



**PRACTICE AND CHALLENGES OF INSTRUCTIONAL  
LEADERSHIP IN THE CASE OF SELECTED SECONDARY  
SCHOOLS OF BOLE SUB CITY ADDIS ABABA**

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## **DECLARATION**

I declare that this research paper entitled practices and challenges of instructional leadership and its implementation in the secondary schools of Bole Sub City Addis Ababa is my original work. This study has not been presented by others for any requirements in any other university and all sources of information in the study have been appropriately acknowledged

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## **Abbreviations and Acronyms**

**MoE:**Ministry of Education

**SPSS:**Statistical Package for Social Sciences

**SNNPRS:** Southern Nations, Nationalities and Peoples Regional State.

**W.M:** weighted mean

**Df:** degree of freedom

**STD:** standard deviation

**GEQIP:**General Education Quality Improvement Program

## **ABSTRACT**

*The purpose of this study was to investigate instructional leadership practices and challenges in Addis Ababa Administration Bole sub city secondary schools . The study reviewed the related literature on leadership aspects, dimensions of instructional leadership, teaching- learning roles of instructional leadership, and attempts were also made to identify factors that affect the effectiveness of instructional leadership. In order to meet the objectives of the study descriptive survey research design was employed. Seven secondary schools , namely: Bole mesenado, Beshalemesenado, Lem, Dr.AddisAlemayehu, Ayer Amba, Andode and Bole communitie were addressed by this study. The researcher incorporated 17.3% (85) of the sample populations as respondents. 28 principal and vice principals in the schools, 45 teachers, 12 cluster supervisors were primary sources of data. In addition, information was collected from secondary sources. In this regards, the data collected from documents mainly focused on records and minutes concerning the school based supervision and instructional leadership support in the secondary schools. In addition to this, other relevant documents of the schools such as brochures that state the vision, mission, goals, and manuals prepared for training purposes and different check lists that the school principals used in their respective schools.*

*Questionnaires, interviews and document analyses were used for the purpose of collecting relevant data. Data obtained through questionnaires were analyzed using statistical tools like mean, average mean, standard deviation, and an independent sample t-test . Moreover, data gathered through interview and document analysis were considered to complement the questionnaires in narrative form. The finding of this study revealed that 35% instructional leaders were subject specialists, lacks skill and training, and lacks commitment and moral to accomplish their tasks and severe shortage of finance. Based on the findings, it was concluded that: Schools were to some extent incapable of enhancing teachers' professional skill development and improving the quality of education. The stated vision and defined mission in the school did not command the ownership of its potential stakeholders since it was not supported by its potential stakeholders. Instructional leaders did not possess the required skill, knowledge and attitude through training. In line with the above findings and conclusions it was recommended that: to equip instructional leaders with necessary knowledge, attitude and skills the sub city Education Officials may arrange workshops, seminars, short and long term training.*



# CHAPTER ONE

## INTRODUCTION

This chapter presents information on the background of the study. It is divided into sections namely background of the study, statement of the problem, objectives, , significance of the study, delimitation of the study, limitation of the study, definitions of key terms and Organization of the study .

### 1. Background of the Study

A strong instructional leader is important for a school to be successful. There have been a lot of new various development programs and trainings for principals in order to bring success to the schools. The development trainings and programs are designed to build the characters of instructional leadership as a strategy to increase students' performances (Hallinger, 2005).

Hallinger and Heck (1996) found that instructional leadership is the most frequently studied model of school leadership over the past twenty-five years. The research on instructional leadership has been extensive and global in scope. Important contributions have been made by researchers in North America, Europe, and Asia. Since the mid-1980s, scholars have taken advantage of these tools to produce an unprecedented number of empirical studies of principal instructional leadership (Hallinger& Heck, 1996).

Accordingly, principals are faced with an academic mission. They must adhere to standards set for student achievement, and be held accountable for results (De Pree, 1989). On the other hand, Leithwood (1994) describes the role of principal as chiefly; being a problem-solver because building administrators capacities are continually required to solve problems. Greenfield (1987) agrees that the role of a problem-solver, the principal must be a good communicator and adept at interpersonal relations.

As a contrast, other researchers argue that it is impossible to look to the principal alone for instructional leadership rather it should be instructional leadership is everyone's work (Fulmer, 2006).In fact, it is hard work, because, to perform instructional leadership well, a principal must be competent, skillful with statistical data, be able in connecting and communicating with teachers both on formal and informal levels and knowing about and be

able to carry out the specific methods and strategies that are most effective for enhancing student achievement. With its birthplace in the ‘instructional effective elementary school’ (Edmonds, 1979), instructional leadership was generally conceived to be a unitary role of the elementary school principal (Leithwood & Montgomery, 1982).

Similarly, the fact that studies of effective schools focused on poor urban schools in need of substantial change, it is not surprising to note that instructional leaders were subsequently conceived to be ‘strong, directive leaders’ (Hallinger & Murphy, 1986). Instructional leaders lead from a combination of expertise and charisma. They are hands-on principals, ‘hip-deep’ in curriculum and instruction, and unafraid of working with teachers on the improvement of teaching and learning (Cuban, 1984; Hallinger & Murphy, 1986). Instructional leaders are goal-oriented, focusing on the improvement of student academic outcomes. Given the dire straits in which they find their schools, these principals focus on a narrower mission than many of their peers. Instructional leaders are viewed as culture builders. They sought to create an ‘academic press’ that fosters high expectations and standards for students, as well as for teachers. The most frequently used conceptualization of instructional leadership was developed by Hallinger (2000). This model proposes three dimensions of the instructional leadership: defining the school’s mission, managing the instructional program, and promoting a positive school-learning climate. (Hallinger 2000). These dimensions are further delineated into ten instructional leadership functions. Those are shown below in the diagram.

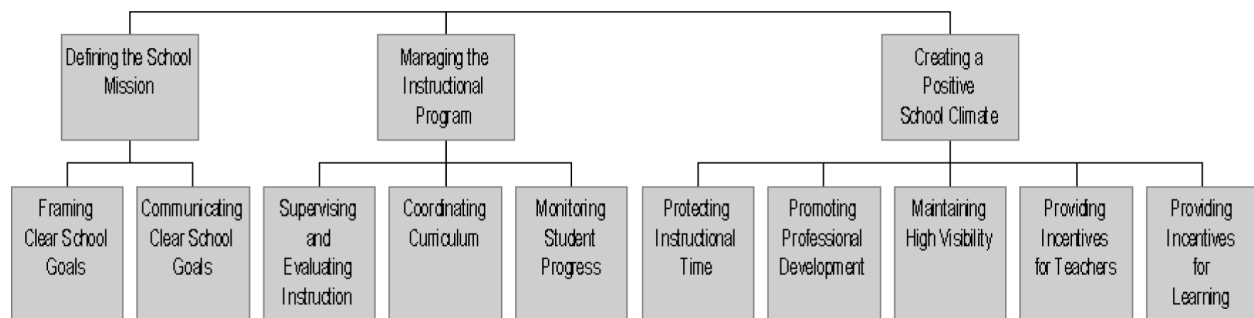


Figure One: Instructional Management Framework  
From Hallinger & Murphy, 1985

Based on the above figure the two functions of defining the school’s mission are framing and communicating the school’s goals. These functions concern the principal’s role in working with staff to ensure that the school has clear and measurable goals that are focused on the

academic progress of its students. It is the principal's responsibility to ensure that these goals are widely known and supported throughout the school community. While this dimension does not assume that the principal defines the school's mission alone, it does assume that the principal's responsibility is to ensure that the school has a clear academic mission and to communicate it to staff.

The second dimension, managing the instructional program, focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership functions: supervising and evaluating instruction, coordinating the curriculum and monitoring student progress. These functions, more so than functions in the other two dimensions, require the leader to be deeply engaged in the school's instructional development. In larger schools, it is clear that the principal cannot be the only person involved in leading the school's instructional program. Yet this framework assumes that development of the academic core of the school is a key leadership responsibility of the principal (Hallinger & Murphy, 1985).

The third dimension, promoting a positive school learning climate, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, providing incentives for learning. This dimension is broader in scope and intent.

Although the practices of instructional leadership vary according to the country, the conceptual frameworks developed by different leadership theorists can be implemented in different countries with different rate. In Ethiopia, especially, after the downfall of the Derg regime, education has been given due attention and direction with an education and training policy declared during transitional government of Ethiopia (TGE, 1994). As clearly stated in the ETP document (1994, p.29), educational management would be decentralized specially at institutional level and schools become autonomous in their internal administration. This means that the role of managing the schools and teaching and learning carried out in schools distributed to all individuals involving in school activity, not limited only to principals.

As result, different measures were taken by the government and MoE in line with the policy. Among these measures some include the education system was decentralized, different individuals were allowed to involve in the education decision making affairs and leadership and managerial trainings were provided to those on leadership positions and others. Still

educational leadership and management will be the focus of the system as indicated in the ESDP IV (2010, P.14).

It conforms to the notion that effective schools create an ‘academic press’ through the development of high standards and expectations and a culture of continuous improvement. In Ethiopia, although an attempt has been made to make the instructional leadership decentralized and professional, still a lot remains to be done in training and professionalizing principal ship. Owing to this fact, principals failed to play their pivotal instructional leadership role (MoE, 2013).With regarded to Bole Sub City, the practices of implementing instructional leadership functions are under the expectations. Due to poor performance of practicing instructional activities in their respective schools the quality of education in the Sub City is yet requiring much to be done.

The practice of instructional leadership is fundamental to successful school leadership. Therefore, it becomes important for researchers to focus on the practice of instructional leadership in some selective secondary school of Bole Sub City at Addis Ababa and to describe what it looks like in practice.

## **2. Statement of the Problem**

The term ‘instructional leadership’ is associated with measures that a principal takes, or delegates to others, to enhance students’ learning (Flath, 1989). The instructional leader gives the top priority to improving instruction and making efforts to realize the vision. School principals play the most important role in managing the instructional program but instructional leadership is not very popular yet, particularly in developing countries. Quality of instruction is the top priority for the instructional leadership. Instructional leadership is committed to the core business of teaching, learning and knowledge. Staff members should meet on a regular basis to discuss how to do their jobs better and ultimately helps students learns more effectively (Concordia University2016). And also instructional leadership is unique to the field of education and it differs from other types of leaderships because it is related to students, teachers, curricula and learning-teaching processes (Gümüşeli, 1996). In most cases the problem with instructional leadership is related to the fact that many schools leaders are not educational experts. Moreover, there are some school leaders who perceive their role to be administrative and, as such, they purposely distance themselves from the

classroom environment. Similarly, Hallinger (2003) suggest that in many cases school leaders have less expertise than teachers they supervise. This notion is further complicated by the fact that the school leaders' authority is severely limited as he/she occupies a middle management position

Regarding Ethiopia, there are some evidences that verify that the instructional leadership practice was not effective. Various studies Chonde (2017) and Atnafu (2014) have been conducted on issues related to practice and challenges of instructional leadership. However, most of them are different in numerous ways from the current study. For example, a study by Addisu, Chonde (2017) entitled as "practice and challenges of instructional leadership in selected preparatory schools of Hadiya zone, SNNPR" and by Tadesse Atnafu (2014) entitled as instructional leadership practices and challenges in government primary schools in woreda five in Arada sub city" are the two prominent studies in two different regions, SNNP and Addis Ababa respectively, certify that the practice and challenges of instructional leadership was not implemented as we expected. The two researchers indicated above generally identified the following four factors, namely teacher resistance to change; pressure from none instructional jobs; lack of instructional feedback and lack of staff cohesiveness, lack of training and inefficiency in administration are the major hindrances for unsuccessful implementation of instructional leadership in their respective schools. However, they are different from this study in two different ways. Firstly, they were not focused on all instructional leadership functions under its dimensions but this research included the instructional leader functions properly. Secondly, the methodology they emphasized was quantitative, whereas, this study is mixed approach. This study is also different in that its focus is on the practice and challenges of instructional leaders could play in minimizing challenges that has spread in the secondary schools whereas, they focus on limited woreda in their respective organizations.

Regarding the practices in the secondary schools of Bole Sub City, since the researcher himself has been working in some of the secondary schools as a teacher, department head and school principal, he has faced a lot of challenges of instructional leadership. In addition, there was a bitter complains from educational officials at the Woreda and Sub City levels regarding the poor performance of principals in relation to their leadership responsibilities,

inefficiency and lack of commitment This by itself initiates the researcher to undertake this study in order to identify the practice and major challenges in the implementation of instructional leadership and recommend some remedies that could better address the problems.

Therefore, in the process of the study the researcher would attempt to answer the following basic questions;

1. What are the instructional leadership practices of school principals in the Secondary schools of Bole Sub City Addis Ababa?
2. To what extent do the school principals perform different dimensions of instructional leadership?
- 3 What are the major challenges faced by the instructional leaders to practices instructional leadership in the sample schools?

### **3. Objectives of the Study**

#### **3.1 General objective**

The main objective of this study was to investigate the current practices and challenges of instructional leadership and its implementation in the secondary schools of Bole Sub City Addis Ababa.

#### **3.2. Specific objectives of the study**

1. To examine the current practices of instructional leadership in the schools.
2. To measure if leaders in the sample schools are effectively practicing the instructional leadership functions.
3. To identify the major instructional leadership challenges that hinders the effectiveness of school leaders.

### **4. Significance of the Study**

The results of this study would help to create awareness among secondary schools instructional leaders by revealing what sort of instructional leadership competences do they lack while they were leading their schools and how should they fill these gaps in order to bring changes in their respective secondary schools. Therefore, the researcher strongly

believes that the findings of this study report and recommendations would have the following contributions:

- 1 It would help to create awareness on the part of the school leaders about the different roles of instructional leaders and the challenges they will face in their real world.
2. It will also serve as information source for educational officials at different levels of the education hierarchy to identify the gaps existed in relation to the instructional leadership and address the problems in the future.
3. It will serve as stepping-stone for those who want to carry out in-depth research on the topic in the study area.
4. It will also provide valuable information to the schools about how do they practice instructional leadership roles and enable them to take corrective actions for the major challenges they faced.

## **5. Delimitation of the Study**

Geographically, the study was delimited in the Addis Ababa city administration Bole sub city secondary schools. Conceptually, the study was also delimited to the current practices of instructional leadership, challenges of instructional leadership and its implementation. Therefore in order to make the scope of the study more manageable in terms of time and finance the researcher was considered seven sample secondary schools in the study.

## **6. Limitation of the Study**

This study was focused on only seven governments Secondary schools; it was not include private Secondary schools in the Sub City.

## **7. Definition of Key Terms.**

**Leadership:** is a process involving two or more people inches one attempts to influence the other's behavior towards the accomplishment of some goal or goals.

**School Leadership:** the highest ranking administrator in schools who plays multiple roles: school manager, instructional leader, and the leader of the school reform in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the development of students and staff members.

**Vision:** A statement or group of ideas articulated to the school community and stakeholders regarding the purpose of the organization.

**Instructional leadership:** is an influence process through which leaders identify a direction the school motivate staff school and class room based strategies aimed at improvement in teaching and learning .and coordinate

**Practice:** The application of knowledge to effect change in teaching and learning process.

**Mission:** is a dimension of the instructional leadership framework.

**Secondary school:** refers to schools division of secondary schools (grade9-10).

## **8. Organization of the Study**

This study consists of five consecutive chapters. The first chapter included background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study delimitation of the study and definition of key terms. The next chapter, chapter two, deals with review of related literature. The third chapter is concerned about research methodology; chapter four is about analysis of data and the last chapter, chapter five, deals with summary, conclusion and recommendation of the study. Finally, lists of reference materials used in the study, questionnaires and interview guides were attached to the research document.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

The main purpose of this chapter will be review and discuss the fundamental theoretical concepts of instructional leadership and to support its practice in school based on prior scholars work. In general, the chapter has two major goals. The first is to review other researchers and scholars literature and to correlate this with this study. The second one is to asses and discusses the major problems related to the practice of instructional leadership and to consolidate the finding of this study by revising the documents and solutions forwarded by other researcher towards the common practice.

#### **2.1. The concept of instructional leadership**

The concept of instructional leadership, according to Gurr, Drysdale and Mulford (2006), has its origins in the 19<sup>th</sup> century under the inspection system that existed in North America, England and Australia. The concept rose to prominence again in the United States in the 1970s when the instructional dimension of the role of the principal was emphasized. From the 1960s onwards, the definition of this concept has included any activity in which the principal engaged in order to improve instruction (Gurretal., 2006). Enueme and Egwunyenga (2008:13) view instructional leadership as a blend of supervision, staff development and curriculum development that facilitates school improvement.

According to Masumoto and Brown-Welty (2009:3), instructional leadership focuses on the leader's (principal's) influence on student achievement: how he/she positively affects teachers and the outcomes of teaching, and raises learner performance. Current research by Leithwood, Louis, Anderson and Wahlstron (2004) and Waters, Marzano and MacNulty (2003) emphasizes the role of the principal as an instructional leader in setting directions, developing the educators on matters of instruction, and generally making the school work.

Both 20<sup>th</sup> and 21<sup>st</sup> century commentaries on instructional leadership emphasize the view that instructional leadership encompasses those actions that a principal takes, or delegates to others, in order to promote growth in student learning. According to Wildy and Dimmock (1993:144), a principal must be able to define the purpose of schooling, set school-wide goals

and implement strategies to achieve those goals. He/she must provide educators and learners with all the resources necessary for effective learning to occur; supervise and evaluate teachers in line with the performance of their learners; initiate and coordinate in house staff development programmers; and create and nurture collegial relationships with and among teachers. ^^^^^

In concert with the above scholars' views and assumptions about instructional leadership, Elmore (2000; 2005) and Daresh (2007) maintain that all primary activities undertaken by a school's leadership should be tightly coupled to the core technology of schooling, which is teaching and learning. This view implies that a principal's primary role is instructional leadership and, as such, he/she must direct changes in terms of teaching and learning. Demonstrating leadership to others in the school (teachers, heads of departments and deputy principals) is included in the role of the principal as an instructional leader.

Similar to the above views, Daresh (2007) and Elmore (2000) propose a definition of instructional leadership that differentiates it from school leadership in general. They suggest that instructional leadership is a type of leadership that should guide and direct instructional improvements associated with learner performance.

Instructional leadership is generally defined as the management of curriculum and instruction by school principals. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff. Prior to 1980, there were neither coherent models nor validated instruments available for the purpose of studying instructional leadership (Hallinger & Murphy, 1985). This began to change during the early 1980s when several conceptualizations of instructional leadership emerged concurrently (Leithwood & Montgomery, 1982).

It is not within the scope of this review to assess competing conceptualizations of the instructional leadership construct. Moreover, since all were rooted in the same literature, it is not surprising to observe that their similarities are greater than their differences.

A quick assessment of these most popular conceptualizations of instructional leadership focuses predominantly on the role of the school principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school (Hallinger & Murphy, 1985).

Edmonds, (1979). With its birthplace in the 'instructional effective elementary school instructional leadership was generally conceived to be a unitary role of the elementary school principal (Leithwood & Montgomery 1982). Similarly, the fact that studies of effective schools focused on poor urban schools in need of substantial change, it is not surprising to note that instructional leaders were subsequently conceived to be 'strong, directive leaders' (Edmonds, 1979; Hallinger & Murphy, 1986). Instructional leaders lead from a combination of expertise and charisma. They are hands-on principals, 'hip-deep' in curriculum and instruction, and unafraid of working with teachers on the improvement of teaching and learning (Hallinger & Murphy, 1986). Instructional leaders are goal-oriented, focusing on the improvement of student academic outcomes. Given the dire straits in which they find their schools, these principals focus on a narrower mission than many of their peers.

Instructional leaders are viewed as culture builders. They sought to create an 'academic press' that fosters high expectations and standards for students, as well as for teachers (Purkey & Smith, 1984).

The most frequently used conceptualization of instructional leadership was developed by Hellinger (2000). This model proposes three dimensions of the instructional leadership these are defining the school's mission, managing the instructional program, and promoting a positive school-learning climate (Hallinger, 2000). These dimensions are further delineated into ten instructional leadership functions. Under defining the school's mission there are two instructional leadership functions those are framing the school's goals and communicating the school's goals comprise the dimension, defining the school's mission. These functions concern the principal's role in working with staff to ensure that the school has clear, measurable goals that are focused on the academic progress of its students. It is the principal's responsibility to ensure that these goals are widely known and supported throughout the school community. While this dimension does not assume that the principal defines the school's mission alone, it does assume that the principal's responsibility is to

ensure that the school has a clear academic mission and to communicate it to staff (Amanchukwu et al. 2015).

The second dimension, managing the instructional program, focuses on the coordination and control of instruction and curriculum. This dimension incorporates three leadership functions: supervising and evaluating instruction, coordinate in the curriculum and monitoring student progress. (Hallinger & Murph, 1985).

The third dimension, *promoting a Positive School Learning Climate*, includes several functions: Protecting Instructional Time, Promoting Teacher Professional Development, Maintaining High Visibility, Providing Incentives for Teachers, and Providing Incentives for Learning. This dimension is broader in scope and intent than the second dimension and overlaps with dimensions incorporated into transformational leadership frameworks (Hallinger, 2003).

## **2.2. Theories of leadership**

There are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. While most research today has shifted from traditional trait or personality-based theories to a situation theory, which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader (Avolio, Walumbwa, & Weber, 2009), all contemporary theories can fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a *process* that involves *influence* with a *group* of people toward the realization of *goals* (Wolinski, 2010).

Charry (2012), noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earlier of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels some of them were presented under her

### **2.2.1. The theory of leadership**

The concept of instructional leadership emerged and developed in the United States within the effective school movement of the 1980s. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma. During the 1990s, a strong instructional leadership model was still at the center of the educational leadership discussion, because of its effectiveness in the schools. However, since then this concept has been criticized for focusing too much on the individual principal's heroic role. As a result, the scholars started to explore leadership models to supplement these critics and point out the distributed nature of instructional leadership, such as transformational leadership, teacher leadership, shared leadership, and distributed leadership, all of which understand educational leadership as broader perspectives practice that includes school communities. Moreover, the accountability movement of the 21<sup>st</sup> century sheds new light on instructional leadership, since this paradigm puts more emphasis on the learning outcomes for students.

### **2.2.2. "Great Man" Theory**

Great man theories assume that the capacity for leadership is inherent, that great leaders are born, not made. These theories often portray 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 military leadership (Ololube, 2013).

### **2.2.3. Situational Theory**

Situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective. (Amanchukwuet al.2015).

#### **2.2.4. Behavioral Theory**

Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states.

According to the behavioral theory, people can *learn* to become leaders through training and observation.

Naylor (1999) notes that interest in the behavior of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership style it have been observed that groups under these types of leadership perform differently:

Autocratically led groups will work well so long as the leader is present. Group members, however, tend to be unhappy with the leadership style and express hostility.

Democratically led groups do nearly as well as the autocratic group. Group members have more positive feelings, however, and no hostility. Most importantly, the efforts of group members continue even when the leader is absent. (Amanchukwu et al (2012).

#### **2.2.5. Participative Theory**

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).

#### **2.2.6. Transactional/Management Theory**

Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When

employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). Managerial or transactional theory is often likened to the concept and practice of *management* and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

### **2.2.7. Relationship/Transformational Theory**

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person *engages* with others and is able to “create a connection” that result in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013).

Relationship or transformational Leaders 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 on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012)

### **2.2.8. Skills Theory**

This theory states that learned knowledge and acquired skills/abilities are significant factors in the practice of effective leadership. Skills theory by no means refuses to acknowledge the connection between inherited traits and the capacity to lead effectively, but argues that learned skills, a developed style, and acquired knowledge, are the real keys to leadership performance.

A strong belief in skills theory often demands that considerable effort and resources be devoted to leadership training and development (Wolinski, 2010). From the above theories the researcher understood that there is no one best and for most leadership theories to satisfy the employee and to achieve the desired goals of the organization. Every leadership theories had its own unique characteristics to apply it in their respective schools. Thus theories implied that school principals know the philosophy and theoretical aspect of different leadership theories and applied it in need.

## **2.3 Leadership Styles**

Leadership styles are the approaches used to motivate followers. Leadership is not a “one size fits all” phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. Below are a number of leadership styles articulated in the (AddisuChonde, 2017)

### **2.3.1. Autocratic Leadership Style**

Autocratic leadership is an extreme form of transactional leadership, where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions, even if these are in the best interest of the team or organization. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent.

### **2.3.2. Bureaucratic Leadership Style**

Bureaucratic leaders follow rules rigorously, and ensure that their staff also follows procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks (Shaefer, 2005). The drawback of this type of leadership is that it is ineffective in teams and organizations that rely on flexibility, creativity, or innovation (Santrock, 2007).

### **2.3.3 Charismatic Leadership Style**

Charismatic leadership theory describes what to expect from both leaders and followers. Charismatic leadership is a leadership style that is identifiable but may be perceived with less tangibility than other leadership styles (Bell, 2013). Often called a transformational leadership style, charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The ensuing excitement and commitment from

teams is an enormous asset to productivity and goal achievement. The negative side of charismatic leadership is the amount of confidence placed in the leader rather than in employees. This can create the risk of a project or even in an entire organization collapsing if the leader leaves. Additionally, a charismatic leader may come to believe that s/he can do no wrong, even when others are warning him or her about the path s/he is on; feelings of invincibility can ruin a team or an organization.

### **2.3.4 Democratic Leadership Style**

Democratic leaders make the final decisions, but include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved.

This style also helps develop employees' skills. Team members feel a part of something larger and meaningful and so are motivated to by more than just a financial reward. The danger of democratic leadership is that it can falter in situations where speed or efficiency is essential. During a crisis, for instance, a team can waste valuable time gathering input. Another potential danger is team members without the knowledge or expertise to provide high quality input. (Amanchukwuet al.2015).

### **2.3.5. Laissez-Faire Leadership**

Laissez-faire leadership may be the best or the worst of leadership styles (Goodnight, 2011). Laissez-faire, this French phrase for "let it be," when applied to leadership describes leaders who allow people to work on their own. Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give team's complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinate the power to make decisions about their work (Chaudhry&Javed, 2012). They provide teams with resources and advice, if needed, but otherwise do not get involved. This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. The main advantage of laissez-faire leadership is that allowing team members so much autonomy can lead to high job satisfaction and increased productivity. It can be damaging if team members do not manage their time well or do not have the knowledge, skills, or motivation to do their

work effectively. This type of leadership can also occur when managers do not have sufficient control over their staff (Ololube, 2013).

Based on the above leadership style the researcher revealed that educational organization is a complex world having different culture, norms, language, educational background and interest so, selecting and applying better leadership style is one of the core activity of the school principals in order to achieve the planed goals of the organization in their respective schools.

#### **2.4. The essence of leadership**

Tacy Costanzo (2005) illustrates that Leadership is the art and science of inspiring and enabling others to accomplish shared dreams. Many leadership theories were developed and studied during the last century, but no single approach to leadership has been identified as the best method for all situations. The fundamentals of leadership, motivating and directing a group to achieve a common goal, have changed very little over time; but the context of leadership, the complexity of, and diversity within organizations, and societal values, have each evolved greatly over the last one hundred years.

Leadership is contextual and Situational Leadership Theory is timeless because it addresses both the changing complexity of the tasks, and the changing abilities of the followers, as they move together toward goal attainment. Leadership is a dynamic process that must realistically address both the dreamers and their dream.

#### **2.5. The function of instructional leadership**

Mostly outstanding leadership has invariably emerged as a key characteristic of exceptional schools. Schools with successful and effective leaderships are generally characterized by the way they setting vision and defining the school mission, managing curriculum and instruction, supervising and evaluating instruction, providing professional skill development, and creating conducive and healthy school environment (Murphy,1990).

#### **2.6. Skills required by principals**

This involves planning, organizing, leading, and monitoring. The necessary skills for planning, organizing, leading, and monitoring have been placed in three categories that are especially important if principals are to perform their functions and roles adequately:

conceptual, human, and technical (Katz, 1974). All school administrators must have these skills to be effective, but the amounts differ by hierarchical level.

### **2.6.1. Conceptual Skills**

All good school leaders have the ability to view the organization as a whole and solve problems to the benefit of everyone concerned. This is a *conceptual skill* that draws on one's mental abilities to acquire, analyze, and interpret information received from various sources and to make complex decisions that achieve the school's goals. In essence, it concerns the ability to see how the different parts of the school fit together and depend on each other, and how a change in any given part can cause a change in another part.

Conceptual skills are needed by all school leaders, but they are especially important for those at the top of the organization such as school superintendents (Bjork & Kowalski, 2005; Kowalski, 2005). They must perceive the significant elements in a situation and make decisions relevant to broad, conceptual patterns. Because top-level administrators devote a large portion of their time to planning, they draw on conceptual skills to think in terms of relative tendencies, probabilities, patterns, and associations. Conceptual skills provide upper-level administrators with the ability to anticipate changes or to estimate the value of school district strategies. Many of the responsibilities of superintendents, such as decision making, resource allocation, and change, required broad perspective.

In an era of school-based management, principals need to further develop their conceptual skills, to think "strategically" — to take a broad, long-term view (Patrinos, 2010). This will enable principals to see what goes on in their work environment and help them to react appropriately and reflectively to situations as they arise (Sergiovanni, 2009). Principals must consider environmental forces, resource flows, staff and administrative talent, board of education policies, reform mandates, parent complaints, and organizational change as significant inputs into the internal environment of the school.

### **2.6.2. Human Skills**

Principals spend considerable time interacting with people. Recall the researchers' descriptions of how principals spend their time: scheduled and unscheduled meetings, telephone calls, hallway/classroom tours, and other face-to-face contacts. All these activities

involve other people. For obvious reasons, the principal needs *human skills*: the ability to motivate, facilitate, coordinate, lead, communicate, manage conflict, and get along with others (Arnett, 2010). Human skills are important to school leaders at all levels. Upper-level administrators (superintendents) must use these skills to deal effectively with school boards, with groups outside of the school district, and with subordinate administrators. Middle-level administrators (principals) need human skills to manage individuals from a wide variety of departments or subject matter areas, other technical experts (such as counselors, social workers, school psychologists, and department heads), and to interact productively with upper-level administrators. First-level supervisors (department heads, team leaders) must use human skills to challenge, to motivate, and to coordinate the work of teachers who are responsible for the education of the school district's clients – the students. In recent years, the awareness of human skills has increased. All stress the need for school administrators at all levels to take care of the human side of the enterprise. Excellent schools and excellent leaders provide warm, nurturing, caring, trusting, and challenging environments. In this view, effective principals are cheerleaders, facilitators, coaches, and nurturers of champions. They build their organizations through people. Effective human skills enable principals to unleash the energy within staff members and help them grow, ultimately resulting in maximum performance and goal attainment.

### **2.6.3. Technical Skills**

The ability to use the knowledge, methods, and techniques of a specific discipline or field is referred to as a *technical skill* (Addisu,Chonde.,2017). Department heads and team leaders in schools are examples of people with technical skills — they are recognized as experts in their disciplines and are presumed to have the ability to supervise others. The department head or team leader, the nature of technical skills is twofold. First, the supervisor has usually developed some expertise in a discipline or field of study. The department head in a high school, for example, has probably taught the subject he is supervising in an exemplary manner for a number of years. Second, the supervisor uses skills in the work being done.

To successfully run an academic department, the chairperson must know how to teach the subject, how to organize the group, how to acquire resources, how to evaluate performance. All school administrators need some knowledge of the technical functions they are

supervising, although the amount of time they spend performing technical activities decreases as they move up the organizational hierarchy. The first-line supervisor in a school (department head, team leader) will need greater knowledge of the technical parts of the job than will either the superintendent of schools or the building principal. This is because first-line supervisors are closer to the actual work being performed; they often must train and develop teachers and answer questions about work-related problems. Every school district, school, and job has its special technical skill requirements. Each approach to examining what a principal does looks at the job from a different perspective. Each has its merits. But in the final analysis, a successful principal must: (a) understand the work that is to be performed (leadership functions), (b) understand the behavior needed to perform the job (administrative roles), and (c) master the skills involved in performing their role (management skills). Thus, these three approaches to analyzing what a principal does are not mutually exclusive; they are complementary perspectives. (Lunenburg.F2010).

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

The main purpose of this chapter is to provide an overview of the basic research design and methodology that were used to carry out the study. Under this overview the basic research design, research methodology, source of data, sample population and sampling technique, data collection instruments, procedure of data collection and method of data analyses will be treated in detail.

#### **3.1. Research Design**

A research design is the overall plan for collecting data in order to answer the research question and also the specific data analysis techniques or methods that the researcher intends to use. The study attempted to investigate the instructional leadership practices in the selected secondary schools of Bole Sub City in Addis Ababa.

Quantitative approach is considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample from a large population. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the phenomenon such as direct quotations to capture peoples personal perspectives and experience of instructional leadership through an in depth interview. Therefore, in this study, involving both quantitative and qualitative approach were employed so as to collect extensive data and used to confirm findings from different data sources through triangulate of data instruments and thereby to draw valid conclusions.

#### **3.2. Sources of Data**

Data were collected using two sources: primary and secondary sources. The primary sources of the study were collected from supervisors, principals and teachers of secondary schools in the sub city. On top of this, cluster supervisors were contacted as they directly involved in the practices of schools leadership. Teachers were taken as source of information for the reason that they were direct beneficiaries of the service delivered. In addition, information was collected from secondary sources. In this regards, the data collected from documents mainly focused on records and minutes concerning the school based supervision and instructional

leadership support in the secondary schools. In addition to this, other relevant documents of the schools such as brochures that state the vision, mission, goals, and manuals prepared for training purposes and different check lists that the school principals used in their respective schools.

### **3.3 Sample size and Sampling Techniques**

#### **3.3.1. Sample size**

This study was delimited to Bole Sub City Education office in Addis Ababa City Government Administration. This area was decided to be taken as a setting for this study for two reasons. Firstly, the researcher has worked in different schools of the Sub City. It is thought that this may better help him in the process of data collection. Secondly, the Sub City consisted of school principals with diversified educational back ground, experience and who qualified in deferent subject areaso there is a high probability that the findings could be at a certain level representative of the situation. The sample respondents and schools are determined based on the 2009/10 E. C. annual report of Bole Sub City Education office. According to this report, there are 15Woreda education offices. Within the sub city education offices, there are 8 secondary schools. In these secondary schools, there are a total of 450 teachers, 12 Cluster supervisors, 8 principals and 24 vice principals. Regarding the school samples, out of the existing 8 schools, 7 schools were selected through stratified sampling technique and simple random sampling techniques was used for teachers within the samples. Because of their geographical settlement stratified sampling technique was employed to secure fair representation of the different secondary schools within the sub city. On top of that comprehensive sampling technique was used to encompass all school principals under each stratum.

**Table1. The total population (sample size from the responding organization)**

No	School name	Total Pop	Teachers			principals			Vice principals		
			Total Pop	Sa. pop	%	Total Pop	Sa. Pop	%	Total Pop	Sa. Pop	%
1	Bole Preparatory School	100	96	9	9.37	1	1	100	3	3	100
2	Beshale Secondary and preparatory school	91	87	8	9.19	1	1	100	3	3	100
3	Lem secondary School	87	83	8	9.63	1	1	100	3	3	100
4	Bole community secondary school	53	49	5	10.2	1	1	100	3	3	100
5	Ayer Ameba secondary School	60	56	6	10.7	1	1	100	3	3	100
6	Dr.HaddisAlemayhu Secondary School	49	45	5	11.1	1	1	100	3	3	100
7	Andode secondary School	38	34	4	11.8	1	1	100	3	3	100
		478	450	45	10	7	7	100	21	21	100

### 3.3.2. Sampling Techniques

The simple random sampling techniques had been selected. Accordingly, data were collected from three categories of respondents; namely, 28 school principals, 12 cluster supervisors and 45 teachers. At the same time comprehensive sampling was employed in selecting supervisors and principals from the sample schools as they were few in numbers, and their direct involvement in the practices of schools leadership. In addition to this, the researcher had taken 10% of the sample population from a total of 450 teachers from the sample schools through simple random sampling technique particularly through lottery method with the assumption that all teachers have equal chance of being selected and to obtain representative sample. Simple random sampling gives each unit of the population equal opportunity of being selected (Seyoum and Ayalew, 1989). The researcher believed to make the data collected more comprehensive, it is decided to include large proportion. Accordingly, information was collected from 45 teachers working in all of the sample schools. The number of sample

teachers from each selected schools were determined in proportional to the size of teachers in each secondary schools. In this regards, Gay and Arirasian (2003) state that the sample of 10% to 20% of the target population is often used in descriptive research for large population. Therefore, the total number of research participants were 28(100 %) school principals 12(100%) cluster supervisors and 45 (10%) of teachers from the selected secondary schools.

### Sample Size

No	Type of respondent	Total population	Sample size	%	Sampling techniques
1	Principals	28	28	100%	comprehensive sampling
2	Supervisors	12	12	100%	comprehensive sampling
3	Teachers	450	45	10%	Simple random sampling
Total		490	95		

## 3.4. Data Gathering Instruments

To be credible the study three instruments were used in the process of gathering the necessary data for this study purpose. These are questionnaires, interview and document analysis.

### 3.4.1 Questionnaire

The first data collecting instrument to be employed in the study is the questionnaire. A total of 85 Hallinger's self-developed questionnaires were prepared and distributed for 45 sample teachers and 28 school principals who have been stratified simple random sampling selected as sources. Questionnaire is decided to be used in collecting the data because the numbers of

respondents in these three groups are large. Open ended questions are included because it gives respondents a freedom to give their extended views on the issue. Close ended questions were used for their easiness in tabulation, objectivity and suitability to keep respondents on the subjects of discussion.

Responses from participants were taken using Likert Scale method of rating and the respondents are expected to express their degree of agreement on five point scale that is relevant to the issues.

Thus, questionnaire containing both open and close ended questions were carefully selected and presented to respondents under three subsequent sections: background information, practices, and challenges of instructional leadership.

### **3.4.2. Interview**

Interview was the second significant information gathering instrument in this research. This data gathering instrument is selected with the belief that deeper information is obtained on issues critical to the study underway. It was also being used to cross-check the responses obtained through questionnaire and it let the interviewee to express her/his feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003). In order to obtain deeper information related to the practices of instructional leadership in the study area, a semi structure interview was held with two groups of respondents. Twelve (12) cluster school supervisors were interviewed to reflect on some (7) guiding questions related with the practices and challenges of instructional leadership implementation in the study area. This group of respondents is selected for interview in the ground that more information can possibly obtained from them due to their position in the instructional leadership and daily engagements in the core activities of instructional leadership. In addition, it is believed that they are very close to the day to day challenges exist in the schools.

### **3.4.3. Document Analysis**

Document analysis was the other essential data collecting tool. Various documents including school performance reports, guidelines of the MoE (General Education Quality Improvement Program), minutes that show what leadership decisions made and discussed, and records were explored in the process of the study. It is believed that the data obtained in this method was used to validate and substantiate the information gathered by the

questionnaire and semi-structured interview. Document analysis is essential moreover data gathered through questionnaire and interview, the study was applied document analysis to crosscheck and triangulate the data collected by other tools. Therefore, the researcher was collected relevant information from the available documents like the school vision, mission, value, and different school based plans in the organization that shows the practice of instructional leadership of school principals through rating system in the concerned organization.

### **3.5 .Validity and Reliability of the Instruments**

#### **3.5.1. Pilot Test**

According to (Kothari, 2004), to test the validity and reliability of the instrument, a draft of the questionnaire were distributed for some respondents. They were comment on consistency, clarity and they identify topographical errors. Based on their comment the necessary correction was taken to improve the validity and reliability of the instrument. As a result of this before the final questionnaires were administered, pilot testing was conducted in Bulbula secondary school which was not included in the sample study. It was helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. The draft questionnaires were distributed to 1 school principal, 3 vice principals and 10 teachers of the above stated secondary school was selected purposively. After the questionnaires were filled and returned the reliability and validity of items were measured by using Crobach"s alpha method by the help of SPSS version 21.

The obtained test result was 0.79. Then as the result indicated it was a good indication of the internal consistency of items. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable.

#### **3.5.2. Validity and Reliability**

Both quantitative and qualitative data analysis method was employed in order to answer the basic research questions and to achieve the objectives of the study. Accordingly, for

realization and successful accomplishment of the study, the collected data was recorded, edited, organized, analyzed, and presented interpreted in relation to research questions. These were done both quantitatively and qualitatively by using descriptive statistical tools such as tables, figures, percentages and means for data has been collected through questionnaires, whereas description of finding were used for data collected through interview and document analysis.

### **3.6. Procedures of Data Collection**

To begin with, the researcher welcomed the sub-city training office and arrangements the pith of the exploration indicating the letter of collaboration from Addis Ababa University and asked the Sub City education office to compose a letter to Secondary school in their Sub City. At that point the researcher visited the school head and second in command and talked about the result of the exploration with the respondents demonstrating the letters from the University and the Sub City education Office which later their duplicates dispersed to each group managers. At that point the researcher explained the target of the researcher, and asked whether the respondents are willing to the meeting or not. After that the researcher was used semi structured interview so as to let the interviewee to express her/his feeling freely. The researcher also distributed the questionnaires to the respondent teachers, principals and vice principals after he selected them and give enough time to fill the questionnaires.

### **3.7. Method of Data Analysis**

Once the data was collected and gathered from the respondents, the next phase is analyzing of the given data. Depending on the nature of the variables quantitative as well as qualitative data analysis method was employed. To begin the analysis, first respondents were categorized under different groups in terms of the practices that they have in leadership activity. Then, different characteristics of respondents were analyzed by using frequency and percentage. Secondly, the quantitative data obtained through Likert Scale in questionnaires were organized and tabulated around the sub-topics related to the research questions. Descriptive statistics like arithmetic mean, standard deviation, weighed mean were calculated for those items prepared in Likert type of scale. For more advanced statistical operations and decision making, data was inserted into modern statistical software or SPSS (version 21) program and further analysis were done. A five point Likert Scale ranging from strongly

agree to strongly disagree were used for the sake of analysis and interpretation. Therefore, the mean values 1.00 between 1.80 as strongly disagree, 1.81 between 2.60 as disagree, 2.61 between 3.40 as undecided, 3.41 between 4.20 as agree and 4.21 between 5.00 as strongly agree implementation of the items. For the case of analysis strongly agree and agree indicate effective implementation of each item in the school and undecided presents neither positive nor negative agreement.

### **3.8. Ethical Considerations**

The study was conducted by taking various ethical issues under consideration. All the research participants included in this study were appropriately informed about the purpose of the research and their willingness and consent was secured before the start of distributing questionnaire and asking interview questions. Regarding the right to privacy of the respondents, the study maintained the confidentiality of the identity of each participant. In all cases, names were kept confidential thus collective names like 'respondents' has been used. In general, the researcher did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources used for this research have been appropriately acknowledged.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section manages introduction, analysis and translation of information got from teachers, principals, and cluster supervisors. The study used questionnaires for teachers and principals, and interviews for supervisors. Also, extra data was accumulated through archive examination. In this way, the quantitative just as subjective examination of information was joined in to this section. The qualitative part was supposed to be complementary to the quantitative analysis. The study encompassed seven secondary schools of Bole Sub City in Addis Ababa. Besides, additional information was gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. A total of 85 questionnaires were prepared and distributed for 45 sample teachers and 28 instructional leaders (principals and vice principals) who have been selected in the form of simple random sampling and stratified comprehensive sampling techniques respectively. The questionnaires were distributed to 45(100%) teachers and 28(100%) instructional leaders and were filled and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with twelve supervisors and also information from document analysis was used to triangulate the data obtained. In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to SPSS for analysis. Then, the means for the two groups of respondents (school principals and teachers) were identified and analyzed. To determine the existence/implementation of the different instructional leadership practices in the secondary schools of Bole Sub City, an average point of decision was set. Accordingly, an average mean point of less than 1.80 is considered as strongly disagree, 1.81-2.60 as disagree, 2.61-3.20 as undecided, 3.21-4.20 as agree and 4.21-5.00 as strongly agree.

To survey the difference of the outlooks of the two groups of respondents (teachers and instructional leaders) up on the practices of instructional leadership, an independent sample t-test has been conducted. Accordingly, if a calculated value is greater than 0.05 significant levels, there is no significance difference between the views of the two groups of

respondents while the calculated value is less than 0.05 significant values, there is significant difference between the views of the two groups' of respondents.

Things associated with the surveys were ordered in to two significant sorts. The primary sort managed general foundation data of the respondents, while the subsequent part has rewarded explicit issues of the examination. Henceforth, this prompts utilize various methodologies in rewarding or dissecting the information from the two classifications questions. In this manner, recurrence and rates were utilized for the investigation of qualities of respondents. Then again, mean, standard deviation, t-test were utilized for the investigation of explicit things. In this way, in the initial segment of the investigation, the attributes of the respondents according to their age, sex, training level, capability, work understanding and the position they hold presently were classified and broke down as demonstrated under table 2. In the second piece of the investigation the perspectives on the two gatherings' (teacher and instructional leaders) respondents were analyzed and translation were made dependent on mean, standard deviation, and t-test value.

## 4.1 Characteristics of Respondents

**Table2:** Characteristics of Respondents In Terms of Sex, Age, Level of Education, and Work Experience.

No	Item	Categories of item	Respondents						Total	
			Teachers		principals		Supervisors		N	%
			N	%	N	%	N	%		
1	Sex	male	25	55.6	22	78.6	8	66.7	55	64.7
		female	20	44.4	6	21.4	4	33.3	30	35.3
2	Age	20-25	3	6.7	-	-	-	-	3	4
		26-30	4	8.9	-	-	-	-	4	4.7
		31-35	18	40	5	17.9	-	-	23	27.1
		36-40	11	24.4	10	35.7	3	25	24	28.23
		Above 41	9	20	13	46.4	9	75	31	36.5
3	Education level	Degree	37	82.2	8	28.6	6	50	51	60
		Master	8	17.8	20	71.4	6	50	34	40
4	Area of specialization	Subject	45	100	8	28.6	6	50	59	69.4
		S/leadership	-	-	20	71.4	6	50	26	30.6
5	Total Work experience	Under 5	3	3.7	-	-	-	-	3	4
		6-10	5	11.1	-	-	-	-	5	5.9
		11-15	9	20	6	21.4	-	-	15	17.6
		16-20	15	33.3	17	60.7	7	58.3	39	45.5
		Above 21	13	29	5	17.85	5	41.7	23	27

As shown in table-2 item 1, 25 (55.6%) of teachers, 22(78.6%) of school principals and 12(66.7%) of cluster supervisors were males respondents respectively. while the remaining 22(44.4%) of teachers, 6(21.4%) of school principals and 4(33.3%) of cluster supervisors were female respondents respectively. According to this data, almost 64.7% of the

respondents were males and only 35.3 % were females in all positions. This show that the females" participation, as compared to their male counter parts, were low both in the teaching and leadership position at secondary schools level.

MoE (2005) witnessed that participation of females in education had been low and this has resulted in lower rate of employment. With regard to the age distribution of the respondents as indicated under item 2 of the same table, 3(4%) 20 to 25, 4(4.7%) 26 to 30, 23(27.1%) 31 to 35 24(28.2%) 36 to 40 and the rest 31(36.5%) of the respondents fall into the age ranges of 41 and above years .In sum, out of the total respondents (85), the majority 82 (96.5%) were 26 years old and above, whereas the remaining 3 (3.5%) were under the age ranges of 25 and below years old. Therefore, this figure indicates that the majority of the respondents are matured enough to provide reliable information with regard to the issue under study.

In terms of level of education, as shown in item 3 of the above table 37(82.2%) of teachers, 8(28.6%) of school principal and 6 (50%) of cluster supervisors were first degree holders. while the remaining 8(17.8%) of teachers,20 (71.4%)of school principal and 6(50%) of cluster supervisors were second degree (masters) holders respectively.

Looking in to the work experience the respondents 3(4%) of the respondents had 1 to 5 yearsexperience, 5(5.9%) respondents had 6 to 10 yearsexperience,15(17.6%) respondents had 11 to 15 yearsexperience,39(45.5%) respondents had 16 to 20 years experience, The remaining 23(27%) respondents had above 21 years of experience. This implies that 8(9.4%) of respondents was under ten experience and need more support from the school leaders.

Regarding item 5 of the above table, teachers, school principals and cluster supervisors were asked to indicate their areas of specialization. Accordingly, 45(100%) of the teachers,8(28.6%) of the school principals and 6(95.7%)of thecluster supervisors were academic subject area graduates respectively. While the remaining 20(71.4%) of the school principals and 6(50%) of the cluster supervisors were a graduate of school leadership respectively. As these data show, 12(35%) of the school principals and supervisors in the secondary schools of Bole Sub City were subject area graduates. This might have its own negative implication on the overall success of leaders in the implementation of their respected roles in their respective schools.

The review of the related literature argued in the foregoing chapters publicized that the effectiveness of instructional leadership practices are mainly determined by the extent to which instructional leadership dimensions are implemented in the organization. Thus, the instructional dimensions including defining the school mission, managing curriculum and instructional program, supervising and evaluating instruction, monitoring instructional program and promoting positive school learning climate were examined to see their implementation in the schools. In addition to that, the major challenges that affect the effectiveness of instructional leadership were assessed.

Similarly AddisuChonde.(2017) also described a five point scales ranging from strongly agree to strongly disagree were used. In order to determine the degree of implementation of each of the instructional dimensions of secondary schools, the following mean ranges were used as a cut point. A mean values less than 1.80 as strongly disagree, 1.81-2.60 as disagree,2.61-3.40 as undecided,3.41-4.20 as agree and 4.21-5.00 as strongly agree level of implementation of the items one. To verify the extent to which the difference between the mean values of the teachers and instructional leaders (main principals, and vice principals) responses, t -test for significance were employed at alpha level 0.05 and T value1.98. On each dimension/practice the schools document analysis and the interview notes were used to triangulate the close ended questionnaires from the respondents.

### **4.3. Roles of school principals**

The accomplishment of any instructional leadership practices are predominantly determined by the extent to which instructional leadership dimensions are employed within the secondary schools. In this manner, the hugest measurements and their usage in the study area such as defining mission, managing curriculum and instructional program, and promoting positive school learning climate are discussed below.

#### **4.3.1. Defining the School Mission**

School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meetings and Departmental chair meetings. They communicate them through individual meetings such as follow up conference to classroom observations. Frequent communication of school goals by school principals promotes

accountability, a sense of personal ownership and instructional improvements. Skillful leaders focus attention on key aspects of the school's vision and communicate the vision clearly and strongly. The function of communicating school goals refers to the ways the principal expresses importance of the school goals to staff, parents and students. With regard to the communication of school visions and goals, Hoy and Hoy (2003) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

Sheppard (1996) made it clear in his study that communication of school goals by the principal has a significant positive relationship with teacher classroom innovativeness, which in turn can contribute to school improvement. He found out that, at the high school level, communication of school goals by the principal accounted for the largest amount of variance in classroom innovativeness. The communication of school goals by the principal gives confidence to teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to address different learning needs of students (Blasé & Roberts, 1994).

Regarding framing the school goals and communicating the school goals, ten items that label the extent of implementation of the dimension were presented to the group of teachers and school principals and investigated under table 3 and 4 separately. Both groups of respondents were asked to rate from strongly agree to strongly disagree depending on the degree of implementation of the items in their schools. In the process of data analysis, the scales strongly agree and agree show effective implementation of each item in the dimension; whereas undecided presents neither positive nor negative agreement. On the other hand, the scales disagree and strongly disagree indicate low implementation of the items in the sample school.

**Table 3** Framing school goals

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
1	Develop a focused set of annual school-wide goals	4.44	0.58 2	4.16	0.994	4.3	1.50 6	98	.968
2	Frame the school's goals in terms of staff Responsibilities for meeting them	4.21	0.77 8	4.00	0.784	4.10	1.23 2	98	.177
3	Use needs assessment or other formal and informal Methods to secure staff input on goal development	4.91	0.87 1	3.94	0.744	4.42	1.81 7	98	.235
4	Use data on student performance when developing the school's academic goals	4.36	0.79 1	4.20	0.817	4.28	1.16 5	98	.342
5	Develop goals that are easily understood and used by teachers in the school	4.10	0.78 6	4.11	0.912	4.10	1.26 4	98	.098
	Average means value	4.40		4.08		4.24			

As can be seen from table 3, confining the school goals saw as on Strongly Agree and agree scale as showed in the average means of 4.40 and 4.08 by school principals and teachers respectively. In like manner, there appears to be an understanding between the reactions of school principals and teachers with respect to the significant capacity of encircling the school goals. The two groups have rated the implementation of this dimension as strongly agree and agreed respectively. This suggests the primary measurement had average level of implementation in the secondary schools of Bole sub city.

Nonetheless, this doesn't imply that various roles under this umbrella dimension have similar level of implementation. For instance under framing the school goals, activity three i.e. Use needs assessment or other formal and informal Methods to secure staff input on goal development the mean value felt 3.94. This measurement had average level of implementation in the secondary schools of the Sub City.

**Table4-Communicat the School Goal**

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
1	Communicate the school's mission effectively to members of the school community	4.19	.412	4.98	1.600	4.58	1.97 2	98	.767
2	Discuss the school's academic goals with teachers at faculty meetings	4.21	.085	4.05	.841	4.13	1.45 4	98	.652
3	Refer to the school's academic goals when making curricular Decisions with teachers	4.17	.760	3.86	.941	4.01	1.39	98	.053
4	Ensure that the school's academic goals are reflected in Highly visible displays in the school(e.g., poster or bulletin boards emphasizing academic progress)	3.71	.805	3.96	.732	3.83	1.53	98	.426
5	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discuss )	3.80	.680	3.41	.039	4.10	1.50 4	98	.446
	Average means value	4.01		4.05		4.03			

As demonstrated in table 4, imparting the school goals found to be on agreeing scale as indicated in the average means of 4.01 and 4.05 by school principals and teachers respectively. Likewise, there appears to be an understanding between the reactions of school principals and teachers with respect to the significant capacity of setting the school visions and defining school mission. Both groups have rated the implementation of this dimension as agreed.

As appeared in the approach part, interview was held with the cluster supervisors and investigation of the different records that shows the different roles undertaken by the school principals was conducted to triangulate the methodology. quite complement the findings obtained through questionnaire. As per most of interviewees the school principals in the secondary schools were high in building up an engaged arrangement of yearly school-wide goals and Use data on student performance when developing the school's academic goals At long last, the researcher checked the written documents regarding the effectiveness of the implementation of school vision and missions. The checked written materials were: stated vision of the schools defined mission and developed school-wide goals. The archive inspected likewise demonstrated that in the greater part of the schools, instructional leaders had expressed vision, characterized crucial built up a lot of school- wide goals and that were posted in the workplace of the heads and declaration of the schools.

Accordingly, as demonstrated in the average mean value in the table under framing and communicating the school goals it can be concluded that the activity of develop a focused set of annual school-wide goals and use data on student performance when developing the school's academic goals putting it in to practice was effectively implemented in the selected secondary schools of Bole sub City. This measurement is worried about how the school sets and characterizes their vision and crucial coordinates towards powerful instructional initiative and adds to the schools atmosphere.

A visionary instructional leadership furnishes teachers with a general feeling of direction and what roles are anticipated from them. In general, instructional leaders in the example secondary schools of Bole Sub City were seen as acceptable at encircling and conveying the school goals/missions.

#### **4.3.2. Managing Curriculum and Instruction**

Managing curriculum and instruction is among the major roles of leaders who elaborate in to educational concerns. It mainly refers to the instructional leaders' activities of providing chances for staff to collaborate for the alignment of curriculum contents and achievement. It also refers to a principal works with teachers to coordinate curriculum and provide the necessary assistance for teachers and instructional issues. In this regard, different questions were administered to gather the opinions of school principals and teachers concerning the role of managing curriculum and instruction of their respective schools.

#### **Supervising and Evaluating the Instruction**

The significant roles of supervisions are to examine the instructional process and assist teachers to be competent in their subject area and at the end achieve students' learning progress. Unless instructional leaders try to manage and evaluate the day to day activities and cope up with current supervisory leadership demand, it would be difficult for them to provide the necessary support for teachers and obtain the required results. Instructional leaders, then, are expected to play supervisory leadership role through examining the direction of the ongoing educational changes, teaching approach, continuous assessment, and task centered research and instructional material (MoE, 2007: 64). The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he/she needs to follow up the day to day activities of teachers and supervision is the major instrument for this. The instructional leader's repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

Table 5 Supervise and Evaluate Instruction

	Item description  How the school principals supervise and evaluate instruction	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
1	Ensure that the classroom priorities of teachers are consistent with the goals and direction of it	4.14	.721	4.18	.833	4.16	.854	98	.094
2	Review student work products when evaluating classroom Instruction	3.21	.720	3.84	1.007	4.02	.554	98	.686
3	Conduct informal observations in classrooms on a Regular basis(informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference	3.21	.720	3.32	.997	3.26	.458	98	.105
4	Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations	4.23	.698	3.90	.925	4.06	.484	98	.050
5	Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or written evaluations	3.33	.845	3.15	.794	3.24	.446	98	.138
	Average means value	3.62		3.67		3.64			

As showed in table 5 with average mean value of 3.62 and 3.67 by school principals and teachers respectively, both groups have perceived that the supervisory support and instructional evaluation activities had been found agreed scale. This shows that both groups of respondents effectively implemented the practice in the secondary schools of Bole Sub City. As shown in the table 5, item number 1, 2, and 4 (ensure that the classroom priorities of teachers are consistent with the goals and direction of it, review student work products when evaluating classroom Instruction and, point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations), which were rated under agreed with average mean values of 4.16, 4.02, and 4.06, the remaining two instructional leadership functions including Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference and Point out specific weaknesses in teacher instructional practices in post-observation feedback example, in conferences or written evaluations, with mean values of 3.26 and 3.15, respectively found to be undecided scale according to the perception of teachers in the sampled primary schools. This indicates that most of the respondents either could not understand the questions while they may not give emphasis for the items carefully. The self-rated views of the instructional leaders complement teachers with regard to item like Conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference and Point out specific weaknesses in teacher instructional practices in post-observation feedback e.g., in conferences or written evaluations the instructional leaders also rated under undecided scale with mean value of (3.21 and 3.33). However, unlike teachers, instructional leaders have reported that the supervisory related tasks of ensure that the classroom priorities of teachers are consistent with the goals and direction of it, review student work products when evaluating classroom Instruction and point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations with mean value of 4.14, 3.21 and 4.23 had agreed level of implementation in their respective schools. Here too instructional leaders appear to favoring themselves especially in the three major supervisory functions indicated in item 1, 2 and 4. This can also be confirmed from the output of interview held with twelve cluster

supervisors. They reported that instructional leaders in the schools they provide with support conduct ones or twice per year a class visit and they also indicated that the time taken to comment after class was very minimal. From the above table, one can see that, efforts towards providing support to teachers shall be made in line with professional growth and development of teachers. This is to mean the supervision has to give prior attention for teachers in guiding and initiating activities with the assumption of improving the capabilities. Instructional leaders are, therefore, responsible in facilitating the working condition for teachers and need to invest their efforts to bring teachers fit in teaching profession.

At long last, an autonomous example t-test was led to look at the distinction in reactions of two gatherings of respondents. This infers in spite of the fact that variety with respect to the mean estimations of the reactions, the two gatherings had seen the usage of the instructional assignments as moderate. These outcomes may be because of the way that both instructional leaders and teachers have similar thoughts on the effect of supervising and evaluating instructional program in teaching and learning process. The two gatherings comprehended that the overseeing and assessing instructional program assumed an extraordinary job in improving the way toward educating and learning even idea it has not been utilized completely as it was proposed.

### **Monitoring Instructional Program**

Monitoring the instructional activities refers to the principals' use of test result for setting goals, evaluating instructional activities and measuring progress toward school goals. In this manner, a definitive objective of observing instructional program is to guarantee that all understudies have effectively achieved capability in their learning. What's more, the degree to which principals assumes liability for building up an efficient and far reaching testing program. Test outcomes discussed with the staff as a whole, and are provided interpretations or analyses for teachers detailing the relevant test data in their respective schools.

**Table 6**Monitoring Instructional Program

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed
1	Meet individually with teachers to discuss student Progress	4.27	.649	3.42	4.169	3.84	1.09 7	98	0.51 3
2	Discuss academic performance results with the faculty moto identify curricular strengths and weaknesses	4.29	.719	3.54	.113	3.91	1.7 93	98	0.037
3	Use tests and other performance measure to assess progress toward school goals	3.43	.688	3.65	.811	3.54	.68 3	98	0.062
4	Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter	4.27	.925	3.56	.660	3.91	.26 1	98	0.056
5	Inform students of school's academic progress	4.12	.824	3.52	.963	3.82	.86 9	98	0.371
	Average means value	4.07		3.53		3.80			

With respect to 6 tells that, the gathering of instructional leaders evaluated all the items as agreed and strongly agreed scale. Regardless, the gathering of school principals appraised the general things in the measurement as concurred with average mean values of 4.07 while the gathering of teachers evaluated the general things in the measurement moderately lower than their partners with average mean values of 3.53. The self rating of school principals showed that they have properly and effectively implementing the monitoring roles in their schools. They had rated all activities as highly implemented with average mean values of 4.27, 4.29 and 4.12. As saw in the school no proof was discovered that indicated school principals have utilized check rundown to screen instructional advancement. An autonomous example t-test was led to confirm if there is contrast between the reactions of teachers and school principals concerning the different roles of checking instructional program. The calculated t-values in all roles were less than t-critical (1.98) when tested at alpha level 0.05. As a result, there was no statistically significant difference in their responses. This suggests there was consistency of reactions between the two gatherings of respondents. Concerning observing understudy progress which was reacted at oftentimes practically all respondents of the interview responded that principals not only rely on evaluations, tests, and classroom teachers, yet in addition successes in certain competitions. In general, with regarding to this, the document analysis made in the school also verifies that school principals were to some extent regularly used check list for monitoring instructional programs and teacher's performance. it very well may be inferring that the assignments of observing the secondary schools programs saw as high.

### **Coordinate the Curriculum**

Coordinating the curriculum is as the degree to which school curricular objectives are aligned with course content, achievement tests, and the continuity in a curricular series across grade levels (Hallinger, 1983). Murphy J, (2006) state that "school leaders in effective schools are knowledgeable about and deeply involved in the school's curricular program.

**Table 7** Coordinate the Curriculum

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
1	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)	4.06	.672	3.62	.882	3.84	1.548	98	.006
2	Draw upon the results of school-wide testing with curricular decisions	4.21	.720	4.20	.768	4.20	1.204	98	.030
3	Monitor the classroom curriculum to see that it covers the school's curricular objectives	4.12	.740	3.84	.928	4.07	.846	98	.103
4	Assess the overlap between the school's curricular Objectives and the school's achievement tests	4.17	.636	3.79	.987	3.98	.408	98	.027
5	Participate actively in the review of curricular material	4.17	.789	3.88	.750	4.02	.669	98	.811
	Average means value	4.14		3.86		4.00			

As can be found in table 7, expresses that, the gathering of school principals evaluated all the items as agreed scale. Regardless, the group of instructional leaders rated the overall items in the dimension as agreed with average mean values of 4.14 while the group of teachers rated the overall items in the dimension relatively lower than their counterparts with average mean value of 3.86. The self rating of school principals showed that they have properly and effectively coordinate the curriculum in their respective schools. They had rated all activities as highly implemented with mean values of 4.06, 4.21, 4.12 and 4.17 respectively. As observed in the sample the researcher have seen different instruments that indicated who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders and Monitor the classroom curriculum to see that it covers the school's curricular objectives in their respective schools. An independent sample t-test was conducted to verify if there is difference between the responses of teachers and instructional leaders with regard to the various roles of coordinating curriculum. The calculated t-values in all functions were less than t-critical (1.98) when tested at alpha level 0.05. As a result, there was no statistically significant difference in their responses. This implies that there was consistency of responses between the two groups of respondents. In this way, it very well may be concluding that the roles of coordinating curriculum in the sample secondary schools found to be great.

#### **4.3.3. Promoting a Conducive School Learning Climate**

A productive school climate and atmosphere is one where individuals are valued, cared for, and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication both within and outside the school. Promoting an academic learning climate refers to the behaviors of the instructional leaders that influence the norms, beliefs and attitudes of teachers, students, and parents of the school so as to create smooth relation and motivation on each them. In order to assess to what extent instructional leaders attempted to promoting conducive school learning climate, different items were prepared and administered for both school principals and teachers under promoting school learning climate of instructional leadership functions.

### Protect Instructional Time

Protecting instructional time Policies and enforcement practices that reduce tardiness, absenteeism, and truancy increase learning time for students. Principals can also increase student opportunities to learn by protecting classroom instructional time from interruptions due to public address announcements, by working with teachers to develop more effective classroom management and Instructional practices, and by reducing the number of non instructional school activities that encroach on classroom time.

**Table8** protect instructional time

N o	Item description  How protect instructional time	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T- value	Df	Sig (2 tailed
1	Limit interruptions of instructional time by public Address announcements	4.08	.77	3.75	.824	3.91	.837	98	0.173
2	Ensure that students are not called to the office during instructional time	4.02	.79	3.62	1.00	3.83	41.0 2	98	0.019
3	Ensure that tardy and truant students suffer specific Consequences for missing instructional time	3.23	5.86	3.66	1.05	3.44	10.4	98	0.313
4	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	4.17	.762	4.07	.780	4.12	.647	98	0.36
5	Limit the intrusion of extra- and co-curricular activities on instructional time	4.27	.794	3.84	.862	4.05	.810	98	0.84
	Average Mean Value	3.95		3.78		3.86			

As it can be seen from table 8, with average mean value of 3.95 and 3.78 by instructional leaders and teachers respectively, both groups have perceived that protect instructional time and the supervisory support and instructional evaluation activities had been agreed in implementing the issues in the secondary schools of the Sub City. As the data indicated in the same table 8, item number three the instructional leaders activities of ensure that tardy and truant students suffer specific Consequences for missing instructional time were found to be un decided on with mean values of 3.23 in their respective schools. On the other hand, the instructional leaders had more than average performance in limit interruptions of instructional time by public Address announcements, ensure that students are not called to the office during instructional time, Encourage teachers to use instructional time for teaching and practicing new skills and concepts and limit the intrusion of extra- and co-curricular activities on instructional time with mean values of 4.08,4.02,4.17 and 4.27 respectively. The rating of the instructional leaders quite complement the ratings of teachers except item 3(ensure that tardy and truant students suffer specific Consequences for missing instructional time); in which instructional leaders reported they have highly practiced in schools. The two groups of respondents have rated average the implementation of an instructional role of protecting instructional time. This implies that the instructional leaders are missing one of their tremendous roles of bridging the schools and the community, which is the backbone for school development. An independent sample t-test was conducted to compare the difference in response between school principals and teachers in relation to leadership roles of protecting instructional time in schools. Except item number #2&#3all obtained t-values are less than t-critical (1.98) when tested at alpha level 0.05. As a result, there is no statistically significant difference in response between teacher respondents and school principals.

### **Promote Professional Development**

Advance proficient improvement is one method of improving the expert ability of workers in an association and viewed as a significant job of people accepts an initiative position. To research the training five things were regulated and sorted out for the two gatherings of respondents.

**Table 9**Promote Professional Development

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
1	Ensure that in service activities attended by staff are consistent with the school's goals	3.23	.568	3.86	.809	3.54	.49 2	98	.001
2	Actively support the use in the classroom of skills acquired during in service training	4.21	.832	3.88	.750	4.04	.28 1	98	.290
3	Obtain the participation of the whole staff in important in-service activities	3.26	.647	4.01	.746	3.63	.27 8	98	.222
4	Lead or attend teacher in-service activities concerned with instruction	4.14	.833	3.96	.758	4.05	.87 0	98	.244
5	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities	3.74	.789	4.05	.632	3.89	.95 5	98	.062
	Average means value	3.71		3.95		3.83			

As demonstrated in table 9, concerning the role of school principals (main principals and vice principals) ensure that in service activities attended by staff are consistent with the school's goals and obtain the participation of the whole staff in important in-service activities for school principals. The respondents reported the implementation of the items with mean values of 3.23, and 3.26 were to be found to undecided. This confirms that school principals faced difficulty to decide whether the mentioned issues were implemented effectively in the school and the items were to some extent not accomplished. However, in the remaining activities of instructional leadership, with respect to actively support the use in the classroom of skills acquired during in service training lead or attend teacher in-service activities concerned with instruction and Set aside time at faculty meetings for teachers to share ideas or information from in-service activities with mean values of 3.23,3.14and 3.74 were found to be agreed. This implies that the school principals effectively implemented the tasks. On the other hand the view of teachers not matches with the school principals because they rated all the items which fail under agreement level. This implies that teachers' respondents were better understanding than that of school principals. In general, this shows that both groups have different idea on the same items.

program in schools. The cluster supervisors have also more or less similar ideas with that of the In the interview session to promote professional development the cluster supervisors were asked how they evaluate the implementation status and the effectiveness of professional skill development school principals and teachers. replied as most of them similar with two groups of respondents' responses in the questionnaires.

They said that: There were low professional skill development activities in the schools due to lack of budget and lack of knowledge from concerned bodies on the issues. This shows that professional skill development was not effectively practiced in the sampled schools. In general, the instructional leader's effectiveness in this role of professional skill development ranges from undecided to agree. However, most activities were found to agree and least activities remain at the undecided level. The above finding shows that, it is possible to conclude that the role of school leaders in professional skill development at the school under study is more of agreement between two groups of respondents.

The consequence of free example t-test esteems for all things demonstrates that there is no factually noteworthy contrast between the methods for the two gatherings. All obtained t-

values are less than t-critical (1.98) when tested at alpha level 0.05. So, this implies the consistency of responses between the groups. These outcomes may be because of the way that both school principals and teachers have comparative musings on the impact to advance proficient improvement program in instructing and learning process. Both groups understood that the professional skill development program played a great role in improving the process of teaching and learning even though it has not been implemented fully as it was intended.

### **Maintains High Visibility**

The contexts in which the principal is seen provide one indicator to teachers and students of his/her priorities. Although a significant portion of the principal's time may be out of his/her control, the principal can set priorities on how the remaining time is to be spent. Visibility on the school and in classrooms increases the interaction between the principal and students as well as with teachers. This can have positive effects on student behavior and classroom instruction (HallingerandMurphy2012).

**Table 10** Maintain High Visibility

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
	<b>How school principals Maintain High visibility</b>								
1	Take time to talk informally with students and teachers during recess and breaks	3.42	.868	3.20	.921	3.31	.838	98	.364
2	Visit classrooms to discuss school issues with teachers and students	3.97	.846	4.13	.877	4.05	1.024	98	.501
3	Attend/participate in extra- and co-curricular activities	4.21	.778	4.03	.876	4.12	10.406	98	.296
4	Cover classes for teachers until a late or substitute teacher arrives	2.58	.793	2.56	1.032	2.57	.647	98	.397
5	Tutor students or provide direct instruction to class	2.56	.642	2.60	.860	2.56	.105	98	.149
	Average means value	3.34		3.30		3.32			

As demonstrated in table 10 with average mean value of 3.34 and 3.30 by school principals and teachers respectively, both groups have perceived that maintain high visibility activities had been undecided in implementing the instructional leaders functions in the sample secondary schools of Bole the Sub City. But item number two (Visit classrooms to discuss school issues with Teachers and students), both groups have rated agree with average mean value of 3.97 and 4.13 by school principals and teachers respectively. Except item number two both group of the respondents with average mean value were to be found undecided. This approves that both school principals and teachers faced difficulty to decide whether school principals maintain high visibility issues were implemented effectively in their respective school or not. Therefore, the above results from both teachers and principals showed that principals' performance in maintaining high visibility significantly low. An independent sample t-test was conducted to compare the difference in response between school principals and teachers in relation to leadership roles of maintain high visibility in schools. All obtained t-values are less than t-critical (1.98) when tested at alpha level 0.05. As a result, there is no statistically significant difference in response between teacher respondents and instructional leaders.

### **Provide Incentives for Teachers**

Providing incentive for teachers an important part of the principal's role in creating a positive learning climate involves setting up work structure that rewards and recognizes teachers for their efforts. (Mulugeta, Wende2015).

**Table 11 Provide Incentives for Teachers**

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
1	Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	4.27	.799	4.00	.919	4.13	.35 2	98	.028
2	Compliment teachers privately for their efforts or performance	4.23	.913	3.96	.876	4.09	.03 7	98	.821
3	Acknowledge teachers' exceptional performance by writing memos for their personnel files	2.04	.780	2.06	1.044	2.05	.43 6	98	.064
4	Reward special efforts by teachers with opportunities for professional recognition	3.23	.865	3.01	.907	3.12	.57 8	98	.033
5	Create professional growth opportunities for teachers as a reward for special contributions to the school	2.40	.780	2.12	.893	2.26	.79 9	98	.114
	Average means value	3.23		3.03		3.13			

As demonstrated in table 11, with average mean value of 3.23 and 3.03 by school principals and teachers respectively, both groups have perceived that provide incentive for teachers school principals activities had been felt in undecided in providing incentive for teachers in implementing the instructional leaders function in the secondary schools of the Sub City.

Along these lines, the above outcomes from both teachers and principals showed that principals' performance in providing incentive for teachers is significantly low. Except items number one and two (reinforce superior performance by teachers in staff meetings, newsletters, and/or memos and Compliment teachers privately for their efforts or performance) the several roles under providing incentive for teachers, the three activities, i.e., acknowledge teachers' exceptional performance by writing memos for their personnel files, reward special efforts by teachers with opportunities for professional recognition and create professional growth opportunities for teachers as a reward for special contributions to the school with mean value of 2.04, 3.23, and 3.40 respectively felt under undecided according to the rating of school principals. The perspectives on teachers coordinate with the school principals with the normal mean 2.06, 3.01 and 2.12 separately. This shows the respondents not came to choice and the referenced things were not viably tried.

Moreover in order to triangulate interview was held with the cluster supervisors and analysis of the various document that show the various roles undertaken by the leaders ( vice principal and main principals) was conducted to verify the methodology. The interview results quite complement the findings obtained through questionnaire. According to the majority of interviewees the school principals in provide incentive for teacher were minimal in the secondary schools in the Sub City.

### **Provide Incentives for Learning**

Providing incentive for learners: this principal's role can create a school climate in which students value academic achievement by frequently rewarding and recognizing students' academic achievement both within the class and before the school as a whole. Thus, principal is a key factor in linking the class rooms and school reward system, ensuring that they are mutually supportive.(Mulugeta ,Wende2015).

**Table 12 Provide Incentives for Learning**

No	Item description	The respondents' response							
		Principals (28)		Teachers (45)		W.M	Comparing means by using t-test		
		Mean	STD	Mean	STD		T-value	Df	Sig (2 tailed)
	<b>How the school principals Provide Incentives for Learning</b>								
1	Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	4.19	.680	3.92	.895	4.05	1.34	98	.064
2	Use assemblies to honor students for academic accomplishments or for behavior or citizenship	4.29	.622	3.94	.744	4.11	1.21	98	.012
3	Recognize superior student achievement or improvement by seeing in the office the students with their work	4.46	.620	3.88	.776	4.17	1.56	98	.032
4	Contact parents to communicate improved or exemplary Student performance or contributions	4.34	.635	3.96	.939.	4.15	1.66	98	.100
5	Support teachers actively in their recognition or reward of student contributions to and accomplishments in class	4.46	.620	3.83	.955	4.14	1.765	98	.022
	Average means value	4.34		3.90		4.12			

As can be seen from table 12, the overall items in providing incentive for learning were rated as agreement level of performance with the average mean value of 4.34 and 3.90 by both school principals and teachers respectively. This implies that both groups of respondents were almost similar views in the elements of instructional leadership roles. Concerning to each items analysis, the mean value of school principals and teachers indicate that using assemblies to honor students for academic accomplishments or for behavior or citizenship, recognizing superior student achievement or improvement by seeing in the office the student with their work Contacting parents to communicate improved or exemplary Student performance or,, contributions Supporting teachers actively in their recognition or reward of student contributions to and accomplishments in class were rated relatively higher than the rest of other items in under providing incentive for learning with a mean value of (4.11,4.17,4.19 and 4.14)respectively. An independent sample t-test was conducted to compare in providing incentive for learning for both school principals and teachers. As a result, they rated all the items in the function of instructional leader's activities as high performance with no statistically significant difference in their responses. All obtained t-values are less than t-critical (1.98) when tested at cross poaching alpha level 0.05. So, this implies the consistency of responses between the groups. As a whole, the role of instructional leaders with regard to providing incentive for learning in the school was agreed on.

#### **4.4. Challenges in implementing instructional Leadership**

Regarding challenges of instructional leadership open ended questions were administered to both school principals and teachers. As they replied, there are many factors that hinder the effectiveness of instructional leadership. Among the most common factors that hinder the effective performance of instructional leadership in their respective schools were: the leadership style they applied, lack of vision and courage and lack of skill in the area of educational leadership.

McEwan (2003) also described that there are five challenges to the effectiveness of instructional leadership. These are: lack of skill and training; lack of teacher cooperation, lack of time, lack of support from superintendents, school board and community and lack of vision, will or courage. Thus, there are challenges associated within the control of instructional leaders environment (Internal challenges) and beyond the control of

instructional leaders environments (external challenges) that hinder the effectiveness of instructional leadership.

#### **4.4.1. Leadership Style They Applied**

Different reviews indicated that leadership styles are the approaches used to motivate followers. Leadership is not a one size fits all phenomenon's. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is ,thus, useful to possess a systematic understanding of the different styles as knowledge increases the tools available to lead effectively. But from the open ended question both group of respondents responded that school principals they currently serving the schools would not apply this logic. As a result, most of the school principals are against the principles. Due to this reason, the performance of the staff and the efficiency of the organizations are declining from time to time rather than to be productive in their respective schools. The interview also verify that the cluster supervisors replied to the researcher that school principals lack the skill of leadership style such as democratic, autocratic and lazier even if they understood the concept, they lack the skill when they applied it into their respective organizations. From the open ended question respondent's responses, it can be concluded that the leadership style they applied in their organization deters the effectiveness of the organizations.

#### **4.4.2 Lack of skill in the area of educational leadership**

The conceptual, technical and human skills are among the most important components that one instructional leader should hold. The extent to which the leaders are equipped with these components determines the level of effectiveness in their goal achievement. Based on the open ended question prepared by the researcher in relation to challenges that hinder the effectiveness of instructional leaders 95% of both groups of respondents responded that school principals had lack of skills in the area of educational leadership.

Moreover, the result of interview made by cluster supervisors verify that our instructional leaders have been negatively affected to use the instructional leaders skill such as human, conceptual and technical skills in their respective schools .As the result of this, the efficiency of the organization and the performance of the leaders might be reduced. In order to alleviate the problem, the principals should be given in-service education opportunity and instructional leadership courses. This shows that the issue needs much effort to improve for

betterteaching- learning process and both groups of respondents have similar opinion on instructional leadership skill and training.

#### **4.4.3. Lack of Vision and courage**

In any school mission and vision reflects the hopes, dreams, needs and interests valued by organizations stakeholders. However, realization of vision and mission is possible when the leaders of each school hold adequate knowledge bases, willingness and courage to lead the school towards the pre determined goals.

As per the information obtained from the open ended questions, 85% of the respondents responded that there is lack of vision and courage to assess staff and school capacity, organizing the school community, courage to take risks at time for the improvement of instruction and adequate knowledge base of instruction were minimal or almost none. Hence, this may show how much schools had suffering from the aforementioned instructional leader's roles.

Furthermore, both group of respondents (principals and teachers) point out that most of instructional leaders were specialized with subject matters. This may result in negative effects in the teaching-learning process. Instructional leader who lacks courage to take risks at time for the improvement of instruction, unwillingness to devote more time for instructional issues, adequate knowledge base of instruction leadership, organizing the school community for leadership work and willingness to assess staff and school capacity for leadership to their schools. Generally the absence of vision and courage of instructional leaders de-motivate the performance of the staff and reduces the learning outcome of the students at large in their respective schools.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, the conclusion drawn from the findings and recommendations that the researcher forwarded based on the study and assumes operational in improvement in the status of instructional leadership practices and challenges in government secondary schools of Bole Sub City in Addis Ababa.

#### 5.1. Summary of Major Findings

The main purpose of the study was to assess the practices and challenges of instructional leadership in government secondary schools of Bole Sub City in Addis Ababa. To this end, an attempt has been made to assess the dimensions of instructional leadership and the challenges to instructional leadership effectiveness. To conclude, in this study an effort has been to come up with suggestions and forward recommendations.

In order to achieve the objective of the study, the following basic questions were listed and answered.

1. What are the instructional leadership practices of school principals in the secondary schools of Bole Sub City in Addis Ababa?
2. To what extent do the school principals perform different dimensions of instructional leadership effectively?
3. What are the major challenges that faced the instructional leaders to practices instructional leadership in the sample schools?

A survey study with both quantitative and qualitative research approach was employed in this study. The related literature was reviewed and documented. In order to get answers for the above basic questions, among seven secondary schools found in Bole Sub City, the study was carried out in seven secondary schools that were selected through stratified sampling technique. There were a total of 450 teachers, 28 principals and 12 cluster supervisors in the Sub City. Of these, 45 teachers and 28 principals were asked to fill questionnaires and the questionnaires were tabulated and analyzed. Whereas 12 cluster supervisors were interviewed. All the questionnaires that were distributed to the teachers and instructional leaders were completed and returned to the researcher. In addition, to supplement the information gathered through questionnaire, the interviews were undertaken with cluster

supervisors and also information from document analysis was used to supplement the questionnaires. At long last, the data were carefully collected, coded, and presented for analysis.

In the study, different data analysis tools such as mean values, average mean values, and an independent simple t-test were used. Therefore, the analysis made justifies the following major findings. Results from respondents about the current practices of instructional leadership functions: framing school goals and communicating school, protecting instructional time , provide incentive for learning, supervision and evaluation curriculum and promoting professional development were among instructional leadership functions performed by principals at a better and average level respectively. Whereas providing incentive for teachers and maintain high visibility was performed at lower level by principals in their respective schools.

Regarding the instructional leadership dimensions, the result indicate that secondary school principals were practicing defining school mission at a level not far from expected average , followed by managing instructional program nearly at average level and promoting school climate below the expected average.

From the result of the open- ended questions one can deduce that some of the challenges hindering principals' instructional leadership practices are lack of instructional leadership style, lack of skill in the area of educational leadership and lack of vision and courage. Therefore, as per the suggestions given by the respondents it is better to let school principals discuss with teachers, students and parents to promote education to public and invite concerned bodies to deal with the school problems and opportunities using checklist to see the progress of the students on the subject matter

## **5.2. Conclusions**

The following conclusions have been drawn from the results of the analysis obtained from the basic questions of the study. School principals, as instructional leaders, should accomplish instructional functions within the three major dimensions of instructional leadership; namely, defining mission, managing curriculum and instructional program and promoting school climate in an integrated manner for the very establishment of the school. In this regard, promoting conducive school learning climate, maintain high visibility and provide incentive for teachers which were not sufficiently implemented in their respective school in the Sub City respectively. Especially promoting school climate with their instructional functions were found ignored dimension of instructional leadership by almost all principals in the Sub City.

Managing instructional program dimension with its functions seems performed at average level. Therefore, one may conclude that principals were found to be inadequate in performing instructional leadership functions in integrating manner.

As far as the researcher's observation is concerned, what is really implemented in the schools setting contradicts with the finding of this research. Moreover, the study revealed that most leaders have given moderate attention to this part of their practices. Moreover, the majority of instructional leaders did not successfully perform effectively instructional leadership functions. Because the findings revealed that majority of the school principals were not in the area of educational management institution. They were assigned without having management training, skills and knowledge in their respective schools.

To sum up, the above findings revealed that, the practice of instructional leadership effectiveness was hindered by lack of adequate skills, lack of skills in using different leadership styles and lack of vision and courage in the areas of instructional leadership.

### **5.3. Recommendations**

On the basis of the results of this study, the following recommendations are forwarded for the successful implementation of the practice and challenges of instructional leadership in secondary schools of Bole Sub City in Addis Ababa.

1. Success and failure of the schools depends on how principals perform the dimensions of instructional leadership; defining the mission, managing instructional program, and promoting school climate and functions within the dimensions as effective as possible. In order to promote the existing practices of the cumulative functions within the dimension the woreda education offices, the Sub City and the education bureau should empower their school principals and teachers. This can be realized through designing sustainable and need based continuous professional development programs at woreda or/and Sub City level with special attention to school based and school focused principals professional development programs. This may enable principals to develop empirical and basic instructional leadership skills to perform instructional role effectively.

2. Regular monitoring and evaluation of instructional activities and monitoring school progress are among the vital functions of instructional leadership. This may help to improve communication between and among school communities so as to foster the overall progress of schools. To this end, principals, Sub City education and capacity building offices, Addis Ababa education bureau should establish a regular monitoring and evaluation system to provide feedback for the success of school progress in the Sub City.

Rewards and incentives are among the strategies to implement organizational goal through shaping individuals and group behavior. This should be done at a regular frequency based on the level of achievements of shared and communicated goal of school. Thus, Sub City education and capacity building office, Addis Ababa education bureau, and secondary school principals should design appropriate motivation system to their immediate subordinates. This may lead to maintain progressive effectiveness of principals in performing instructional activities in courageous and committed manner. This in turn may contribute to the very success of the school system at large.

3. To be an effective leader, sharing, facilitating, and guiding decisions about instructional improvement for the enhancement of student's academic achievement, instructional leaders should be knowledgeable and skillful in educational leadership and planning rather than

subject area. However, the result of this study revealed that most of the instructional leaders did not possess the necessary knowledge and skills that help them in leading the school community. To alleviate these problems the Sub City educational office in collaboration with Addis Ababa City Education Bureau need to facilitate conditions in which individuals get trained instructional leadership and management and will be assigned as instructional leaders as a long term solution. As an immediate solution, for the existing principal's provision basic skill training on instructional leadership is highly recommended. In general, data collected through interviews and questionnaire revealed that the instructional leadership skill and training needs much effort to improve for better teaching and learning process in the study area.

4. The instructional leaders did not engage themselves in effective monitoring of instructional programs, managing curriculum and instruction and providing feedback on the teaching learning process negatively affects the teachers and classroom instruction. Hence, the instructional leaders should give due attention for the practical implementation of instructional leadership function to influence the teaching learning process in their respective secondary schools.

5. Despite the fact that this research work may have its own contributions in understanding the practices and challenges of instructional leadership and may serve as lesson for other educational leaders who are practicing or want to practice in the future, the outcomes of the study was not complete as it was initially anticipated. Therefore the researcher recommended that there is a need for those people who are interested to conduct further study on this issue.

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## APPENDIX- A

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaires to be filled by sample employees and students of Addis Ababa city Administration bole sub-city secondary and preparatory government schools.

Dear respondent, I am MA student in Addis Ababa university college of education and behavioral studies department of educational leadership and management. I am currently conducting a research on “current practices and challenges of instructional leadership and its implementation in the Secondary schools of Bole Sub City Addis Ababa.”

This questionnaire is designed to collect relevant information about the study, so you are kindly requested to complete the questions sincerely and honestly. All the information you provide will be kept secretly and will not be used for any other purpose except for the intended academic research purpose. Thank you to share your valuable time for answering this questionnaire.

#### Thank you in advance for your cooperation

##### Instruction I

1. No need of writing your name
2. Give response by putting (√) in the appropriate box against each closed ended items and by giving brief descriptions of your opinion for open ended questions. Every response has to be based on your school context.

#### PART ONE : PERSONAL INFORMATION

1. Name of school.....Sub City.....Woreda.....
2. Sex: Male  Female
3. Age: 20-25year  26-30year  31-35year  40 year  above
4. Level of education: Diploma  Degree  Master  PHD and  above
5. Area of specialization: subject matter  school leadership
6. Experience: under5 year  6-10 year  15 year  20 year  above21
7. Additional responsibility If any.....

## PART TWO; Questions related to the study

Below are tables that consist of questions that show the instructional leadership practices of your school. Each Table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark (√) in one of the boxes against each item. Every response has to be based on your school context. The numbers shows:

- 5=Strongly Agree (SA)
- 4=Agree (A)
- 3=Undecided (UD)
- 2=Disagree (DA)
- 1=Strongly Disagree (SD)

To what extent do you agree or disagree with the school leadership practices related to the following instructional leadership activities of your school?

No	Items	Response				
		SA	A	UD	DA	SD
<b>I</b>	<b>Frame The School Goals</b>	5	4	3	2	1
1	Develop a focused set of annual school-wide goals					
2	Frame the school's goals in terms of staff Responsibilities for meeting them					
3	Use needs assessment or other formal and informal Methods to secure staff input on goal development					
4	Use data on student performance when developing the school's academic goals					
5	Develop goals that are easily understood and used by teachers in the school					
<b>II</b>	<b>Communicate the School Goal</b>					
1	Communicate the school's mission effectively to members of the school community					

		Response				
		SA 5	A 4	UD 3	DA 2	SD 1
2	Discuss the school's academic goals with teachers at faculty meetings					
3	Refer to the school's academic goals when making curricular Decisions with teachers					
4	Ensure that the school's academic goals are reflected in Highly visible displays in the school(e.g., poster or bulletin boards emphasizing academic progress)					
5	Ensure that the school's academic goals are reflected in Highly visible displays in the school(e.g., poster or bulletin boards emphasizing academic progress)					
6	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discuss )					
<b>III</b>	<b>Supervise &amp; Evaluate Instruction</b>					
1	Ensure that the classroom priorities of teachers are consistent with the goals and direction of it					
2	Review student work products when evaluating classroom Instruction					
3	Conduct informal observations in classrooms on a Regular basis(informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference					
4	Point out specific strengths in teacher's instructional practices in post-observation feedback (e.g., in conferences or written evaluations					
5	Point out specific weaknesses in teacher instructional practices in post-observation feedback (e.g., in conferences or					

	written evaluations					
<b>IV</b>	<b>coordinate the curriculum</b>					
1	Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal, or teacher-leaders)					
		Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2	Draw upon the results of school-wide testing with curricular decisions					
3	Monitor the classroom curriculum to see that it covers the school's curricular objectives					
4	Assess the overlap between the school's curricular Objectives and the school's achievement tests					
5	Participate actively in the review of curricular material					
<b>V</b>	<b>monitor student progress</b>					
1	Meet individually with teachers to discuss student Progress					
2	Discuss academic performance results with the faculty moto identify curricular strengths and weaknesses					
3	Use tests and other performance measure to assess progress toward school goals					
4	Inform teachers of the school's performance results in written form (e.g., in a memo or newsletter)					
<b>VI.</b>	<b>Protect Instructional Time</b>					

1	Limit interruptions of instructional time by public Address announcements					
2	Ensure that students are not called to the office during instructional time					
3	Ensure that tardy and truant students suffer specific Consequences for missing instructional time					
4	Encourage teachers to use instructional time for teaching and practicing new skills and concepts					
5	Limit the intrusion of extra- and co-curricular activities on instructional time					
<b>VII.</b>	<b>maintain high visibility</b>					
1	Take time to talk informally with students and teachers during recess and breaks					
2	Visit classrooms to discuss school issues with teachers and students	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
3	Attend/participate in extra- and co-curricular activities					
4	Cover classes for teachers until a late or substitute teacher arrives					
5	Tutor students or provide direct instruction to class					
<b>VIII</b>	<b>provide incentives for teachers</b>					
1	Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos					
2	Compliment teachers privately for their efforts or performance					
3	Acknowledge teachers' exceptional performance by writing memos for their personnel files					
4	Reward special efforts by teachers with opportunities					

	for professional recognition					
5	Create professional growth opportunities for teachers as a reward for special contributions to the school					
<b>IX</b>	<b>Promote Professional Development</b>					
1	Ensure that in service activities attended by staff are consistent with the school's goals					
2	Actively support the use in the classroom of skills acquired during in service training					
3	Obtain the participation of the whole staff in important in-service activities					
4	Lead or attend teacher in-service activities concerned with instruction					
5	Set aside time at faculty meetings for teachers to share ideas or information from in-service activities					
<b>X</b>	<b>Provide Incentives For Learning</b>					
1	Recognize students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter					
		Response				
		SA	A	UD	DA	SD
2	Use assemblies to honor students for academic accomplishments or for behavior or citizenship	5	4	3	2	1
3	Recognize superior student achievement or improvement by seeing in the office the students with their work					
4	Contact parents to communicate improved or exemplary Student performance or contributions					
5	Support teachers actively in their recognition or reward of student contributions to and accomplishments in class					

**Open ended questions for both teachers and principals**

1. How do you evaluate the success of instructional leadership roles?

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2. What major problems hinder the effectiveness of instructional leader in your respective schools?

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3. What solution do you suggest?

**APPENDIX- B**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT**  
**An Interview Question for Secondary School Cluster Supervisors**

This interview was prepared to gather information from cluster supervisors of Bole Sub City secondary schools .The main purpose of this interview is to get relevant information about the opinion of cluster supervisors on the current practice of instructional leadership of secondary school principals.

My objectives are to come up with possible recommendations that would contribute to the effort being done today to enhance for the effective practice of instructional leadership. In this regard, you will play an important role. That is why I wanted to ask you some questions. Please answer the question that I am going to ask you by sharing your experience and opinion. The data will be used only for research purpose. The information we get from you will be confidential and will not affect any body in any way.

**Section One: Personal Information**

1. Name of school.....Sub City.....Woreda.....
2. Sex:    Male                       Female
3. Age:    20-25year  26-30year  31-35year     36-40 year     above 40
4. Level of education: Diploma     Degree                      Master                       PHD and   
above
5. Area of specialization: subject matter     school leadership
6. Experience: under5 year                      6-10                       1 year -20 year   
above21
7. Additional responsibility If any.....

## **Section Two: Interview Guide Questions**

1. Does your school have vision, mission and goals?
  2. If there are goals how are they communicated? Who communicate the school goals?  
How?
  3. In your school, what does the practice of supervising and evaluating instruction look like? What is your (principal) role in this practice?
  4. Who coordinate the curriculum at school? And how?
  5. How is the progress of students monitored in your school? How often is instructional time wasted in your school? What roles do you (principals) play to protect instructional time or reduce wastage of instructional time?
  6. How are teachers in your school incentivized? What roles do you (principal) play in this regard?
7. What major problems hinder the effectiveness of instructional leader in your respective cluster?

**APPENDIX- C**  
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**Check List for Document Analysis:**

1. School minutes about supervising and evaluating instructions
2. Documents of the school's principal used to assess his/her staff
3. Any check list that are being used by the school principal to monitor the progress of students
4. Documents that shows the roles of principals
5. Different documents that school principals governed