcher has clarified my queries to my satisfaction. I understand the purposes of this research and my role as a research participant. I _____ (please print), agree to participate in this study.

(Participant’s signature)

(Date)

To the best of my ability, I, Karma Drukpa have explained the purpose, objectives, and the nature of this study to _____, and I have clarified all of his/her queries about the research topic.

(Researcher’s signature)

(Date)

APPENDIX F: Interview Questions

For District Education Officer

Question one

The Ministry of Education has introduced a nationwide reform initiative Educating for Gross National Happiness in 2009.

- a) What are the most important plans and policies to promote Educating for GNH in the district?
- b) How are they implemented?

Question two

I believe that you have worked as a principal or teacher in the school system before the launch of Educating for GNH. In your perspective:

- a) How is Educating for GNH school system different OR what is special in Educating for GNH school system?
- b) What changes do you notice in schools with the implementation of Educating for GNH?

Question three

I believe that the ultimate professional goal of educational leaders is to improve school by enhancing student achievement, and teachers' have significant impact in students learning.

- a) What do educational leaders do to improve student achievement in the district?
- b) What are district policies and practices to enhance teachers' professional growth and development?

Question four

Educational leadership is very important for the school's success. There are high expectations of educational leaders for the successful implementation of educating for GNH as well as improve the whole school system. Considering the importance of educational leadership and a need of effective leaders in the school, in your view:

- a) What type of leaders do we need in our schools to bring change and improvement?
- b) What are your expectations from these leaders for successful implementation of Educating for GNH?

Question five

Educating for GNH is introduced to help achieve the national goal—Gross National Happiness. GNH is based on the fundamental principle that the ultimate desire of human being is happiness, and many studies related to happiness have acknowledged this principle.

- a) How are principals, teachers, support staff, and students' happiness promoted in your district?
- b) What leadership practices best describe you a happy leader that influences the happiness of people in the district schools?

Question six

Any others— Is there anything you would like to share today?

For School Principal

Question one

A nation-wide education reform *Educating for Gross National Happiness* (GNH) was introduced in all schools at the beginning of the 2010 academic session.

- a) What are the most important school plans and policies to promote Educating for GNH?
- b) How are they implemented?

Question two

I believe that you have worked as a principal or teacher in the school system before the launch of Educating for GNH. In your perspective:

- a) How is Educating for GNH school system different OR what is special in Educating for GNH school system?
- b) What changes do you notice in the school with the implementation of Educating for GNH?

Question three

As an important person in the school, you have multiple roles and responsibilities to function the school effectively.

- a) What are your leadership roles?
- b) What are some of the effective leadership practices that you have used for the successful implementation of Educating for GNH?

Question four

My own experience of educational leader in the school system for many years, plus the literature related to educational leadership suggests that there is the shift in emphasis from administration to management, and management to leadership that support effective teaching and learning.

- a) What leadership support do you provide to enhance student achievement?
- b) What are school policies and practices for effective teaching and learning?

Question five

Educating for GNH is introduced to help achieve the national goal—Gross National Happiness. GNH is based on the fundamental principle that the ultimate desire of human being is happiness, and many studies related to happiness have acknowledged this principle.

- a) How are teachers, support staff, and students' happiness promoted in the school?
- b) What leadership practices best describe you a happy leader that influences the happiness of people in the school?

Question six

Any others— Is there anything you would like to share today?

For Teachers

Question one

A nation-wide education reform *Educating for Gross National Happiness* (GNH) was introduced in all schools at the beginning of the 2010 academic session.

- a) What are your most important plans to promote Educating for GNH?
- b) How are the plans implemented?

Question two

I believe that you have worked as a teacher in the school system before the launch of Educating for GNH. In your perspective:

- a) How is Educating for GNH school system different OR what is special in Educating for GNH school system?
- b) What changes do you notice in the school with the implementation of Educating for GNH?

Question three

One of the national directives in Educating for GNH is to infuse GNH values and principles in classroom teaching.

- a) How are GNH values and principles infused in your classroom teaching?
- b) What are the challenges you face while implementing GNH values and principles in the classroom?

Question four

In school, principal is the most important person and his leadership has significant influence in whatever things happen in the school. As a teacher, being pioneer for the successful implementation of Educating for GNH project in the classroom:

- a) What are your expectations from the principal?
- b) How would you like to see the school leadership functioning?

Question five

Educating for GNH is introduced to help achieve the national goal—Gross National Happiness. GNH is based on the fundamental principle that the ultimate desire of human being is happiness, and many studies related to happiness have acknowledged this principle.

- a) What are your contributions to promote happiness in the school?
- b) What factors would you consider to make you a happy teacher in the school?

Question six

Any others— Is there anything you would like to share today?

CURRICULUM VITAE

Candidate's full name: Karma Drukpa

Place and date of birth: Nangkor, Pemagatshel, Bhutan
01 January, 1970

Permanent address: Nangkor, Pemagatshel
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Schools Attended: Pemagatshel Middle Secondary School
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Primary Teacher Certificate (PTC)

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