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**ASSESSMENT OF INSTRUCTIONAL LEADERSHIP
PRACTICES OF SECONDARY SCHOOL PRINCIPALS IN
OROMIA SPECIAL ZONE SURROUNDING FINFINE**

BY

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This is to certify that thesis prepared by Mitiku Giduma entitled in“ (Assessment of instructional Leadership Practices. the case of some selected secondary schools in Oromia Special Zone)” and Submitted in partial filament of the requirements for the degree of MA in school leadership complies with the regulation of the university and meets the accepted standards with respect to originality and quality:

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Abbreviation and Acrimony's

CSA-	Central Statistical Agency
FDRE-	Federal Democratic Republic of Ethiopia
MOE-	Ministry of Education
OSZSF-	Oromia Special Zone Surrounding Finfine
SPSS-	Statistical package for social science
PTA-	Parent Teachers Association
EETP-	Ethiopian Education and Training

ABSTRACT

The purpose of the study was to assess instructional Leadership practices in secondary schools of Oromia Special Zone Surrounding Finfinne. In order to attain the objectives of the study, across sectional descriptive survey method was employed. The population of the study were 204 teachers and 32 (principals and Department heads). The participants of the study were 62 teachers, 8 principals (principals and vice principals) and 24 Department heads. Data was gathered through questionnaire, interview and documents and analyzed quantitatively using frequency, percentage, mean, weighted mean and standard deviation, and data obtained from, interviews were analyzed qualitatively, describing the current situation. The findings of this study is assessment of instructional leadership practices in the school shows that most of school leaders had less than expected experience and qualification. Principals instructional roles were not effective in the school more specifically instructional roles that were developed in the schools did not seek improvement over the current level of performance and materials were rarely provided to accomplish the instructional activities. And also the school principals did not always frame the academic roles which target dates and develop relevant and achievable instructional goals. Instructional leadership had weakness in academic roles, in supervisory, in creating positive learning climate and culture and in goal setting and communication activities. On the top of findings, recommendations are for warded to address the weakness encountered by the principals in their instructional leadership activities mainly focusing on empowering both principals and schools to foster instructional leadership practices in the secondary schools of the zone.

CHAPTER ONE

1. Introduction

Secondary schools play crucial role in quality students to the higher institution and vocational that has a fundamental contribution in achieving social equity and promoting higher levels of economic and social development.

In line with the attention given to the quality in education, the importance of instructional leadership is considered as a major vehicle for the change and educational development (Musaazi, 1988). With regard to OSZSF, instructional leadership practices is yet requiring much to be done. Thus, to improve this, school principals need to be well competent and effective in performing instructional activities. This research thesis contains the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, research design and methodology, definition of terms.

1.1 Background of the Study

Educational Instructional leadership entails awareness about development in the education field together with the wider social, economic and political environment within which it is located. Leadership involves the capability to guarantee quality education in unstable circumstances to evoke and sustain staff motivation, creativity and accountability to promote staff and organizational development to act as a role model in terms of the values which the institution regards as important (Daviod off and et. Al and others 994).

Similarly, contemporary educational reform places great importance on effective leadership and management of the schools. For this reason the leader holds a key position to lead orderly school improvement in which sufficient and well managed the organization provides the precondition for enhanced learning.

In the context of the education the role of the leaders is primarily characterized as coping with change and coping with complexity. Performance and results orientation and increased independence in the management of the schools brought new forms of the accountability that are intended to enhance effectiveness. There are some reforms challenges leaders' unable to perform (Day and others in the Harries 2003).

Instructional Leadership is a generic concept that requires specific to the central objectives of the organization to be managed. In schools, this demands aligning the leadership around the activities of the schools. This, in turn makes it imperative for the school leaders to be mindful that the learning of the students has prominent place. However, this conception of what schools should do to people is insufficiently understood by leaders in views of the changes in the schooling and leadership. Elmore as cited in Harris (2005; 21) has stated that “the skills and knowledge that matter in the leadership are those that can be connected or lead directly to the improvement of the instruction and performance.”

Learning being the core activity of the schooling, it can be argued that the prime function of leadership for the school improvement is to enhance the quality of the teaching and learning. Hence, instructionally leading the school is about creating opportunity for the both students and teachers. In relation to the impact of the instructional leadership for the school success, Ubbens and Hughes (1997:19) have asserted that: *Demonstrating high energy, setting standards of the excellence, establishing goals, being apposite example, creating motivating work environment, all within the context of collaboration so that a high performance learning community exists these are the manifests in instructional leadership above all else.*

The focus of an instructional leadership is, however, not exclusive of a range of other leadership models. This is not to imply that other leadership acts are unimportant but rather to emphasize the centrality of instruction to the main business of the schools-students growth and the development (Ubben and Hughes, 1997).

According to Hopkins (2005) instructional leadership is actively and visibly involved in the planning and implementation of change. It emphasizes the quality of teaching and learning with high expectation for all staff and all pupils whilst recognizing that support and encouragement are needed for everyone to give their best. Obviously, schools are places where macro level educational goals are materialized. They are places of determining the future fate of the nation as well as that of its attendants. However schools committed to such socials ends are not easily founded owing to the complexity of situation today. Devolution of the responsibility for local management of schools increases global and intensive competition, increases knowledge revolution and growing sense of consumerism are a few of the factors that are at work challenges

leadership. Harris (2005) has noted that there has been a renewed emphasis up on leadership capacity and capability in the drive towards higher standards.

On the other hand as to Adesina (1990), inadequate leadership at school levels is one that adversely affects the progress of the education because success in any educational institution depends significantly on effective and sound leadership.

In the other words the forces affecting the school systems probably none is more important than school leaders who have the responsibility for recommending change in educational activities and facilitating learning.

Finally, these clearly depict that any defect in instructional leadership would result in poor performance and low achievement on the part of the learners. This is almost the same as missing the target or over all crisis of the school system. Hence, this situation demands us to know the status of instructional leadership in our school systems. Thus, it is where the conception of this proposal is emanated from.

Instructional Leadership in Ethiopian Context

In practical from our experience, some school leaders believed that school improvement goals are expected to realize through the roles of teachers active participation in school leadership. They try to share responsibility with other members of all staff through the process of devolution. Therefore, they develop also participations: contribution and recognition of the staff in the issues of different committees, clubs unit leaders positions, department head positions, class room- master-positions, and other leadership member positions like being member of PTAS and the like in order to share school visions and expand it those leadership member bodies.

According to (MOE, 2008) school instructional leadership shall have the following duties and responsibilities in the planning and implementing of school improvement program. They make the appropriate effort to make schools comfortable learning and teaching places by directing the school improvement process with the felling of responsibility: they provide sufficient and current in formation regularly to students, parents regarding their children learning and achievement by closely supervising the learning and teaching process implemented in schools and conducting

class room evaluation and take corrective measures on matters that needs adjustment and assist teachers: create favorable conditions to form strong and continuous relationship between schools and communities through awareness creation: organize short training and experience sharing program for teachers and school community on key issues for the school improvement with suitable time tables: follow and monitoring the school programs through evaluation and work with staff members with shared responsibility and accountability.

1.2 Statement of the Problem

Instructional leadership has a particular importance in educational administration because of its for reaching effect on the accomplishment of the school programs, objectives and educational goals .In light of this secondary school principals are expected to perform well with instructional leadership activities.

However, the school principals are not implementing the instructional leadership practices as expected to bringing changes in the school systems as effective as possible. Due to fact school principals are implementing instructional leadership practice in the environment of divergent needs that evolved from discontinuous environmental changes including globalization introduce new trends of instruction in schools (Hallinger & Murphy,198).

Research findings, also show that the majority of school principals in Ethiopia, were incapable in performing instructional leadership practices: They have not been trained in professional disciplines that make principals in secondary schools ineffective and inefficient in performing instructional leadership activities as expected of them(UNESCO,2013).

Hence Oromia Special Zone Surrounding Finfine as one the zone of Oromia in Ethiopia is not free from lack of effective and efficient instructional leadership in secondary schools.

Therefore, this study attempts to make an assessment on instructional leadership practices in secondary school, with basic questions:

1. What are instructional leadership roles of school principal in secondary schools of the zone?

2. How do school leaders create positive learning climate and cultures in secondary schools?
3. To what extent do the school leaders discharge their instructional supervisory duties in the schools?
4. How do the school leaders communicate objectives to the school community in secondary schools?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this study is to assess the practices of instructional leadership of secondary school principals in Oromia special zone surrounding Finfine.

1.3.2 Specific Objective

The objectives of the study are to:-

1. Examine the level of the instructional roles of school principals.
2. Examine the instructional supervision practices carried out by the school leaders.
3. Determine effectiveness of the school leader in defining and communicating school goals to the school community.
4. Identify the status of creating conducive environment by the leaders.

1.4 Significance of the Study

Instructional leadership effectiveness is prominent importance for all development of the learner. Hence, it calls a massive participation of all stakeholders to enhance its implementation. Conversely, poor participation and little attention to those human, social, psychological, individual needs can create problems that adversely affect the process. Accordingly, this study were gave attention to the practice of instructional leadership in Oromia special zone surrounding Finfine secondary school principals.

The finding of this study may serve as follows

1. The result of the study may enable to indicate areas of emphasis for leaders to improve their instructional leadership practices.
2. It may help to identify the major problems of instructional leadership and call the attention of all concerned bodies to take corrective measures in due time.
3. It forwards some specific and practical recommendations for stake holders involved in instructional leadership.
4. This study may serve as a spring board and basis for others who want to pursue further study in the same area.

1.5 Delimitation of the Study

The researcher were conducted in Oromia special zone some secondary schools. In Oromia special Zone surrounding Finfine 18 secondary schools are there. Among these 18 secondary schools, the researcher forced to select 6 (six) of secondary schools of this zone due to constraints of time and financial resources. At the end, the focus on the instructional leadership school principals in some selected secondary schools in Oromia special zone surrounding Finfine. The secondary schools included are: **Segno Gebeya, Burka Harbu, Sendefa, Chancho Abba Geda, Derba and Awash** senior secondary schools.

1.6 Limitation of the Study

The main problem of this study was shortage of books written about instructional leadership practices. Hence the researcher believes this problem contributed to the limitation of the study. Attempts were made to overcome the limitation by making use of unpublished, relevant materials prepared by ministry of education. Apart from this, the researcher widely adapted various literatures with world wide experience in the area of principals' leadership practices.

1.7 Definition of Terms

Department head-a teacher who coordinate the tasks of the teachers who are teaching single subject or in a department.

Leadership

Leadership cannot be used without management. Where ever I used leadership management will be subsumed in it.

According to Daft (2005) leadership is concerned with an influence relationship among leaders (school principals) and employes (teachers). It is a social influence. In This study leadership is used to describes someone who influence others to achieve the aims of the organizations.

Management

Tripathi and Reddy(2008) describes management as the art of getting done (procedures).

It is concerned with procedures necessary to keep the school running. James(2000) describes these procedures as planning, organizing, activating and controlling. In this study management is used to refer to the instructional leadership activities conducted by the principal.

Instructional Leadership

Hallinger(2010) refers to instructional leadership as resilient leadership concentrated on the curriculum and principal instruction. In this study, I will use instructional leadership to mean the act of principals influencing the culture of teaching and learning through their practices and interactions with teachers and learners in efforts towards achieving effective curriculum delivery and coverage.

Leadership practices

Leadership practices refers to all those actions and tasks that the principals under tasks at the school in order to promote teaching and learning. Jekims(2006) proposes that leadership practices have a dual approach since practices of leadewrship should not only focus on physical practices i.e. a means of doing things, practices also include understanding. This understanding requires leaders to have ‘ knowledge of opractices and inquiry’ within situations.

Here leadership practices also include the art of knowing how to undertake tasks. In this study leadership practices is understood as the activities both in theory and practices that the principal under takes to ensure teaching and learning.

Principal-The person with the highest authority or most important positions in to organizations.

School leader -a person who is responsible to influence teachers towards school goal achievement.

Secondary school-As Ethiopian education context school which has(9-10) two years of schooling and prepare students for the future(EETP,1994:14).

Zone- which is formed by the combination of 14 woredas and above having administrative town and authority to rule and commend different bureau.

1.8 Organization of the Study

The study consists of five chapters. The first chapter deals with the problem and its approach. The second chapter deals with review of related literature. The third chapter deals with research design and methodology.

The fourth chapter deals with the analysis and interpretation of data. The last chapter presents summary, conclusion and recommendation. Finally the reference and other important documents and sample of instruments for data collection were annexed in the appendices.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the review of the related literature on the study of the role of school principals as instructional leaders, instructional supervision, creating positive learning climate, culture and instructional leadership define and communicate school goals to local community.

2.1 Concepts of Leadership

Leadership is the ability to direct people towards the achievement of goals and it is associated with the setting of goals and visions to the future and to go pass through the process to achieve the desired goals. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organization (Chandan,1999).

2.2 Leadership in Education

Educational leadership is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words Educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Liyod,2009). There is great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, there is recognition that schools require effective leaders, if they are to provide the best possible education for their learners (Bryman, 1996). Leadership has long been seen as a key factor in school effectiveness and much interest in educational leadership has increased over the last two decades. This has been due to a number of factors, often related to political demands placed on the education systems. The growth of School- based governance in many countries over the past two decades has meant more influence for the school and therefore a greater role for the school principals, as powers and responsibilities have gradually been devolved from local or national levels to the school (Martine, 2011).

These theories depend on the potential of re-principal and the people, so this study also would consider both principal skill and the follower's skills.

Generally, the whole theories state leadership in different cases, but this study was depends only on some of the theories these type situational theories, behavioral theories, participative theories and relationships theories.

2.3 Theories of Leadership

J. Killian and C. Harrison,(2006) there are eight major leadership theories, under this part I would tried to identify the theories that are helps me to solve the problem. The theories are:

2.3.1 Great Man Theory

The Great man Theory'' is associated most often with 19th century commentator and historian. Thomas Carlyle, who commented that the'' history of the world is put the biography of great men,'' reflecting his beliefs that heroes shape history through both their personal attributes and divine inspiration. In his book ' on heroes, Hero- Worship and the Heroic in History'', Carlyle set out how he saw history as having turned on the decisions of'' heroes'', giving detailed analysis of the influence of such several men as Shakespeare, Luther, Rousseau and Napoleon, Cherry(2010) also noted that, Great man theory assumes that the capacity for leadership is inherent that great leaders are born, not made. This Theory often portrays great leaders as heroic, mythic and destined to rise to leadership when needed. The term '' Great Man'' was used because, at the time, leadership was thought of primarily as a male quality especially in terms of military leadership.

2.3.2 Trait Theory

The Trait approach is the oldest leadership perspective and was dominant for several decades. This theory of leadership held that great leaders were born with certain ''traits'' that made them great leaders. The proponents of this theory promote the viewpoint that certain personality traits (characteristics) determine success in leadership. These traits are not acquired, but are inherent personal qualities. The theory rests on the traditional approach which describes leaderships in terms of certain physical and other special characteristics which are considered inherited. Alike the great man theory, the trait theory assumes that leaders are born not made.

2.3.3 Contingency Theories

It focuses on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory no leadership style is best in all situations. Success depends up on a number of variables, including the leadership style qualities of the followers and aspects of the situations.

2.3.4 Situational Theories

It proposes that leaders choose the best course of action based up on situational variables. Different styles of leadership may be more appropriate for certain types of decision making. For example where the leader is the most knowledgeable and experienced member of a group an authoritarian style might be most appropriate. In other instances where group members are skilled experts a democratic style would be more effective.

Democratic Leadership: leaders to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members.

Autocratic Leadership: it can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership in order to get things accomplished quickly and efficiently.

2.3.5 Behavioral Leadership Theory

The failure of the trait approach led researchers to focus on the behavioral or style of the leader. From the late 1940s to the early 1960s behavioral researchers at Ohio State University and the University of Michigan conducted intensive. The goal of the research was to identify the behaviors exhibited by leaders, i.e. what good leaders did while exercising their leadership. In the behavioral approach, personal characteristics (traits) are considered less important than the behavioral theory of leadership is based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation

2.3.6 Participative Theories

It suggests that the ideal leadership style is one that takes the input of others in to account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision- making process in participative theories.

2.3.7 Management Theories

It also known as transactional theories focus on the role of supervision, or sanitation and group performance. These theories base leadership on a system of rewards and punishment. Managerial theories are often used in business when employers are successful, they are rewarded when they fail, and they are punished.

2.3.8 Relationships Theories

It also known as transformational theories, focus up on the connections formed between leaders and followers it motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential.

2.4 Instructional Leadership

The definition of leadership in literature has been very diverse. Generally leadership is defined in terms of traits, behaviors, roles and process. According to Yukul (1998) researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them Youkl's synthesis of definitions, reflect the assumption that leadership involves a process whereby international influence is exerted by the one person over other people to guide, structure and facilitate activities and relationships in a group or organizations.

Similarly, instructional leaders differ from that of a school administration or manager in a number of ways. Principals who provide themselves as administrators are too preoccupied in dealing with strictly administrative duties compared to principals who are instructional leaders. The instructional leader role involves setting goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers.

Moreover, instructional leaders consists of principal behaviors that set high expectations and clear goals for student and teacher performance, monitor and provide feedback regarding the

technical care (teaching and learning) of schools, provide and promote professional growth for staff members and help create and maintain school climate of high academic success (Murphy,1990). More recently, the definition of instructional leadership has been expanded towards deeper involvement in the core business of schooling which is teaching and learning.

Furthermore, instructional leadership is leadership that is directly related to the process of instruction where teachers, learners and the curriculum interact (MC Ewan, 2003). Instructional leadership, narrowly defined, focuses on leadership functions directly related to learning (Murphy,2003). On a broader view, however, it can be defined as leaders function that contributes to students learning and this encompasses everything the principals does during the day to support the enhancement of students and the ability of teachers to teach. Similarly, Harries and others (2005:21) have defied instructional leadership as model of learning that places on emphasis on the development of the school through the development of others.

In attempt to make clear the distinction between instructional leadership and other forms of leadership Mc Ewan(2003) has stated that instructional leadership is the creation of climate where the principal, department, students, parents and school board are able to work together to accomplish the task of the education. This requires the instructional leader to have a sense of the purpose and broads knowledge of the educational process of influencing group activities toward the achievement of goals. It occurs only in the process to two or more people interacting.

In short it appears to be clear that a definition of the leadership in terms of instruction tends to be much more leadership in education.

2.5 Challenges of Instructional Leaders

Presently the educational sector has been a paradigm shift towards instructional leaders in the school. Numerous studies(Bhenges and Mkhize,2013, Christie and ward,2010) have been conducted in instructional leadership, most of which has focused on the benefits of instructional leadership in the schools. I have noticed that very few studies conducted on instructional leadership focus on the challenges faced by instructional leaders. Yet the reality is that all leaders at some point or another are faced with their instructional duties. Acknowledging the argument that there is a dearth of empirical studies, on the school principals as instructional leaders, and

highlighted that even less is known about the instructional leaders practices of school principals in challenging contexts (Chapman and Harries 2004; Chikoko, Mthiyane and Naicker, 2013). A qualitative study sought to explore instructional leadership practices that work in challenging contexts in Ethiopia. A purposive sample of principals was employed in the study: however circuit managers of the selected school principals were also interviewed as triangulation methods.

The study findings were presented thematically under the following themes: 'Walking the talk', 'Growing their own timber', drawing on ex-students as role models, maximizing teaching and learning, minimizing disruption during labor unrest and monitoring teaching and learning.

Walking the talk suggests that principals must model what they expect of teachers in terms of their instructional practices.

The rationale being that the best way to model teaching is, the principals modeling skilful teaching pedagogy serves to show teachers how they should execute one's duty in the classroom. Therefore Horng (2010) asserts that good instructional leaders ought to be outstanding teachers themselves, who use their expectation teaching skills impact student learning.

The academic success is strongly emphasized and entrenched in the schools. Human resources are viewed as assets of the school. More over time is utilized optimally. Other findings of this research have shown that in these schools of challenging contexts, the instructional leaders improve the quality of instruction and ensure output quality.

Schools leaders are exposed to a host of challenges. In exploring the challenges that leaders are exposed to, Drew (2010) identified five themes as most significant challenges experienced by educational leaders. The themes were as follows: Human and financial resources, flexibility, creativity and capability tensions, maintaining a high academic (student) achievement and effective strategic leadership. While instructional leaders and most of the reviewed literature alludes to maintaining academic quality as a huge challenge for a substantial number of leaders contend that competing for resources and time taken to gain funds whilst trying to manage a school is just as challenge for school principals. The above challenges experienced by instructional leaders warrants the need for change, flexibility and innovation of school leaders.

It is premised that instructional leaders are considered as risk takers who possess the ability to reason and think in creative ways in attempt to effect change in schools. Leithwood(2004), extending this premise, says that instructional leaders need to be aware of the features in the organizations that requires attention. They also need to know the contribution of each teacher, influencing the school life and the learning of the students if they are to be effective instructional leaders.

Achieving total quality is not simple e.g. instructional leaders must undergo transformation to change in order to achieve improvement.

2.6 Possibilities of Instructional Leadership

Bush (2008) claims that at the helm of every school is a successful leader. However Robinson (2008) contends that less is known by leaders about what type of instructional leadership practices principals use or the impact they have on the school performance. In addressing Robinson's (2008) contention, Bendikson's(2011) study sought to determine the possibilities of instructional leadership in schools. Utilizing studies from low, middle and well performing schools . The article concludes by stating that the possibility of the school improvement is highly attainable when the principals are experienced, skilled and knowledgeable.

Robinson (2008) suggest that apprenticeship as well as practices experience in managing a school is a good pre requisite for school improvement/success.

An observation that needs to be highlighted was that the schooling environment was not always conducive or response to learning and under such circumstances the instructional principals may influence the environment by setting and communicating goals with teachers and students which communicate high expectations. Robinson(2008) alludes to the academic goal being central to instructional leadership, he goes on to state that a well- managed environment is pre requisite to improving schools.

Further findings reveals that principals can turn around schools when they communicate high academic goals and manage instructional activities accordingly. Differing school contexts requires different responses from leaders resulting in different responses from leaders resulting in

different behaviors. Different behaviors impact differently. When instructional principals adapt to changes and school challenges, they identify school strengths and weakness accordingly. The possibility is that they are able to turn around schools since they are aware of how to respond to situations that have identified. The possibility of improving school through communication, environment control, management activities, knowledge and skills are all aspects of instructional leadership. Thus the assumption is that when school leaders effectively carry out these aspects the possibility of success and turning around low performing schools is highly attainable.

2.7 The Role of School Principals as Instructional Leaders

It has been said that the school principals is responsible for instructional improvement. As an instructional leader, he or she is in a position to mobilize the abilities and efforts of teaching staff to a good performance for an effective instructional process. In this case. They way he exercises his leadership has a great influence on improvement of instruction. Instructional improvement can be achieved not only by the effort of certain individuals, but it is gained as a result of joint and coordinate activities of various groups and individuals who participate in instructional process. For this reason, the school principal is the one who coordinates the school activities to achieve the purpose of the school. In support of this, Muzaazi (1985) states.

According to Musaazi the school principal is a driving force in the school to get work done. Therefore, the principal must understand various needs of his staff members, satisfaction and different mechanisms of a group of work and interpersonal relationships. Satisfaction of different needs to teachers creates higher morale. Thus, the school principal can be said champion of effective leadership when he/she has a good relationship with his/her staff whom where is a progress in the instructional process.

To create a good relationship with his staff members and to give a clear direction of work, the principal should know different styles of leadership and develops a good communication skill. A school principal may face many challenging tasks in administrating a school. As administrating the may work in one way while as an education expert he may be called up on serve another.

He is the one who has to assign teachers according to their interest and specialization, a failure to do this lead to failure in implementing school programs. In other words teachers who are not

assigned according to their interest and specialization think that they are coerced and conflict arises.

Under conflict and frustration, teachers were tending to maintain antagonism. This can be a serious problem, which affects the teaching and learning process negatively.

Finally, to fulfill the purpose of the school principal should create a friendly atmosphere suitable to good teaching learning process. This places the principal in a good position in organizational structure of the school system. He stands in intermediate position between the central office and his staff. This enables him to be main interpreter of policies of the educational system for his staff members. It is these conditions which make the task of the principal very difficult.

Among other things, the principals should be professional competent to interpret policies and establish relationships between the community and the school. Landers stressing this fact, writes (1977) as the instructional leader in the school, the principal is in best the position to interpret the goals shared by department, parents and children.

The role of the school principal as instructional leaders is central to successful goal achievement of schools. Instructional leaders need to develop a school climate that initiates creative's, co-operatives and effective staff participation which results in instructional improvement. The following are some specific roles school principals play as instructional leaders.

2.7.1 Scheduling

The planning of appropriate teaching and learning process to fit in to the available place and time of the school is what is known as scheduling (leaders and myers). In farming a schedule the variables that should be considered include the curriculum, number of pupils, space, time, teacher's qualification and preference and working days available in the school year.

Good scheduling depends on the size of the school, number of subjects and availability of resources. The ability of the primary school principal in getting effective scheduling prepared, therefore, could be one of the criteria for this success in instructional leadership.

Lander and Myers (1977) forwarded seven criteria for scheduling. They recommended that the a schedule should

- A. Function with a minimum of confusion and correction
- B. Provide planning and preparation for teachers
- C. Provide study periods for students.
- D. Consider teachers' qualification and preference
- E. Make optimum use all of space equipment.
- F. Provide time each week for curricular activities.
- G. Involve teachers, specialists, administrations and even pupils and parents to some level.

2.8 Supervision of Instruction

Like any other areas of science, the concept of the supervision has been changed over years. Convectional supervision with which leaders attempt to control teachers instructional behaviors has left place for developmental one where by the leaders and followers will have common vision to realize through mutual support and collegiality.

This change in the concept of supervision is evidence in the statements by Gordan. (Cited in Glickman, Gordan and Ross- Gordan, 2004) when he has characterized developmental supervision as a collegial rather than a hierarchal relationship between teachers as well as formally designated supervisors and a focus on teacher growth rather than teacher compliance. He also added that this approach requires facilitation of teachers collaboration with each others instructional improvement areas and their involvement in opening reflective inquiry. Glickman, Gordan and Ross Gordan (2004) on their part, have conceptualized supervision as the term that devotes a command vision of what teaching can and should be, developed collaboratively of formally designated supervisors, teachers and others members of the school community.

Harris (cited in burnham 1976) further states that:-

Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes to promote pupil learning. Supervision is highly instruction related but not highly pupil related. Supervision is a major function of the school operation not a task or specific job or set of techniques.

In the above definitions, one can see that changes not in the naming but also in the function of supervision for instructional improvement in the schools. In support of the idea, sergiovanni and

Staratt (2002) have asserted that the purpose of the supervision of instruction is to help increase the opportunity and capacity of the school to contribute more added that when school instructional capacity improves and teachers help one another, improvement in instructions quality follows.

2.8.1 Clinical Supervision

Describing developmental supervision as support and growth opportunity would not offer its fuller understanding of the practical applications in schools.

What tasks are there for supervision to assist teacher improve instruction seems a fundamental question. The task of supervision that can bring about improved supervision can be materialized in a variety of ways but in this review, the researcher will focus on direct assistance to class room teacher through in built, clinical supervision and peer coaching are briefly highlighted in the following parts instructional leaders can follow different approaches to influence students learning depending on the culture of the school. However, Sergio and Staratt(2002) have argued that when supervision is directly, centered in the class room, focused on teachers' issues, aimed primarily to helping teachers understanding and improve their teaching and collaborative, the term clinical supervision often used.

They have also added that clinical supervision has potential to accelerate the rates of the learning for teachers and to improve teaching and learning significantly.

It refers to face to face contact with intent of improving instruction and professional growth.

Through general and clinical supervision are interdependent, Gold Hammer and others cited in Glickman, Gordan and Ross- Gordan(2004) have identified some features of clinical supervision as concept. They have asserted that:-

Clinical supervision is a technology for improving instruction it is deliberate intervention in to the instructional process goal oriented, combining school need with the personal needs of those who work with in the school. It assumes professional working relationship between teachers and supervisions and that supervisors knows a great deal about productive human interaction.

Furthermore, it requires high degree of mutual trust as reflected in understanding, support and commitment to growth. It is systematic through it requires a flexible and changing methodology.

One powerful approach for instructional leaders to help teachers learn and improve their practice is to engage in clinical supervision. Clinical supervision is a partnership inquiry where the focus of the supervision is on teacher strength (sergioivanni, 2001). It can take different formats but always but always involves an in depth examination and careful study of selected teaching issues, the collocation of data that help the teacher understand these issues and the development of improved practice. The role of leaders (principal in this area depend on motivation of teachers to observe other's classes and conduct per observation conferences.

Whatever formats are followed: clinical supervision is based on certain assumptions for its effectiveness. These include supervision is a process for which both supervisors and teachers are responsible, teachers are willing and able to improve teachers have large reservoirs of talent un used and the focus of supervisor is on teacher strength (sorgioivanni, 2001). As a systematic approach improving instruction.

Clinical supervision can be simplified in to sequential steps: pre conference, observation analysis and interpretation post conference and the critiques of the preview steps (Glickman, Gordan and Ross- Gordan, 2004: sergioivanni 2001) pre-observation conference is an important step in clinical supervision because it builds the necessary teacher- supervisors relationships based on mutual trust and support coagan cited in sergioivanni and starrat, 2002). Similarly, sergioivanni (2001) has argued that this step makes it possible to develop the frame work for observation where by an agreement is reached between the supervisor and the teacher.

Furthermore, Glickman, Gordan and Ross-Gordan (2004) have noted that during the pre-observation conference the supervisors sites with the teacher and determines the reason and purpose for observations, the focus of the observation the method and form of observation to be used the time of observation and the time of post conference. The success of observation of teaching depends on how well the supervisory relationship has been established. It is a step that follows and based on understanding obtained during the pre conference. It is the actual and systematic observation of teaching. (Sergioivanni,2001). The observer may use one of the following observation method. The observation options include categorical frequencies,

performance indicators; detached open ended narrative participant observation and data collection activity should focus on what the teacher actually occurs during a specific teaching periods (Sergiovanni, 2001). During observation, the clinical supervisors may take many descriptive forms. However, the observer should pay attention to attention Spans of children, time on tasks or cooperative relationships among students, in addition to what the teacher does or says (Sergiovanni 2001).

Classroom observation and data gathering permit the supervisor to identify both teachers strength and areas in need of improvement, based on what actually took place in the class room. The Teacher's objectives: use of resources, time and space clarity of presentation: questioning techniques and relationships with students are all part of this phase.

Carefully prepared observation guide- lines should be reviewed at the pre observation conference so that the teacher knows what the focus of concentration for each observation period will be:- supervisors must be as accurate as possible with their observations because teachers do not often view class room observations as constructive contributions to their effectiveness.

For effective supervisory support, class room observation must be followed by analysis and interpreting of observation. The Supervisor leaves the class room with his/ her observation seek solitude in an office and studies the information gathered during observation such attention period is required by the clinical supervisor to convert the raw data or information collected from observation in to manageable, meaningful and sensible form (sergiovanni, 2001). The specific tasks could be counting up frequencies, looking for recurring patterns, isolating a major occurrences which performances indicators where present and which were not (Gordon,RossGordon,2004)

The purpose of such analysis is to identify significant teaching patterns and critical incidents to be used in the supervisory conferences. This stage is finalized by pinpointing a strategy for working with teachers in the future. Following this, the supervisor attendants the post observation conference with completed observation form, competed analysis and interpretation form and with chosen interpersonal approach (Glickman Gordan, and Ross-Gordan, 2004). The conference is the plat form for teacher and supervisor to exchange information about what was intended in the lesson and what actually happened. The success of such conference is based on

the extent to which it is viewed as a venue for teacher development and improvement of instruction (Cogan Cited in Sergiovanni and Starrat, 2001). In this approach the important task is to let the teacher reflect on incidents of observed class room to be followed by supervisions reflections.

Post conference analysis planning marks the final stage of the clinical supervision.

Finally, in this phase, the teacher and supervisor discuss the data and the supervisors' analysis of it.

Supervisors must be careful to allow teachers to have their say. In fact, teacher self evaluation is useful at this stage, especially when some rapport has been established between the two parties. Feedback provides should be immediate and constructive. Supervisors must indicate not only weakness but also strengths, and they should offer specific assistance to help teachers improve.

Where this positive approach is not taken, a golden opportunity is missed for improving rapport and for jointly exploring solutions to perceived instructional problems: possible focuses for staff development are also lost.

2.8.2 Peer Coaching

Instructional leader that have many teacher will find it difficult to support all teacher single handily. In addition, clinical supervision is not for everyone. That is to say, not all teacher will need such an intensively look of teaching. For example sergiiovanni (2001) has started that the rational for a differentiated approach to supervision is simple. Teachers are different what is more, a supervisor cannot provide direct assistance in the form of clinical supervision to all teachers without ignoring other non supervisory responsibilities. Peer coaching on collegial supervision is an approach of teacher helping teachers. Since, teachers naturally turn to each other for help more often than to a supervisors and supervision is concerned with improving instruction, teacher helping teachers become a well perceived way of assuring direct assistance to every staff member in many school systems (Glickman, Gordan and Ross-Gordan 2004).

Peer coaching provides opportunities to refine teaching skill through immediate feedback and through experimentation with alternate strategies as a result of the informal evaluation. During peer coaching, preserves teachers collaborate to develop a shared languages, forums to test new ideas about teaching and ultimately, expertise.

Glatthorn cited in sergioivanni and starratt(2002) has started this approach as a moderately formalized process by which two or more teachers agree to work together for their own professional growth usually by observing each others class room, giving each other feedback about observation discussing professions concerns. To be effective peer coaching needs components addressing such as purpose, preparation and scheduling.

Like any other supervisory practice, peer coaching program should have clear goals and purposes. The objectives should to contribute the larger school goals of improving instruction peer coaching program without clearly initial training.

The definition forwarded by villegas- Reimers (2003) as the development of a person in his/her professional role. To make it more elaborative, quoted what teachers professional developments is the growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically.

2.9 School Culture and Climate

Planned change is difficult to introduce on the old fabric of the culture. In support of this, segiovanni and starratt(2001) have started improving schools requires change at two level structural and normative . Structural change involves altered arrangements where as normative refers to altered beliefs. To effect such change in social fabrics of the schools Mac Ewan(2003) has started that instructional leaders will be skilled in the actual construction of a culture that specifically defines what a given school is all about. The important of the supportive culture building is implied in the description of the instructional leadership itself. For instance, Mac Ewan(2003) has described instructional leadership as create on of a climate will be the principals, department, students and parents all able to work together for improvement of the instructional task. The school culture and school climate are important aspects of school life. Through they are lightly related and interdependent a separate treat of each will enhance their understanding.

The concern for cultures is acknowledged as one of the key roles leadership play. The concept of school culture is mainly derived from the conception that school is a learning community. Hoy and Tartar (1979) have argued that the character of the school is an elusive but powerful force

variously described as its atmosphere, organizational ideology. Informal organization and more recently climate and culture.

Although difference exists in conceptions of the organizational cultures, there is a common ground for defining. From organizational point of view, culture is a system of shared orientations that hold the unit together and give it a distinct identify (Holy and miskel cited in Hoy and Tartar (1997) school culture, however, refers to the basic assumptions and beliefs that shared by members of the organization (stoll, 1999), Hinde(2007) has looked in to the components of school culture and has defined it as the steam of norms, values ,beliefs, traditions and rituals built over time.

2.9.1 School Culture and Leadership

Some authorities argue that culture that significant impact on school improvement either by hindering or enhancing change in schools. This indicates that understanding school's culture is an essential perquisite for any external or internal change agent. The role of leadership in the school change is manifested in changing the culture by installing new value and beliefs (stoll,1999:45) shein (cited in stoll,1994)has argued that only of real importance that leaders do is to create and manger culture.

Sergiovanni (2001) added that leadership activities associated with cultural aspect of school include articulating school purposes and mission, socializing new members to the school maintaining or reinforcing traditions and beliefs explaining the way things operate around with the intent of bonding students, teachers and others together and to bind them to the work of the school.

2.9.2 Promoting an Academic Learning Climate

School learning climate refers to the norms beliefs and attitudes reflected in the instructional patterns and behavioral practice that enhance or impede student achievement (Murphy,1990) various studies on school systems indicate that school performance and better achievement emanated from learning climate or environment as they are intermingled with the personal qualities and abilities of teachers. It is also underlined that for both teachers and parents the principal is the fundamental agent in fixing school climate (Coleman).

According to Murphy (1990) principals develop a school learning climate conducive to instructional process by establishing positive expectations and standards, maintaining high visibility, providing incentives for teachers and students and professional development.

Establishing positive expectations and standards mainly comprises the view that every child can learn and achieve better if guided and aspired to success. Many researcher works indicate that reduced (low) expectations transfer in to teacher behavior that affects low ability students in terms of academic performance. Moreover, the researchers have discovered that principals in schools with high levels of students achievement are actively involved in defining high academic and behavioral expectations for their students and are less likely to base expectation on adult beliefs about the bio social characteristics of students (Murphy, 1990).

Providing incentives for teachers and students is one of aspects of the instructional leadership roles in creating positive learning climate which involves setting up a work structures that rewards and recognizes teachers for their efforts. Principals are found to give discretionary teachers which have de-motivating value rather than motivating teachers Murphy(,1990). Principals in effective schools make sure that rewards given frequently and that they reach high percentage of students and special emphasis is given to recognizing academic excellence. In short, effective principals often establish student reward programs that are both public in nature and closely connected in time to behavior for which recognition is given.

2.10 Defining and Communicating Schools Goals

The very definition of leadership indicates that there is a better future that leaders influence followers to head to words it. Leadership is about vision and being visionary. Mac Ewan (2003) has argued that an instructional leader has passion for great teaching and vision for what should be doing for children. In this point, Holmes (1993) has attempted to relate school success to vision by stating that all successful schools are built around a clear sense of vision and purpose. Similarly, all successful school leaders have a firm, grasp of educational vision and purpose and can relate that vision to the regular tasks and challenges of school leadership. Besides, sergiovanni(2001) has strongly argued that vision is an important aspect of leading reasoning that with out it the very point of leadership is collapsed Murphy (1990) further capitalize that defining and communicating a purpose for a school is the most important dimension of the

principal's role as instructional leader. And Powell and others cited in Murphy (1990) state that the existence of a common purpose has an educational force of its own, quite independent of the skills of individual teachers.

Furthermore, the principals are expected to help teacher and school community understand what they conceptualize and consider important and ultimately communicate it to the school community in very clear way.

Basically, the schools' vision sense of mission and culture are directly related to the assumption of the principals. As a result, the principals are demanded to communicate to their school community and teachers the fundamental concepts like: all students can learn and succeed, in schooling success results in success, school can enhance students achievements, clearly defined learner out comes determine instructional programs and decisions (Anderws and others, 1986).

More specifically, activities of an effective communicators including speaking and writing clearly and concisely: displaying and organizational skills in written and oral communication. Carefully planning staff meetings publican and often referring to school goals giving written recognition of accomplishments to students, staff and parents and articulating the mission of the school in such a way that individual staff members can describe the mission of the school and their principals expectations for their performance (smith and Andrews 1989).

The definition and communication of the school purpose have profound effect on school improvement as well as instructional process. Hence, it is imperative to define and communicate school purposes to the school community if the schools are to attain the intended goals.

Moreover, McEwan (2003) summarize the responsibility of instructional leaders to play in setting goals for the improvement of instruction in seven points as follows.

1. Assist teachers yearly in setting and teaching personal and professional goals related to the improvement of instruction, student achievement and professional development.
2. Make regular class room observations in all class room both informal and formal observation.
3. Engage in planning for class observation.
4. Engage in post observation conference that focuses on the improvement of instruction.

5. Provide thorough, defensible and insightful evaluation making recommendations for personal and professional growth according to individual needs.
6. Engage in the direct teaching in classroom.
7. Principals hold high expectation for personal instructional leadership behavior; regularly solicit feedback from staff members responding to feedback to set yearly performance goals.

CHAPTER THREE

3. Research Design and Methodology

In this part of the study, research design, description of study area, sources of data, target population, sample and sampling techniques, data collection instruments, data collection procedures, and the methods of data analysis and ethical consideration are described.

3.1 Research Design

A descriptive survey design was employed to conduct the study with the assumption it could help to identify the assessment of instructional leadership in secondary school. Hence, in order to fulfill the aim of this study, the researcher used the descriptive research design, since the major purpose of descriptive research is to show situation as they currently exist (Best,1998).To achieve the objectives of this research both qualitative and quantitative data were collected during the survey from primary and secondary sources.

3.2 Description of Study Area

Oromia regional state was established about 129 years ago(OSZSF communication affairs 2016). Recently Oromia special zone was created as surrounding city of federal government of Ethiopia by Oromia regional state in 2008 from different shewa zones like Northshewa, East shewa, South West Shewa and West Shewa zones and recently it has 6 woredas and 1 administrative town. Currently there are 18 government secondary schools in the zone (OSZSF education desk report, 2016).

Its relief and topography characterized by an area of great physiographic diversity like mountain, high plateaus, low plateaus and low lowland. It has also three agro climatic zones which include cool type of terminal zone, moderately warm temperature and cool.

3.3 Sources of Data

Data were collected from both primary and secondary sources

The primary source of data for this study were sample population selected from secondary schools communities such as, teachers, principals and Department heads.

The secondary sources of data were obtained from published and unpublished documents related to the areas of the study such as annual reports obtained from government offices and schools, different books and journals.

3.3.1 Sample Size and Sampling Techniques

There are 18 government secondary schools in oromia special zone. Out of 18 secondary schools in the zone 6 (30%) were taken by using simple random sampling technique. These sampled schools are Segno Gebeya, Burka Harbu, Sendafa, Chanco Abba Geda, Derba and Awash senior secondary schools. As the whole, when we compute the percentage of sampled schools in relation to the total 18 government secondary schools in the zone becomes 30% and above . The researcher thinks that this amount of schools were represent the zone.

The study were included teachers were the total populations of teachers from selected schools are 204 (male 157 and 47 female), (Zonal Education Desk, 2016) by using proportional stratified random sampling through grouping them in terms of their sex and to select from each school the researcher used simple random sampling technique and provide equal chance for each school. Accordingly, 37 male and 25 female teachers were selected as target population of study. As well as, 8 principals, 24 Department heads were taken by availability system sampling.

Table 1: Sample of Respondents included in the study with their respective school and number of teachers, principals and Department heads.

NO	Respondents	Segno Gebeya		Burka Harbu		Sendafa		Chanco Geda	Aba	Derba	Awash		
		Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample
1	Teachers	27	12	44	12	45	13	49	10	15	7	24	8
2	Principals	1	1	2	2	2	2	2	1	1	1	2	1
3	Department heads	4	4	4	4	4	4	4	4	4	4	4	4
	Total	32	17	50	18	51	19	55	15	20	12	30	13

3.4 Data Collection Instruments

The data collection tools that were used in the study to gather relevant information are questionnaires, interview and document analysis.

3.4.1 Questionnaires

Questionnaire is a device consisting of series of questions dealing with some psychological, social and educational information and it is convenient and reliable to secure adequate information from a large number of respondents with a short span of time (Richard ,1992:303). Accordingly, both open-ended and closed-ended questions were included in the questionnaire. The closed-ended questionnaire is chosen for it is relatively objective, and easy to tabulate and analyze. The open-ended questionnaires, on the other hand, were intended to give respondents a chance to respond in their own words and relatively free to express their feelings as they presume. Hence, questionnaires were prepared in English Language for target population based on their

level of understanding. Questionnaires were identical and given to teachers, principals and department heads. Questionnaires were organized in to two parts to address the variables of the study that relate to specific objectives of the study. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents' age, gender, and family background. The second part were consists the total number of both open-ended and closed-ended questions items that pertain to the basic question of the study.

3.4.2 Interview

For this study, semi-structured interview questions were prepared for respondents. Semi-structured interviews enabled participants to raise and pursue issues and matters that might not be included in the pre-devised schedules such as questionnaires which resulted into yielding first-hand and in-depth information (Best.1998). Moreover, it allows a wider freedom to ask further questions and helps control the direction of the interview to draw out the required data (Brown, 1998).

Therefore, the reason for using semi-structured interview is its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interview. The semi-structure interview was conducted in Afan Oromo and 6 teacher, 6 principals and 6 Department head teachers were interviewed.

3.4.3 Document Analysis

In addition to the above instrument of data collection, all available relevant documents, annual report of selected secondary school, woreda education office and different journals related to the topics will be studied.

3.5 Data Collection Procedures

The procedure for data collection was as follows, after making the questionnaire ready to be used, the researcher was acquire letters of permission from Addis Ababa University and Woreda education office. Then the researcher has gone to schools where subjects are found according to time schedule. Permission was requested from the respective schools showing that the study were for academic purposes.

Subsequently, discussions were conducted with principals of each school as to how documents will be obtained and how and when the questionnaires shall be distributed to the samples. After getting their consent, written questionnaires were hand delivered to the subjects with the help of Principals, vice principals and department heads of the schools following the provision of necessary orientation by the researcher. The researcher was explain the purpose of the study to the respondents and they were talk to feel free to ask questions when they face difficulties in the questionnaire.

3.6 Methods of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative methods of data analysis were employed to analyze the result.

3.6.1 Quantitative Data

Quantitative data was analyzed using percentage, frequency, mean, standard deviation and mean weight. The quantitative data, responses were categorized and frequencies tallied. Percentage and tallied frequency were analyzed depending on the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their coherence. The scores of an organized item were organized, statistically and computed using descriptive statistics to obtain the frequency, percentage, mean value of each item to see the relationship of the independent variables with the dependent variable.

3.6.2 Qualitative Data

The data obtained through documents analysis, semi-structured interview, and open ended questionnaire were analyzed and interpreted qualitatively by describing or narrating the ideas provided by the respondents based on their themes for the purpose of triangulation.

The written notes of interview were transcribed, categorized and compiled together into themes. The result of open-ended questions and document analysis were summarized and organized with related category. To this end, analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis. Finally, the overall course of the study were

summarized, conclusion were drawn and presumed solutions were recommended based on the findings

3.7 Ethical Issues

After permission was obtained from the principals the target population were given the questionnaires by the researcher. The secrecy of the respondents' response were fully protected using pseudonyms and they shall be free to give honest responses without fear of any act of revenge from their superiors. The data was gathered based on the consent of the participants. All respondents were expected to respond based on their willingness. The information were used only for academic purpose. The researcher keeps confidential the information which were collected from the respondents. The society's norms and culture were respected.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of the Data

This chapter deals with presentation, analysis and interpretation of the data. In the study, different data sources as groups of people were included to obtain the necessary information. The groups that are included in the study were teachers, and principals, vice principals and department heads. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and unstructured interview and the summary of the quantitative data has been presented by the use of tables and interpreted. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen or to elaborate quantitative one. Thus the qualitative data issued to support the result obtained from the interpretation of the quantitative data.

In this study, the main sources of data were 62 general secondary school Teachers, 8 principals and 24 Department head teachers. In addition to this, interviews were conducted with 6 teachers and 6 principals .A total of 94 questionnaires were distributed but properly filled and returned were 84(89%). From these respondents 54(64%) were teachers, 30(36%) were principals and Department head teachers. Among 12 interview respondents 12(100%) have properly participated and gave necessary information on the issue under investigation.

In general 84 out of 94 or (89%) of respondents participated and gave necessary information on the issue raised through questionnaire and 12 (100%) of respondents unstructured interview were participated. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

The overall results of the issue investigated as well as respondent's personal background or profiles are presented below.

4.1 Description of the Demographic Characteristics of the Study Population

The study was conducted from October to June in general secondary school of Oromia special zone surrounding Finfinne. During study time the different respondents were participated and interviewed to know the Assessment of instructional leadership practices of school principals in

some selected secondary schools in Oromia special zone. **Table 2.** below which indicates the description of the characteristics of the study population.

Table 2. Distribution of Respondents by Sex, Age, Work experience and Educational level

Variable		Teachers		Principals		Department Heads	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
1. Sex	Male	37	59.7	6	75	23	95.8
	Female	25	40.3	2	25	1	1.4
	Total	62	100	8	100	24	100
2. Age	25 & below	5	8	--		-	-
	26 – 30	34	54.8	4	50	12	50
	31 – 35	14	22.6	3	37.5	7	29.2
	Above 36	9	14.5	1	12.5	5	20.8
	Total	62	100	8	100	24	100
3. Service year	Below 1	-	-	-	-	-	-
	1-5	25	40.3	-	-	3	12.5
	6-10	14	22.6	4	50	10	41.6
	11-15	9	14.5	2	25	7	29.2
	16-20	10	16.1	1	12.5	4	16.7
	Above 21	4	6.5	1	12.5	-	-
	Total	62	100	8	100	24	100
4. Qualification	Diploma	2	3.2	-	-	-	-
	Degree	60	96.8	8	100	24	100
5. Location	Rural	27	43.5	4	50	12	50
	Urban	35	56.5	4	50	12	50
	Total	62	100	8	100	24	100

4.1.1 Demographic Characteristics of Respondents

Table 2. above illustrates the distribution of respondents by sex, age, educational level and work experience. As can be seen from the data, the table indicates that, out of 62 teachers 37 (59.7%) were male and 25 (40.3%) were female. It shows that majority of teachers in general secondary schools of Oromia special zone were male. In terms of age the data indicates, 5(8%), 34(54.8%), 14 (22.6%), and 9 (14.5%) of teachers were in the age 25 and below, 26-30, 31-35, and 36and above respectively. This confirms the majority of teachers in general secondary schools of

Oromia special Zone are under the age 30 years old. As the data indicates 2(3.2%), 60(96.8%) of teachers have the diploma and degree holder in the above respectively. As the result reveals, mass of teachers were first degree holder in general secondary schools of Oromia special Zone. On the other hand as the data indicates 25(40.3%),14(22.6%),9(14.5%),10(16.1%), and 21 above 4(6.5) of teachers have the service of 1-5, 6-10, 11-15, 16-20 and 21 and above respectively. Most of the teachers have above one service year, this may show that large share of total sample respondents have experience in giving information. As the data indicates 27(43.5%), and 35(56.5%) of teachers have rural and urban respectively.

Regarding to principals, as can be seen from the data indicates on the table that, out of 8 principals 6 (75%) were male. It shows that majority of principals in general secondary schools of Oromia special zone are male dominated. In terms of age the data indicates 4(50%), 3(37.5%), 1 (12.5%), of principals were in the age, 26-30, 31-35, and 36 and above respectively. This confirms that majority of principals in general secondary schools of Oromia special Zone are under the age 30 years old. As the data indicates 8(100%), of principals have degree holders. As the result reveals, the majority of principals were first degree holders in general secondary schools of Oromia special Zone. On the other hand as the data indicates 4(50%), 2(25%), 1(12.5%), 1(12.5%), of principals have service year of 6-10, 11-15, 16-20 and 21 and above respectively. Most of the principals have six to ten service year, this may show that large share of total sampled respondents lacked adequate experience. This may cause lack of knowledge base carryout instructional leadership practices in responsible effectively. As the data indicates 4(50%), and 4(50%) principals have taken from rural and urban respectively.

Concerning the Department heads, as shown from the data, out of 24 Department heads, 23 (95.8%) were male and 1(4.2%) were female. It shows that almost all of Department heads in general secondary schools of Oromia special zone are male dominated. This is a clear indication that school leadership positions are male dominated in area of study. In terms of age the data indicates 12(50%), 7(29.2%), 5(20.8 %), of Department heads were in the age, 26-30, 31-35, and 36 and above respectively. This confirms that the majority of Department heads in general secondary schools of Oromia special Zone are under the age 30 years old. As the data indicates 24(100%), of Department heads have degree holders.. Regarding the service years 3(12.5%), 10(41.6%), 7(29.2%), 4(16.7%), department heads have service year of 1-5, 6-10, 11-15 and 16-

20 respectively. As the data indicates 12(50%), and 12(50%) respondents of Department heads have taken from rural and urban respectively.

4.2 Instructional Leadership Roles of Secondary School Principals

To assess the instructional leadership roles of principals some five items were considered.

Respondents were asked to rate the items using five point likert scale.

For the purpose of analysis, the responds were rated as ; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = Strongly agree.

Table 3: Rating on instructional leadership roles of principals

No	Teachers, principals(principals vice principals and Department heads) respondents		N	Mean	SD
	Item for teachers (n=62)	Item for (n=32) principals			
1	Making the school goal clear Provide material needs to accomplish instructional roles	Making the school goal clear Provide material needs to accomplish instructional roles	62	3.77	1.137
			32	3.97	.850
2	Support in instructional activity Making instructional program	Support in instructional activity Making instructional program	62	1.90	.597
			32	2.07	1.015
3	Promote staff participation in goal setting Making the school goal clear	Promote staff participation in goal setting	62	2.66	1.216
			32	2.23	.858
4	Provide material needs to accomplish instructional roles	Provide material needs to accomplish instructional roles	62	2.08	.840
			32	1.80	.761
5	Promote staff participation in goal setting	Promote staff participation in goal setting	62	2.36	1.170
			32	2.43	1.357
	Overall teachers' score		62	2.55	0.99
	Overall teachers, principals and Department heads score		32	2.5	0.96

Scales; ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided,

$3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

As **table 3.** above indicates, instructional leadership roles of secondary school principals is undecided with a mean value 2.55 and standard deviation of 0.99. The mean value of item 2, 4, and 5 of Table 3 are below the overall mean score. Furthermore, the teachers' respondents were 54 out of 62 (87.1%) rate poor, 2 out of 62 (3.2%) not decides, and only 6 out of 62 (9.7%) rate well. The overall score principals score of mean are 2.5 with standard deviation of 0.96. The mean value of item 2, 4, 3, and 5 are below overall mean score. Furthermore, the rate of scale instructional leadership roles in secondary school principals 'were 28out of 32(87.5%) rate poor, and only 4 out of 32 (12.5%) rates well. This may indicate that most of secondary school instructional leaders have no sufficient roles to lead instructional activity in the school. This could be due to lack of training and qualification on their current position. This clearly indicates that most of secondary school instructional leaders have no sufficient roles to lead instructional activity in the school. This reveal that instructional leadership is less practiced. Generally, the responses of teachers and principals summarized in table3 shows that secondary school instructional leadership in Oromia Special Zone Surrounding Finfine has problems.

Table 4: Rating On instructional Leadership Creating positive learning climate and culture

No	<i>Teachers and Principals</i>		<i>N freq.</i>	<i>Yes (%)</i>	<i>No (%)</i>
	Item for teachers (n=62)	Item for (n=32 principals.			
1	Insure that instructional time is interrupted by announcement meetings	Insure that instructional time is interrupted by announcement meetings	62	12	50
			32	4	28
2	Protect using students for labour meetings and for social affairs at the expense of instruction	Protect using students for labour meetings and for social affairs at the expense of instruction	62	17	45
			32	10	22
3	Facilitate make –up programs for lost instructional time	Facilitate make –up programs for lost instructional time	62	35	27
			32	19	13
4	Safeguard late comers and early leavers(both students and Teachers)	Safeguard late comers and early leavers(both students and Teachers)	62	26	36
			32	15	17
5	Deputize other teacher when the actual teachers in absent	Deputize other teacher when the actual teachers in absent	62	22	40
			32	15	17
6	Available class room material during instruction time	Available class room material during instruction time	62	28	34
			32	12	20
7	Reward both teachers and students for best performance or achievement in public	Reward both teachers and students for best performance or achievement in public	62	30	30
			32	14	18
8	Conduct continues supervision in the school	Conduct continues supervision in the school	62	27	35
			32	16	16
	Overall teachers' score		62	24.5	37.5
	Overall principals(principals and Department Heads scores		32	13.1	15.1

As can be seen from table 4, the secondary school instructional leadership creating positive learning climate and culture, the majority of respondent's says "No" this means that they have the problem of creating conducive learning and teaching environment.

The respondents of teachers and principals out of 94(78) says that instructional leadership(principals) ensure that instructional time is not interrupted by announcement and meetings, while the respondents of teachers and principals out of 94(16) says that instructional leadership (principals) ensure that instructional time is interrupted by announcement and meetings, The majority of respondents of teachers and principals out 94(67) says "NO" protect using students for labor meetings and for other social affairs at the expense of instruction, the majority of respondents of teachers and principals out of 94(54) were says "yes "facilitate make up programs for lost instructional time, majority of respondents of teachers and principals out of 94(53) were says "NO" safe guard late comers and early leavers, Deputize other teacher when the actual teachers in absent out of 94 (57)were says "NO", Available class room material during instructional time the majority of respondents out of 94 (54) were says "NO" that means there is no enough class room materials during instructional time. reward both teachers and students for best performance or achievement in public out94 respondents 48 respondents were says "NO" and out 94 respondents 51 respondents were says "NO" conduct continues supervision in the school. This may indicate that all most of all instructional leadership in the schools did not practices sufficiently on creating positive learning climate and culture.

Generally as observed on table 4. we can see that almost in most item raised on table, most instructional leadership do not practices to create positive learning climate and culture in appropriate situation. These limitations may come from lack of training and experience regarding school instructional leadership.

Table 5. Rating on Leaderships' Instructional Supervisory practices

No	Teachers, principals(principals and Department heads) respondents		N	Mean	SD
	Item for teachers (n=62)	Item for (n=32) principals			
1	Conduct informal observation class room on regular basis for short period of time	Conduct informal observation class room on regular basis for short period of time	62	3.03	1.411
			32	2.63	1.098
2	Conduct pre-observation conferences	Conduct pre-observation conferences	62	3.03	1.397
			32	2.17	.950
3	Monitor lesson plan preparation and utilization	Monitor lesson plan preparation and utilization	62	3.67	1.328
			32	3.97	.809
4	Encourage teachers to observe other's classes Conduct continues supervision in the school	Encourage teachers to observe other's classes Conduct continues supervision in the school	62	2.34	1.125
			32	2.13	1.137
5	Review students work products evaluating class room instruction	Review students work products evaluating class room instruction	62	3.37	1.129
			32	4.17	.699
	Overall teachers' score		62	3.08	1.28
	Overall principals and department heads score		32	3.01	0.94

Scales; $\leq 1.49 = \text{Strongly Disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,

$3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{strongly agree}$.

As the overall mean score of teachers' 3.08 with a standard deviation of 1.28 indicates, the leadership instructional supervisory is in the level of undecided. Overall score of principals 3.01 with standard deviation of 0.94 also indicates, the leadership instructional supervisory is in the level of undecided. As the value of standard deviation show, the variation of principals from

mean score. Item 1, 2, and 3 of teachers' mean is below from overalls mean score of teachers'. Item 2, 3 and 5 of mean is below from overalls mean score of principals. This shows that majority of teachers' and principals were not leadership instructional supervisory. From the above analysis one can conclude that most instructional leadership of secondary school principals in Oromia Special Zone Surrounding Finfine have less instructional supervisory practices in the school.

Generally, as observed on Table 5, out of five variables proposed, almost all five variables were observed as problems of secondary school instructional leadership in Oromia Special Zone Surrounding Finfine. This May be due to leaders were not trained in such areas and lack of support on their weakness

Table 6. Rating on Instructional Leadership defining and communicating objectives to the school community

NO	Items	Responses		
		Mean values		WM
		T(N=62)	P(N=32)	
1	Communicate the school academic goals to teachers, students, parents and community	3.10	1.69	2.19
2	Articulate the instructional objectives of the schools	4.85	2.80	3.50
3	Develop objectives that speak improvement over current levels of academic performance	3.30	2.03	2.48
4	Ensure high visibility of the goals by displaying in the school (posters and bulletins)	3.20	1.96	2.40
5	Develop achieve able objective	2.55	2.83	2.73
6	Encourage school community that are aligned to school objective	3.30	1.89	2.39
7	Provide materials needs to accomplish instructional objectives	3.10	2.94	2.99
8	Promote school community participation in goal setting	2.75	1.64	2.03

NB: 5= Very high , 4= high ,3= moderate ,2= low, 1 =very low

M=Mean MW= weighted mean N= number of teachers and principals

T =Teacher P= Principals

Level of instructional leadership communication: >3.5 =high 2.5-3.5 moderate <2.5 low

As can be seen from Table 6, the majority of respondents rated the low weighted mean value below 2.5. The responses indicate that most instructional leadership communicate the academic goals to teachers, students, parents and community with weighted mean (2.19) , develop objectives that speak improvement over current levels of academic performance weighted mean (2.48), ensure high visibility of the goals by displaying in the school(posters and bullets) weighted mean (2.40), encourage school community that are aligned to school objectives weighted mean (2.39) and performance mean (2.03) from the above analysis we conclude that, most instructional leadership are very weak and less practices of defining school objectives to the local community.

Moreover, item 2,5,7 of tables 6, some respondents' rated moderate weighted mean. Articulate the instructional objectives of the school weighted mean (2.73) and provide material needs to accomplish instructional objectives weighted mean (2.99). This shows that most instructional leadership practices only to some extent of defining and communicating school objectives to the local community.

Generally, as observed on table 6, the responses of teachers and principals assumed problems rated to instructional leadership practices on defining and communicating school objectives to the local community of secondary school principals of Oromia Special Zone Surrounding Finfine. As can be seen from the table, out of 8 variables responded, five variables were observed as high problems and three variables were observed as moderate problems of secondary school instructional leadership of the zone. This may due to the fact that instructional leadership lack of ability to communicate with local community and may be they appointed without any competence and have less work experience.

Finally, from the above over all analysis the finding has revealed that the assessment of instructional leadership practices of secondary school principals in Oromia Special Zone Surrounding Finfine did not carry out sufficient instructional roles and leading instructional activity in the school. Moreover, in the schools principals' practices and weakness in creating positive learning climate and culture, over all supervision of instruction in the schools had problems in application and implementation.

4.3 Data Analysis Respondents on Interview

As the respondents response for open- ended questionnaires for additional information on the problem under study. The teachers and principals were list down the problem that influence assessment of instructional leadership practices in Oromia Special Zone Surrounding Finfine. Accordingly the respondents were listed the following major problems.

- Weak in creating positive learning climate and culture
- Lack of materials
- Low instructional roles to lead instructional activity in the schools.
- Low in supervision.
- Lack of communication with teacher, students and school community.
- Most principals did not carry out sufficient roles to lead instructional activities in the schools.

The Respondents said that the principals of the school ought to making the school goal clarity to teachers, in providing material needs to accomplish instructional roles, in promoting staff participation in goal setting and making regular class room observation in all class rooms in formally

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter concerned with the summary of the major findings, the conclusions drawn from the findings and recommendations that the researcher propose and assumed to be important in improving instructional leadership practices of of secondary school principals in Oromia Special Zone Surrounding finfine.

5.1 Summary

The main purpose of the study was aiming at assessing the instructional leadership practices of Secondary School Principals in Oromia Special Zone Surrounding finfine.

In order to attain the objective of the study the following basic questions were stated and answered.

1. What are instructional leadership roles of secondary school principals in Oromia Special Zone Surrounding Finfine?
2. Do School leaders create positive learning climate and culture?
3. To What extent do the school leaders discharge their instructional supervisory duties in the schools?
4. How do school leaders define and communicate objectives to the school community?

In an attempt to answer the above basic research questions, a descriptive survey study with quantitative research approach was employed in this study ensure fair representation of all secondary school in Oromia Special Zone Surrounding Finfine,6 out of 18 schools were selected through simple random sampling technique so as to give equal chance of selection.

Data were gathered using questionnaires' develop based on review of related literature. The questionnaires were administered to 32 school leaders (principals and department heads) and 62 school teachers.

Accordingly, the following major findings are summarized.

1. As to the findings of the study, in the schools there was a little number of females in teaching and leadership positions. The majority of respondents belong to the age 21-30 years. Most of the teachers and schools leaders had less than expected qualifications. Majority of them had the work experience between 6-10.
2. Regarding principals instructional leadership roles, most principals instructional roles teachers replied that principals instructional roles were not effective in the school more specifically instructional roles that were developed in the schools did not seek improvement over the current level of performances. And materials were rarely provided to accomplish the instructional activities and also the school principals did not always frame the academic roles which target dates and develop relevant and achievable instructional goals. Moreover, the study has revealed that the practices of Instructional leadership roles of principals in the schools in were very minimal.
3. The study has clearly show that the instructional leaderships of the schools in Oromia Special Zone Surrounding Finfine had weakness in the creating positive learning climate and culture. To begin with the interrupt of instructional times by different tasks, using students for meeting and other issues at the expense of instructional failure to conduct appropriate make up programs to compensate the lost instructional time was moderately rated in the schools of Zone. It is also reported that the instructional leaders of the schools 'were not always available in the school compound during the instructional time. Moreover, it was stated that the schools did not frequency reward students and teachers for their best performance or achievement publically and timely.
4. The research had demonstrated that the overall supervision of instruction in the schools of the Zone had problems in the application and implementation. In fact, the schools principals (leaders) did not conduct informal observation on regular basis for a short period of time and review students work products where they evaluate class room instructions. Furthermore, it also revealed in the study that the pre- observation and post observation conferences were very less activity in the school. And also, constructive

comments were moderately provided on lesson plan preparation and utilization. In short, the research has shown that teachers were less encouraged to observe each others'.

Classes and the schools did not conduct continuous supervision in the class rooms.

5. The study has highlighted that the schools instructional leadership were not effective in goal setting and communication activities. And also the objectives that were developed in the those schools did not seek improvements over the current level of performances and materials were rarely provided to accomplish the goals. Moreover, the study has explained that the extent of the communication at the school academic goals to teachers, students, parents and the school community was very minimal. Finally, it was reported that the school principals (Leaders) did not always ensure high visibility of the goals (objectives) by displaying in the schools using different mechanisms.

5.2 Conclusions

The study explored a wide variety of issues related to instructional leadership roles, leaders create positive learning climate and culture, instructional supervision, defining and communicate objectives to the school community.

Based on the major findings presented above, the following conclusions were drawn.

- The findings revealed that most principals did not carry out sufficient roles to lead instructional activity in the school. Therefore it was difficult for the school principals to be effective in their instructional leadership activities. However, the data shows that principals were less playing role in these areas. These may cause principals to be ineffective in their activities.
- The schools leaders are expected to create conducive learning climate and culture in the school system. It was evidenced in this study that their practices of these issues were found to be minimal. More specifically, the instructional times were often interrupted for different reasons, the school leaders were not always available in the school compound during instructional time and both teachers and students were not consistently rewarded for their best performances. Therefore, it can be generalized that in these schools there were no

positive academic climate and cultures which nurture teaching learning process of the schools.

- It was argued in the literature that the purpose of instructional supervision is to help increases the opportunity and capacity of the schools to contribute more effectively to the student's academic success. But, the schools considered in this study did not enjoy the benefit of instructional supervision. Include, over all instructional supervision tasks were not discharged appropriately. Thus, it could be generalized that the schools did not make use of the advantages of the instructional supervisions.
- The study found that the status of instructional objectives setting and communication practices of the schools were considerably minimal. Both the participation of stakeholders in goal setting and communication of instructional objectives to the school communities were in sufficiently carried out. It would be possible to inter that the school's had the instructional objectives which were not known and understood by all stake holders in the school system.

5.3 Recommendations

Based on findings obtained and conclusions drawn, the following recommendations are suggested

1. Schools are the cornerstones for any economic, social and cultural development and school instructional leadership is a leadership exhibited by principals or others in the school without appropriate leadership no success: no quality program will work properly. Hence, as it was shown on the data obtained, <50% school leaders had service 6-10 and they are male dominated. In addition, the analysis of data on the school leaders' characteristics and their key practices had shown variety of drawbacks in the practices.
2. Effective instructional leadership roles set high expectations for instructional improvement. However, most principals in Oromia Special Zone Surrounding Finfine have low instructional roles to lead instructional activity in the schools.

Also making the school goal clarity to teachers, in providing material needs to accomplish instructional roles, in promoting staff participation in goal setting and making regular class room observation in all class rooms in formally. So, the Woredas education office should conduct experience sharing program for school leaders at woreda schools at least quarterly to increase their effectiveness and expectations for instructional improvement.

3. The School climate and culture are the fundamental and the most important aspects of school life that direct the activities of the school personnel and students. School leaders need to enhance and promote positive learning climate and culture by available and visible in the school compound during instructional time, rewarding teachers and students for their best performances publically and timely, giving due emphasis to instructional issues and students achievements.
4. Quality education is un thinkable without effective instructional supervision. Hence, the Woredas Education office need to develop or capacitate the schools leader's instructional supervisory capacities and performances by providing training and experience sharing opportunities among the schools.
5. The massive involvement of stake holders in instructional objectives setting and commitments to the goals. Thus, the school leaders need to promote the academic community's participation in instructional goals setting and communicating the goals to them effectively so goals setting and communicating the goals to them effectively so that the intended objectives would be achieved in little challenges.

Finally the researcher recognizes the need for further study to be done in the same area with wide range for the betterment of school operation for the coming generations.

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APPENDIX - A
ADDIS ABABA UNIVERSITY
POSTGRAGUATE PROGRAM
INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION

Questionnaire going to be filled by respondents (Teachers, Principals, vice principals and Department heads)

Dear respondents! This questionnaire is prepared as the part of data collecting for my master's study titled ‘ Assessment of instructional leadership practices in case of Oromia Special Zone surrounding Finfinne some selected secondary schools’. More specifically, it seeks to have your views and opinions about Assessment of instructional leadership practices in secondary schools. The information you provided will only be utilized for the purpose of this research and will be kept confidential. The result and success of the study depend on the quality of your responses. You are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give response.

N.B

No need to write your name

Please put “X” mark in the space provided for your answers given in a multiple choice form.

No need of consulting others to fill the questionnaire

Please give short answers in a space provided for questions that requires additional information

Section 1: General Information

Respond to each of the information by writing (putting *either ‘✓’ or ‘X’ mark in the box provided.*

It is not necessary to write your name.

1. **What is your School name** _____
2. **Sex :** A. male () B. Female ()
3. **Age (in years):** A. 20 and below years () B. 21-30 years ()
 C. 31-40 years () D. 41-50 years () E. 51 and above years ()

4. Level of Education:

- A. Diploma () B. BA Degree () C. MA degree ()
 D. If other, specify _____

5. **Field of study:** Major _____ Minor _____
 Others _____

6. Years of Service

- A. 1-5 years () B. 6-10 years () C. 11-15 years ()
 D. 16-20 years () E. 21 and above years ()

Part II. A: Aspects of Principals Leadership practices

The following questions are designed to assess the instructional leadership practices of the school leaders (Principal, Vice Principal and Department heads)

Please read each statement carefully. Then choose the one item that fits your perception about the practices and put ‘X’

mark in the box provided. **Scales 1 – 5** represent: . 1=Strongly disagree, 2=Dis agree, 3=undecided,4=Agree, 5=Strongly agree

<i>No</i>	<i>Items</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
	2. Instructional leadership roles of principals					
2.1	Making the school goals clear to teachers					
2.2	Provide materials needs to accomplish instructional roles					
2.3	Support the teacher in instructional activity					
2.4	Managing instructional program					
2.5	Promote staff participation in a goal setting					

Part II.B. The following listed table is to asses creating positive climate and culture

Please put an X in the box in front of ‘yes’ ,if you are agree with the message the proverb convey ,put X in front of ‘ no’ if you disagree with the message the proverb indicate and put X in front of I do not know if it is new thing for you

<i>Items</i>		<i>Yes</i>	<i>No</i>	<i>I don't know</i>
3. Creating positive learning climate and culture				
3.1	Ensure that instructional time is not interrupted by announcement, meetings			
3.2	Protect using students for labor meetings and for other social affairs at the expense of instruction			
3.3	Facilitate make-up programs for lost instructional time			
3.4	Safeguards late comes and early leaves (both students and teachers			
3.5	Deputize other teacher when the actual teachers in absent			
3.6	Available class room materials during instructional time			
3.7	Reward both teachers and students for best performance			
3.8	Conducts continues supervision in the school.			

Part II. C . Aspects of instructional supervisory practices

The following questions are designed to assess the instructional supervisory practices of the school leaders (Principal, Vice Principal and Department heads).

Please read each statement carefully. Then choose the one item that fits your perception about the practices and put ‘X’

mark in the box provided. **Scales 1 – 5** represent: . 1=Strongly disagree, 2=Dis agree, 3=undecided,4=Agree, 5=Strongly agree

No	<i>Items</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
4. Instructional supervisory practices						
4.1	Conduct informal observation class room on regular basis for short period of time					
4.2	Review students work products evaluating class room instruction					
4.3	Conduct pre- observation conferences.					
4.4	Monitor lesson plan preparation utilizations					
4.5	Encourage teachers to observe other’s classes					

Part II. D . Aspects defining and communicating objectives to the school community

The following questions are designed to assess instructional defining and communicating objectives to the school community. (Principal, Vice Principal and Department heads).

Please read each statement carefully. Then choose the one item that fits your ideas about the practices and put ‘X’

mark in the box provided. **Scales 1 – 5** represent 5- very high, 4- high ,3- medium , 2- low , 1 – very low

No	Items	1 VL	2 L	3 M	4 H	5 VH
	Defining and communicating objectives to the school community					
5.1	Communicate the school academic goals to teachers, students, parents and community					
5.2	Articulate the instructional objectives of the school					
5.3	Develop objectives that seek improvement over current levels of academic performance					
5.4	Ensure high visibility of the goals by displaying in the school (posters and bullets)					
5.5	Develop achievable objective					
5.6	Encourage school community that are aligned to the school objective					
5.7	Provide material needs to accomplish instructional objectives.					
5.8	Promote school community participation in goal setting					

Part.III Write your opinion /suggestion for the following open ended questions

1. What are instructional leadership roles to be school principal in your secondary school?

2. What school leaders do to create positive learning climate and cultures in your secondary schools?

3. What are the major problems of instructional leadership?

Thank you in advance for your cooperation

APPENDIX – B
ADDIS ABABA UNIVERSITY
POST GRAGUATE PROGRAM
INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATION

Interview questions for Teachers, Principals, vice principals and Department head teachers.

The ultimate purpose of this study is to assess Assessment of instructional leadership practices in case of oromia special zone surrounding finfinne secondary schools.

I am studying Masters of school leadership at Addis Ababa, Ethiopia, and this research is the part of the degree and I hope that your response will be used purely for academic purpose. Your response will be kept confidential and you are kindly requested to give your response carefully.

1. How do the school leaders define and communicate objectives to the school community in secondary schools?
2. What extent does the school leaders discharge their instructional supervisory in duties in the schools?
3. What materials needed to accomplish instructional activities?
4. How leaders manage instructional leadership program?
5. In what time leaders supervisory teaching and learning in the class?