Effectiveness of Principal Instructional Leadership in Secondary School of Akakikality-Sub-City

By

Mulat Belete Birhanu

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

June, 2016

Addis Ababa Ethiopia

Effectiveness of Principal Instructional Leadership in Secondary School of Akaki Kality-Sub-City

By

Mulat Belete Birhanu

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Advisor Ato H/Selasie W/Gerima (Assistance Professor).

Thesis Submitted To The School of Graduate Studies of Addis Ababa University In Partial Fulfillment of The Requirement For The Degree of Master of Art In School Leadership.

June, 2016

Addis Ababa

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Effectiveness of Principal Instructional Leadership in Secondary School of Akaki Kality-Sub-City

By

Mulat Belete Birhanu

Approved by:

Advisor	Signature	Date
Internal Examiner	Signature	Date
External Examiner	Signature	Date

ACKNOWLEDGEMENTS

The completion of this thesis would not have been possible without the support of many people. First and foremost, I would like to express my heartfelt thanks to my advisor Ato HaileSelassie W/gerima for his encouragement, constructive suggestions and comments. My deep appreciation also goes to my wife, w/ro Lemlem Tigabu and my brother Belay Belete for encouragement, patience and support throughout the time the study was in progress

I am also highly grateful to my friends, Ashenafi Debebe, Amensisa Gari ,Kibrome G/meskel , Jemberu Erko ,Misganaw Bekele and Adefris Taye.to for providing constructive ideas and encouragement.

Finally, I would like to extend my appreciation secretary Hiwot tesfaye and Gizeshwork bejga (laboratory technician)they devoted time and energy to write this paper.

Table of Contents

Page

Acknowledgment I

Table of Contents II

List of Table IV

Abstract V

CHAPTER ONE: Introduction 1

1.1 Background of the study 1

1. 2 Statement of the problem 2

1.3 Basic research questions 4

1.4 Objectives of the study 4

1.4.1 General objective 4

1.4.2 Specific objectives 4

1.5 Significance of the study 5

1.6 Delimitation of the study 5

1.7 Limitation of the Study 6

1.8 Definition of key terms 6

1.9 Organization of the Study 7

CHAPTER TWO: Review of Related Literature 7

2.1 Conceptual framewaork of instructional Leadership 8

2.2 Dimension of Instructional Leadership 9

2.2.1 Defining the school mission 9

2.2.2 Managing curriculum and isntrucion 11

2.2.3 Supervising instruction 11

2.2.4 Monitoring student progress 13

2.2.5 Promoting School learning climate 14

2.3 School Principals as Leader 15

2.4 Principal's instructional leadership behavior 16

2.5 Factors Affecting Leadership Effectiveness. 18

2.5.1 Personal characteristics 18

2.5.2 Organizational Characteristics 19

2.5.3 Personal qualities as a challenge to school principal 21

2.5.4. Lack of Resources as Challenge to principals 21

2.5.5. The Lack of acceptance as challenge to principals 21
2.5.6. The work load as challenge to school principals 21
2.5.7. Shortage of Time as Challenge to school principal 22
2.6 Stakholder Involvement 22
2.7 Summary review literature 24
CHAPTER THREE: Research Design and methodology 26
3.1 Research Design 26
3.2 Source of data 26
3.3 Sampling and sampling techniques 27
3.4 Data gathering instruments 28
3.4.1 Questionnaire 28
3.4.2 Interview and Document analysis 29
3.4.3 Focus Group Discussion 29
3.5. Methods and procudures of Data Analysis. 30
CHAPTER FOUR: DATA PRESENATION, ANALYSIS AND INTEPRETATION. 31
4.1. Demographic Characteristics of Respondents 31
4.2. Presentation and Discussion of data 35
CHAPTER FIVE 52
Summary ,Conclusion and Recommendation 52
5.1. Summary 52
5.2 Conclusions 55
5.3. Recommendations 57
REFERENCES
Appendix

List of Tables

Page

Table1 The Total Population, Sample School and Sample Size 27

Table 2 Characteristics of respondents 32

Table3 Views regarding goal of the school.....35

Table4. Managing curriculum and instruction.....37

Table5. Supervising instruction and Monitoring student progress 39

Table 6. Promoting school learning climates 42

Table7 Attitudes of teachers towards principal and instructional leader.....44

Table 8. Involvement of stake holders in school leadership.....47

Table 9. Challenges of school principals in instructional leadership.....49

Abstract

The purpose of this study was to assess the current status of instructional leadership effectiveness and to investigate some of the factors that affect its provision in secondary school of Akaki Kality's sub city. Leader's engagement in defining mission, managing curriculum and instruction, supervising instruction, monitoring student progress, promoting school learning climate were used as indicators to assess instructional leadership effectiveness. The context in which instructional leadership is held such as, personal characteristics, organization characteristics and district/zone administrative characteristics were treated as influencing factors./ the study was conducted in 2 secondary schools selected from 5 by using purposive 8 school leaders, and 56 teachers were used as the subjects of the study to obtain the necessary data. Questionnaire, unstructured interview and focus group discussion were the instruments used for data collection. The data collected through the questionnaire were analyzed using percentage and data obtained through interview and focus group discussion were analyzed qualitatively through descriptive narration or theoretical presentation for the purpose of triangulation. Findings from the data analysis revealed that most school leaders are not effective neither in each dimension nor in their overall instructional leadership role. Of the personal characteristics treated, only experience as department and unit leader as a leader and number of organizational characteristics, availability of instructional resource. Addis Ababa city administration education Bureau in collaboration with Woreda education office and sub city should define the instructional leadership roles of leaders clearly in terms of the five dimensions, provide trainings in the area revise and improve the selection and appointment criteria of leadership positions reduce and improve the organizational and district factors debilitating instructional leadership role of the leader.

CHAPTER ONE: Introduction

1.1 Background of the study

The primary service that the school offers is instruction (krug, 1992: 432). And its success is determined by the school out comes that are the quality and quantity of graduates However, this cannot be attained without adequate and proper provision of the school curriculum and instruction for each level and grades.

The responsibility for proper and enough provision of the school curriculum and instruction rests up on the school instructional leader. (The principal and / or assistant principal). In relation to the tasks expected from the school leaders for effective instructional leadership, different authors and researchers have developed different conceptual frame works based on the characteristics of effective school and effective principals. Sanyder (1983: 32) for instance, conceptualized instructional leadership in terms of planning,

Considering such limitation of Sanyder conceptual model , Hallinger and Murphy (1987:56) developed a three dimensional conceptual frame work which embrace ten functional categories. Forming goals, communicating goals knowledge of curriculum and instruction, coordinating curriculum, and instruction, coordinating curriculum, supervising and evaluating instruction, monitoring progress, setting standards, setting expectations, protecting time and promoting improvement.

Recent authors and researchers, however, reframed the conceptual framework of instructional leadership in to five dimensions based on Halingers and murphys functional categories and other similar studies, these dimensions that are defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate (krug,1992:p.431). These researchers and authors believed that the five dimensional are structurally more tenable, simpler to work with and not appreciably less precise

Effective and efficient school leadership is therefore the life blood of the teaching learning process which takes place in the school setting to attain the school mission which is framed to produce citizens with all-rounded competent personality. In fact, some researches indicate that

the expectations of these principals and school leaders often appear to have outstripped the quality and supply of training and support (Ingvarson: 2006).Especially, in recent years, the context within which school leaders work has been characterized by increasing complexity. Therefore, School leaders are expected to carry out a number of things to achieve the school mission. One and foremost, they should pass through a more rigorous and better professional trainings which incorporates due knowledge, and effective and efficient skills. After being recruited and selected up to the standard, they should be retained through on job trainings so as to make them updated to the current time.

Along with this experience should that most senior secondary schools in Ethiopia are characterized by delay in the starting time of the instructional process, problem of curriculum coverage, burden of makeup classes around the end of the semester, etc. These problems can be generally attributed to the leader's limited skills and abilities in managing the instructional program Temesgen(1998).

The purpose of this research was to assess principal effectiveness in their instructional leadership role. Hence, taken as an innovative and given its considerable important to school's success, principals' (assistant principals'), instructional leadership effectiveness becomes a timely area of interest for this research.

1. 2 Statement of the problem

It can be argued that, if the primary purpose of schooling is learning, thus ensuring that instructional goals have been reached is of paramount importance for effective leaders. Studies reveal that the role of school leaders and the process of leadership are significant contributing factors in the achievement of successful school improvement (Telford 1996: 1). The importance of the principal's role as an on changing instructional practice to improve student performance has been documented extensively.

Research evidence indicates that successful instructional leaders promote culture of collegiality, collaboration, support and trust in their schools. Effective instructional leaders must be knowledgeable about learning theory, effective instruction and curriculum must be able to communicate and represent to students, teachers and parents what is of important and value in

the school. They must also be skillful in the construction of culture that specifically define "what a given school is all about" (McE wan, 2003:6)

Although research clearly shows that instructional leadership practice makes a difference, there is a wide gap between the ideal and the actual behavior of instructional leaders owning to barriers to principals actually in exercising instructional leadership. Similarly, there are conceptual as well as practical problems in our education system. From the researcher's personal experience as school principal and observation, school leaders have not been appreciated for their contribution to curriculum implementation.

This situation is also true in the government high schools in Akaki Kaliti Sub-city where the student researcher is working as a school principal. A number of instances can be mentioned that manifest the gap of instructional leadership effectiveness shown on the school leaders. The major one is the unsatisfactory results of the students and their misbehavior seen in the process of the teaching learning process. The student researcher never argues that lack of effective leadership is the only contributor to low student result and misbehavior. In fact, there can be a number of factors that are attributed to this though, mostly all are tied or depend on school leadership skills.

Teachers' relations with school instructional leaders are not as smooth as it should be in the target sub-city. There are complaints on both sides; one criticizes the other and vise-versa. This disrespect or ill-relations between the two major actors of the school setting clearly hurts the process of the teaching learning as well as the students' results. In addition, spending classroom time before and after the lesson coupled with not willing to cooperate in co-curricular activities can cause the rough relationship between teachers and school leaders.

Regarding student misbehavior, not participating students and not presenting classroom lessons in an interesting manner can cause student misbehavior. So, nearing the lesson to the day today lives of students can involve students actively in the lesson. This in turn prevents the student misbehavior. Therefore, all these things surely jeopardizes the attainment of the set missions set at the beginning of the school year. The student researcher doubts whether effective leadership has been put in place in the school setting to handle the needs of teachers.

In addition, problem of curriculum coverage is seen in most of the focus schools. Teachers' frequently struggle to cover the dumped portions left to attain the already assigned units. All these problems and the like are obstacles to students' results and the expected acceptable behaviors.

1.3 Basic research questions

This research is required to answer the following basic research questions. These are:-

1, Do most school leaders perform all the dimension of instructional leadership? (Defining the school mission, managing curriculum and instruction, monitoring students progress, promoting school learning climate).

2, What perception of teachers have towards their instructional leaders?

3, How do the existing stakeholders(parents, NGOs, teachers, students, supportive staffs) of the scchool involve in instructional/ school leadership?

4, What are the major challenges in the exercise of school leadership?

1.4 Objectives of the study

1.4.1 General objective

The general objective of this study is to explore the current status of instructional leadership role of school principals and influencing factors in secondary schools of Akaki – Kality sub- city and to recommend some remedial solutions to improve the effectiveness of the leadership role in the target schools.

1.4.2 Specific objectives

The following are the specific objectives of the research:-

1. To dig out the main instructional leadership gaps of the school principals;
2. To identify the instructional leadership dimensions that most leaders perform strongly or weakly.
3. To examine the existence of relationships between instructional leadership effectiveness and background variables.
4. To identify the major influencing factors that hinders the effectiveness of instructional leader in their instructional leadership role.

1.5 Significance of the study

This study is assumed to be very important since it is expected to benefit the major players in the process of learning and teaching. First, Principals and assistant principals may have some ideas on how to become effective in their instructional leadership role.

Next, Higher officials and policy makers may develop clear insight in to the existing pitfalls in instructional leadership role and the influencing factors so that appropriate measure that enhance instructional leadership could possibly be taken based on the findings and recommendation of this study. In addition, trainers of school administrators could get clear insight into the magnitude and the nature of the problem, and help them to gear their program to the improvement of instructional leadership role. This study is also expected to motivate other researchers to conduct further studies on the issue.

1.6 Delimitation of the study

In Addis Ababa city administration, there are ten sub cities. But, this study is delimited to one sub city (i.e., Akaki kality sub city). In this sub city, there are five government secondary schools. Those are Kaliti, Beseka, Fitawrary, Ethio Japan and Bulbula.

In order to obtain a large and complete picture of the situation, Two government secondary schools(Kaliti and Beseka) were included in the study Delimiting the study area also has benefits and reasons. One of the reasons is that the researcher experience as a teacher and a vice principal in that specific area for many years and I observed with sub-city education office supervisors, there were more problems relate to Instructional process. This helps the researcher to have better background information on the study area and get rich, and in depth data from the participants. Above all, the researcher can get better support from the school principals and teachers find in the area due to work experience and familiarity with the environment. So, all these enable the researcher to make the study more manageable and feasible with the given time scope.

Although instructional leadership roles can be held by department heads in addition to the principals and vice principals, the emphasis of this study is delimited to be on the principals and vice principal's instructional leadership role. This is because most dimensions used to

conceptualize instructional leadership role as the responsibilities of the principal and vice principals than others.

Taking the time and the financial shortages required in carrying out the data collection analysis process into consideration, the study is scoped in to government senior secondary schools of Akaki – kality sub-city. The selection of sub-city as a setting for the study is based on the researcher's experience as a student and a teacher in the sub-city that helped him to sense the problem.

1.7 Limitation of the Study

The researcher strongly agrees that the inclusion of a larger part of the Addis Ababa schools and population size in the study could help to get more relevant and broader Information. However, because of time, financial and other resources constraints the researcher could not able to conduct the study in depth. The researcher also believes the importance of including content analysis on the study is more reliable and stronger.

1.8 Definition of key terms

Instructional leadership: - is supervison that encourages a continous involvement of all school personnel in a cooprative attempt to achieve the most effetive school program through classroom observation, encouraging teachers, allocation of resources, development of academic climateand coordination of instructional programm(MOE 2009).

Effectiveness:- refers to the level of achievement that result in high employer moral and attainment of organizational goal(Zenebe 1992:19).

School Principal: a person who has been provided a formal authority and position to run the school towards goal achievement. Thus, in the study, the principals are the school governing bodies.

Instructional Leader:- is school personnel who are responsible for instructional leadership of supervision of teaching and learning performance with in the school MOE(2009).

1.9 Organization of the Study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presents a review of related literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the research.

CHAPTER TWO: Review of Related Literature

2.1 Conceptual framework of Instructional Leadership

Instructional leadership refers to a series of behaviors designed to affect Classroom instruction. Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom cited in Swtalp.Snhvad (2009) (Leithwood, 1994; Whitaker, 1998). Jantzi and Leithwood (1996) define six dimensions of instructional leadership: identifying and articulating a vision, fostering the acceptance of group goals, providing individualized support, Providing intellectual stimulation, Providing appropriate modeling / mentoring, and holding high performance expectations

In short, instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum.

From a practical viewpoint, to implement leadership of the teaching process, a principal must play a role in the teaching and learning of teachers in terms of supervision, assessment, staff development and training services(Acheson and Smith, 1986). Keefe and Jenkins (2002) refers instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools. While De Bevoise's (1984) opinion regarding instructional leadership involves the principal's actions to encourage growth in student learning.

According to Sergiovanni (1984) instructional leadership refers to the ability to develop educational programs. These include the abilities to interpret the curriculum and determine the objectives of teaching, the diversity of teaching methods, determine classroom management, provide learning climate, implement instructional innovation, able to influence and coordinate the teachers and students to achieve the goals of school education.

Instructional leadership has always played a prominent role in surveys of what principals consider to be important and how they would like to spend their time. Boston, for example, has adopted six essential of whole school improvement to guide their efforts. Those essentials are effective instructional practice and collaborative school climate lead to improve student learning

students work and data drive instruction and professional development, investments in professional development improve instruction, shared leadership sustains instructional improvement resource use supports instructional improvement and improve student learning and school partner with families and community to support students learning (Thomas J .Sergi\vanni2006:51).

The basic goal of instructional leadership is the improvement of the school. This can be accomplished by strengthening the skills of the teachers, integrating the curriculum, improving the organizational structures, and involving parents and other members of the community in partnerships. The school climate and culture are the underlying structures that can either support or destroy the opportunity for the above mentioned themes to function effectively. The seven steps to effective instructional leadership are neither new nor revolutionary (Elainek. Mcewan2001:15).

Those are:- establish, implement, and a chive academic standards, be an instructional resource for your staff, create a school culture and climate conducive to learning, communicate the vision and mission of your school, set high expectation for your staff, develop teacher leader and develop and maintain positive relationship with students staff, and parents.

Instructional leadership are all the actions and behaviors of principals that impact positively on the instruction programmed and assist in the improvement of learner achievement. So, instructional leadership is operational zed as anything that the principal does which has a positive impact on learner performance.

2.2 Dimension of instructional leadership

2.2.1 Defining the school mission

Mission is what the school aspires and tries to a accomplish guides and controls the schools activities that it value. krug (1992 : 43) emphasized the importance of mission for the success of the leader and the school when he suggested operating without a clear sense of mission is like begging of journey without having a destination in mind, "Recent literatures on effective schools and effective leadership also placed the act of defining a school's mission as the primary task of school leaders (clayton, 1994 : Hoyel, 1988 and Bellm, 1992). This refers to the leader's role in

framing school wide goals to which the school will focus its resource during a given school year (Wilson and Firestone, 1987 : 22).

After defining the school goals, leaders are expected to build understanding of and commitment to those goals by communicating them widely and systematically to teachers, students and parents (wallker and Murphy, 1986 : 79 Edomnds,1982 : 13). To this and, leaders discuss and revise the goals with staff on a regular basis during the school year, specifically in the context of instructional, curricular and budgetary decisions (Hallinger, 1985:218). Both formal communication channels (e.g. displaying un notice board, placing up over the entrance of the school, the school hand book, assemblies) and informal ones (e.g. parent conference , teacher conference, curricular meetings, other discussions with staff) can be used to communicate the schools primary purpose (Edmonds, 1982: 13)

Effective leader is define school mission by crating suitable environment for stakeholders or participants because Participants in the school system need a sense of direction. On the other hand participants need to know what the organization stands for, where it is headed, and what it is going to take to become better in terms of defined organizational purpose. A meaningful shared organizational purpose binds people together in unity and incorporates them into a common direction. Without clear understanding of the aims of the organization, disparate and fragmented activities result. Progress cannot occur without a common focus on purpose and goals. The board is the body that has responsibility for determining the values upon which the school system rests, and the board must create, with the help of the director and his educational team, a consensus view of what the purpose of schooling in their community must be. Again, vision is the key. The local school board is acting on behalf of the people in its community to translate educational purposes into reality.

In general, leaders of effective schools work to develop a clear statement of mission where their schools are going, and understand how to build commitment to that mission. They have also the know how to disseminate it to staff, students, parents and others.

2.2.2 Managing Curriculum and instruction

Curriculum and instruction are important component of schooling to which educational leaders should pay substantial attention (Guthrie and Reed, 1991:209).In managing curriculum and instruction, school leader need not be specialist in all areas of subjects.

Their great responsibility lies on the provision of necessary conditions that make teaching possible (Knezevich, 1969:378).One way of achieving this goal is by preventing wastage of instructional time resource. School often have specific time allotments for interaction in various curricular areas.

However, different (in and out of school) factor can seriously reduce the amount of time that students have in holding certain subjects areas. Such conditions forces teachers either to rush through, jump some part or leave some portion of the sequence and pacing of the curricula uncovered. Consequently, the sequencing and pacing of the curriculum suffers as result of insufficient use of instructional time in the school.

2.2.3 Supervising instruction

The leader's supervisory role in instructional leadership remains important for the improvement of instruction as well as for the professional growth of teachers. Leaders of effective schools are concerned about "what can be, not what was" and they are "prospective than retrospective" regarding the staff and instructional activities (Krug, 1992 : 432).

Supervision in effective schools is helping process and not part of the final appraisal of performance. Literature on effective schools suggest that the principal's supervisory activity concentrates more on issues involving instructional improvement and on identifying and diagnosing instructional problems as well as prescribing solutions (Edmonds, 1982:12; Levine and Stark, 1982: 44).

The identification of instructional problems may be handled through different ways. Some of these could be listing to teachers talk, asking teachers directly, using recorded documents and classroom visiting (Holmes, 1993 : 53; Swearing cited in Oyard, 1966 : 230).

Class room visiting, however, is the most widely and frequently used by effective principals to acquire first hand information concerning the teachers techniques of teaching and his/her problems (Bent and Mccann, 1960: 84; and Edmonds, 1982: 13). Instructionally effective school leaders, therefore, support teachers and monitor class room visits (Laline and others cited in Hallinger, 1985 : 219).

In the broader sense, the study of supervision does not deal merely with a single factionary the supervisor but with any of several educational leaders' principals, supervisory principals head of department special supervisors and director of instruction.

In fact it is increasingly taken to include also the parents' retired teachers and other citizens interested in the schools and in community at large. In away therefore programs of supervision involve personal from the children of a nursery school on up through all grades the entire instructional staff and layman. But while organization for improvement may be at the top, at the bottom or anywhere between advancement towards the fulfillment of goals must depend largely upon the supervisory leadership and leaders must be the school administrators.

When the student is introduced to the subject of supervision he thinks of it as something entirely new. But as he further stud studies the purpose and person involved and latter the function and principles that guide supervisory programs he realizes that there is a distinct analogy between supervision and class room "teaching and learning". He becomes aware of the significance of a sentence frequently used by authors " Good supervise is good teaching."

In supervisory program teachers and supervisors work together and play together as do class room pupils and their teachers. A supervisor's activities such as group and individual conference exchange of ideas preparation of written and oral work visitation and the use of instructional materials may be compared to the class room and outside class room activities of pupils and teachers.

To make the analogy clearer the following essentials in both teaching and supervision need emphasizes. The question of facts knowledge understanding and wisdom is necessary for the education of pupil's supervisors and teachers.

The effectiveness of an educational program from early childhood through adult life is proportionate to the degree of learning that takes place in all four categories proportionate to the mastery of factual relationships and this appropriate application in life. Currently supervision aims at the growth to hot only pupils and other lay men. Supervision is concerned with everything of every number of the faculty and student body to ward physical and social competence.

2. 2.4 Monitoring student progress

Since the school's primary product is a population of graduates who have attained the objectives that the school provides through different curricular offerings, assessment of students' progress towards the intended objectives is vital if the school is to reach its goal.

To this end leaders of effective schools along with teachers become engaged in monitoring student progress closely and frequently (Walker and Murphy, 1986.81). The effect of leaders' involvement in student progress has been shown by Johnson and Synder when they suggested the greater the evolvement of the principal in assessment of students the higher is their (students) achievement (1986: 424).

Leaders' involvement in monitoring students' progress, however, does not require specialization in educational measurement and evaluation. Rather, they need to be aware of a variety of ways in which student progress can and should be assessed (Krug, 1992: 433).

For instance, leaders can meet teachers individually to discuss students' academic progress and their leadership encourages to regard the school testing program as more integral portion of the total educational process of the school than treating is as a separate entity (Jacobson and others 1973: 206).

Further more, Jacobson and others (1973:207 identified some additional roles of leaders in monitoring students progress .Theses are:-

- Providing clerical support to the staff to facilitate measurement practice.
- Securing the cooperation of the entire facility in determining what testing programs should be developed.
- Providing facilities for Administering and scoring tests.

Therefore, leaders enter the achievement equation both directly and indirectly. By exercising certain behaviors that facilitate learning, they directly control situational factors in which learning occur. By shaping the school's instructional climate, there by influencing the attitudes of teachers, students, parents, and the community at large toward education, they increase both student and teacher motivation and indirectly impact learning gains. As children mature they become more skillful, knowledgeable, and competent; they become better able to take responsibility, make academic decisions, and control their lives.

2.2.5 Promoting School learning climate

Although the aforementioned dimensions provide some understanding of instructional leadership, the more informal and normative dimension of a school's social organization may not be entirely captured in its structural properties.

Promoting school climate – viewed as one dimension of instructional leadership – serves the principal to influence the social organization and there by establish environment that supports the instructional process (Bossert and other, 1982: 48).

Experiences and literature evidence that teachers as well as students differ in their beliefs and attitudes of learning and learning activities in their school. In some schools, for instance, the majority of teachers approach teaching as a dull and routine duty; in others they show strong energy and in their activities. Still, individual teachers may also believe that "only those who can profit from an organization should receive it" implying the belief that all students are not capable of achieving the learning offers (Luco and Mcneil 1962: 123).

Most students in today's schools lack the necessary devotion and commitment to their learning. And such attitudes and beliefs of teachers and students obviously influence the learning atmosphere of the school and the efforts made for grater achievement.

The principal, therefore, needs to work with such climate components if the school is intended to have a climate that promotes learning.

In general principals focused on creating a positive school culture by engaging in activities (e.g., making a point to visit each teacher before class started, greeting students as they entered

the building, and providing common planning time for teachers) that developed both the students' and adults' capacity for learning and success.

2.3 School Principals as a Leader

Education research shows that most school variables, consider separately, have at most small effects on learning.(The Wallace Foundation 2011). According to Wallace effective principals are perform five key functions:

Shaping a vision of academic success for all students:-although they say in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing as school wide vision of commitment to high standards and success of all students."Having high expectations for all is one key to closing the achievement gap between advantaged and less advantaged students."So, developing a shared vision around standards, and success for all students is an essential element of school leadership.

Creating a climate hospitable to education:-effective principals ensure that their schools allow both adult and children to put learning at the center of their daily activities.

The most Effective principals focus on building albescence of school community; with the attendant characteristics. These include respect for every member of the school community. "An upbeat, well coming, solution- oriented, no blame, professional environment; ''and efforts to involve staff and students in a variety of activities, many of them school wide.

Cultivating leadership in others:- a broad and long standing consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Principals play a major role in developing "professional community " of teachers who guide one another in improving instruction .

Improving Instruction:-Effective principals work relentlessly to improve achievement by focusing on the quality of instruction.

They help define and promote high expectations, they attack teacher isolation and fragmented effort, and they connect directly with teachers and classroom .Effective principal also encourage

continual professional learning. A central part of being a great leader is cultivating leadership in others.

Managing people, data and Process: - "in the great scheme of things" noted one research report, ''schools may be relatively small organizations. But their leadership challenges are far from small, or simple." To get the job done , effective leaders need to make good use of the resources at hand .on other hand, they have to be good manager. Effective leaders view data as a means not only to pinpoint problems but to understand their nature and causes.

2.4 Principal's instructional leadership behavior

According to (Geraldc. Ubben 1997:23) an effective principal must exercise a series of specific instructional leadership behaviors Sergiovanni listed five leadership forces or behaviors available to principal:- technical, human, educational symbolic and cultural.

Technical:- technical forces include being a good manager and applying good planning, organizing coordinating, and controlling techniques to ensure optimum effectiveness of the organization. This includes such things as efficient office management practice, good scheduling techniques, and appropriate use of goals and objectives.

Human force:- this behavior emphasizes human relation skills implementing, good motivational techniques, and building good moral within the organization. The appropriate use of participatory management is an integral part of this behavior. This skill becomes major contributors to the climate of the school.

Educational force:- this behaviors focuses on the conceptual knowledge of education skill include the ability to diagnose educational problems, carryout the function of clinical supervision, evaluate educational program, help develop curriculum, implement staff-development activities, and develop good individual educational programs for individual children.

Symbolic force:- This behavior demonstrate to other those things that the leader believes important and of value to the organization. It involves purposing "that continuous steam of actions by an organizations formal leadership which has the effect of inducing clarity,

consensus, and commitment regarding the organization's purpose". Symbolic actions also can be expressed by principal's model in behavior they wish to emphasize.

Cultural force:- in this role, the leader seeks to strengthen the value and beliefs that make the school unique. The leader attempt to build traditions of the school around those things most highly valued. This is done by sharing with others what the school most values by orientation of new member of the group students, staff and parents to the values and beliefs of the organization by telling stories of past glories to reinforce these traditions or simply by explaining the standard operating procedure that is expected to be used. The cultural force of leadership bonds student's parents, and teachers together as true believes in the school. It is possible to have a strong or weak culture as measured by the amount of influence it has on participants.

Despite the complexities involved in identifying tasks and comparing the opinions of principals with teachers, parents, and students, it seems evident that instructional leadership role have grown in importance. The emphasis on instructional leadership may not be reflected in surveys of principals as to what is important. But the expectation is there, nonetheless, whether principals like this emphasis or not. In their monumental study of how principal make a difference in promoting quality schooling.

Smith and Andrews (1989;8) concluded that strong principal functioned as forceful and dynamic leaders who brought to their practice high energy initiative tolerance for ambiguity a sense of humor analytical ability, and a practical stance toward life. They identified four broad area of strategic role interaction between principal and teacher richer resource provider, instructional resource, communicator, and visible presence (Geraldc. Ubben 1997:47).

In other words, principal as instructional leader must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of the role of a principle as a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership.

2.5 Factors Affecting Leadership Effectiveness.

Many contextual factors negatively affect school performance. However, the type as well as the intensity of the problem is not the same in every school. for example, Bush and Bell(2003:p.12_13) assert, shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (MOE,2007:p.1). Such factors can be classified in to personal characteristics, Organizational, characteristics and district or zone education department characteristics.

2.5.1 Personal characteristics

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship. Researchers also recognize the potential influence they have on how principals enact their role.

The first variable is sex. Studies of leadership and principal ship indicate that women out rank men in their performance. Pitner (in Ozga, 1993:11), for example, found that women visited more class room ,Keep up to date on curriculum issues, spent more time with their peers than men principals. Similarly, Ozga (1993:11) identified that women principals spend more time on fostering an integrative culture and climate than men.

The second factor is age. Although little attention is given to age as requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experiences in education and therefore, will offer more instructional leadership.

Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore, strong instructional leadership. Research findings, however, are inconsistent about the relationship between age and leadership effectiveness. Gross and Hereot (1965:76), for instance, found "negative" relations that dictate older principals provide less leadership than do the younger, where as Jacobson and others (1973:133) reported "very little" relationship between age and success full leadership.

Work experience, as a third factor, has been commonly used as criteria in selecting principals and assistant principals. MOE (1996:7), for instance has set criteria for selecting principals

which requires at least five years teaching experience or experience as unit leader, department head, head of pedagogical center or school supervisor. However, research findings do not support this. For example, gross and Hereot (1965:68 -73) found that the length of experience as teacher, pervious administrative experiences and even the number of years at the principal ship position have significant relationship with leadership effectiveness.

Educational attainment and qualification are other personal factors more often used as criteria for selecting leaders for principal ship. For instance MOE (1996:8) requires educational attainment of at least bachelor's degree and more preferably qualified in educational administration for instructional leadership role ,training in educational areas is highly considered for leader effectiveness. In this connection with Hollinger and Murphy (1987:55) suggested that "lack of knowledge in curriculum and instruction deters the instructional leadership role."

Position attainment condition is also taken as one personal characteristic in this study. Knezevich (1969:108), suggested that principals can be assigned by higher officials or elected by the staff. The common trend in our country was assigning principals, if not necessarily assistant, directly by higher officials. But currently there is a tendency to assign leaders for principal ship position by election from among the staff's members by either the staff or district education or training board committee (Moe 1996:8).

2.5.2 Organizational Characteristics

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial).

In instructional leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for its success, Mibit, (1994;P.113), for example, stressed this when he suggested <<...just as well trained personnel are important for the success of the school curricula, so are equipment and supplies>>, Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school. Experience also shows that shortage of qualified teachers makes instructional leadership process problematic.

Role diversity is the other organizational factors, to which most of secondary school leaders complain reviewing different studies on principals' time allotment to their work, Jacobson, et al,

(1973; p.135) reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction. Seymour (1976; p.89) also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties. So the multiplicity of roles and expectations by parents, students and teachers tend to fragment whatever vision the principal may be attempting to shape in the school (Hallinger& Murphy, 1987; p.57).

Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary school are sensitive, intelligent people who feel that their professional preparations and experience have equipped them to do a job skillfully (Corbally, et al, 1990:P.38). Such professional norm makes the relationship between teachers and school leaders on the matters of instructional loosely coupled and leave educational decisions to teachers. Many authors and research findings also, identified school size as one factor that influences principal's Leadership. Zenbe.(1992; P.127), for example, found that "the size of the school stress the job demands of ....the principal". Holmes,(1993; P.41) again confirmed that the learning priorities and needs of children can easily be detected in small schools than in larger ones.

The findings of gross and Herriott (1965; p.153) also reveal that principals' leadership effectiveness increases in small schools of the principals. Time budgeting over concluded that principals of small schools spent more time in teaching while principals of longer schools spent more time in curriculum and instruction, guidance and problem of the staff. (Herriott, 1986; p.17).

This implies that school size and instructional leadership effectiveness have a direct relationship. Other studies shows that principals have multiple roles they play information over load, paper work, too many reports, many non academic demands and work over load consume much of the principals time.

Hence, only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (Sergiovanni, 2007). As to Bennars (1994:258) school principals are selected from teachers. All of teachers have barely any leadership experience or prior training in the school administration and management. Suddenly a head teacher finds himself in the position of leadership which calls for a lot of commitment,

dedication and tolerance supporting the above ideas. Therefore lack of skill is a common impediment to principals in their educational leadership responsibility .

2.5.3 Personal qualities as a challenge to school principal

Schools really can make a difference in the achievement level of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of that school (Ubben and Hughes; 1997:104).

The principals own personality, vision, extent of commitment and human relation skills, Strengthening this idea, Liortor (1983:264) states that if the principal does not poses the appropriate personal qualities needed, the absence of these characteristics can be self-constraining in carrying out as responsibilities properly.

2.5.4. Lack of Resources as Challenge to principals

Resources are the means to the end they matter in terms of school improvement and long term effectiveness. In research synthesis about practice in high performance schools, the finding that relate to resource is evident (Ubben and Hughes, 1997:304). This implies that lack of resources (Human and material resource) can be a serious challenge to carry out this task effectively. Principals may want to lead and the situation and expectation, of other may call for his leadership. But if the resources necessary to implement his/her as are an adequate, the principal will face a significant impede (Liorton, 1983:264).

2.5.5. The Lack of acceptance as challenge to principals

In line to this Uarton (1983:263) states that teachers do not always recognize the principal as the leader of the school. This is because; they consider him/her as no having the necessary expertise regarding the actual. Those teachers don't accept principals as a head of the school he /she may challenged to performance be schools takes and activities.

2.5.6. The work load as challenge to school principals

Regarding this Barth (in Sergiovanni, 2001:13) states that the principal is ultimately responsible for almost every thing that happens in the school and out strengthening the above idea Gorten

(1983:263) states that exercising instructional is takes time and energy over and above that which must be spent on administering a school or a school district.

2.5.7. Shortage of Time as Challenge to school principal

Principals are the whole representative of the schools. They have all the responsibility for the activity and tasks in the school. Therefore, they become busy in dealing with these responsibilities the whole work days. As to Ubben and Hughes (1997:327) as school executive day is characterized by one encounter after another with staff members, students, communities politicians, and others the kind of individuals or groups, who requests and problem demanding time of principals. Thus, shortage of time due to variety of tasks that principals deal with is another biggest problem in principals work (MCE Wane 2003:3).

2.6 Stakholder Involvement

There are always interaction and interdependence wherever society exists.The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents are indifferent about their children□s progress and failurein school work and throw away their responsibilities on school. On theother hand, schools are in nway meant to control the pupils out of school activities.It is the parents who should follow up their children were about and what they do. In this regard,

Assefa(1991) has noted hat a school is not an island speared from the rest of the community that it serves. When the participation of community members in the school program is active, the objective ofschool will be much more facilitated.

If school community interaction operates as a continuation and strengthening of the formal Eduction program, the success of projects will be supplemented by the knowledge acquired in the formal academic program.Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools.

Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout.Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers.PTA involved in school management,preparing annual plans, follow up disciplinary cases.

Hence,communities are funding new school buildings, building teachers□ houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a givene ducation level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005).

According to MoE (2006) school can not succeed with out the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always in formed about what is happening in the school. Parents and communities cannot provide the necessary support for learning with out a good understanding of what the school actually does.Thus, the school shouldcommunicate regularly with the communityand should receive both positive and negative feed back at regular intervals.The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with theparents. School improvement planning can only lead tobgenuine and profound change if schools have at least a minimum level of resources to work with. With out such resources, the school improvement program could become de-motivating.

This can be improved when parents and local communities actively participating in school improvement planning and implementation (MoE, 2010). Quality improvement depends strongly on the actions which the school staff and the surrounding communityundertake.

School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in

response to what ever challenges they have identified. The combinations of these strategies are expected to lead a significant improvement in student achievement.

To varying degrees, all four schools involve stake holders in leadership decisions. Staff, students parents district representatives, and other community members have active roles community members have active roles in the leadership system of each school. Involving stakeholders strengthens the schools community, utilizes valuable resources, helps ensure that the school's direction and priorities reflect the community , and models a process that respects differences. In addition to what stakeholder involvement does for the school, it also has an effect on stakeholders.

Their involvement does inform them, engages them, motivates them to become more a part of the school. This in turn strengthens the bond between the community and the school and helps spread the school's educational message beyond the school walls into the home, into community organizations, into business, etc. As a result, the stakeholders are quite active in the schools and students receive messages in their community that often coincide with the messages they receive at school.

2.7 Summary of review literature

Instructional leadership is actions that taken by a principal or allocated to others that facilitate students learning. On the hand insttrucional leadership as defining and promoting the school 's mission, establishing parameters and goals for the school's instructional program. Effective leader is define school mission by crating suitable environment for stake holders (parents, students, NGOs, teachers, civil society etc).

In general leaders of effective schools work to develop a clear statement of mission where their schools are going and understand how to bold commitment to that mission. Therefore monitoring cooperative and collaborative leadership in the school improves the instructional leadership qualities and performance to teaching and learning.

The major factors that hinder instructional leadership effectiveness is lack of support from top authorities the principals operations are influenced by that authority above him/her Lack of sufficient time is also another factor to instructional leadership another impediment of

instructional leadership is the personal. Characteristics of principals which affect their decision making process and their style of instructional leadership.

In general his/her energy, devotion loyalty and many other personal antibodies such as adaptability and emotional stability are significant factors in the king of instructional ,leadership to be found in the school

CHAPTER THREE: Research Design and methodology

3.1 Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed method of data collection and analysis as cited in (cres well 2009).In this study a descriptive survey method will be employed with the intention to get the general picture of the status of school principal effectiveness in instructional leadership in aforementioned government secondary schools of Akaki Kaliti sub city.

Descriptive survey method would be used in this study because much can be said through describing what is seen from the reflections of the leadership exercised in the school setting. The survey method is also administered in the course of this research since the relevant information can be obtained through data gathering tools like questionnaire, FGD and interview. Therefore, the aforementioned methods are complimentary for the realization of the research.

The approach employed in this research was both quantitative and qualitative. Since the research was survey method, it more emphasizes quantitative research approach. On the other hand, the quantitative method were used in this research to organized and analyse the quantifaible data.

3.2 Source of data

In this study used primary and secondary source of data, primary data were collected from teachers, principals, vice principals and department heads. Secondary source of data were collected by reviewing relevant documents related to the issue at hand.

3.3 Sampling and sampling techniques

Table1 The Total Population, Sample School and Sample Size

No	Name of school	Population of the school				Sample size							
		Principal	Assistant principal	Department head	Teachers	Principal	In%	Assistant principal	In%	Department heads	In%	Teachers	In%
1	Kality	1	3	11	67	1	100	3	100	2	18	30	44.7
2	Beseka	1	3	11	94	1	100	3	100	2	18	30	31.9
3	Bulbula	1	3	11	84	-	-	-	-	-	-	-	
4	Fitawrary Abayneh	1	3	11	80	-	-	-	-	-	-	-	-
5	Ethio-Japan	1	3	11	49	-	-	-	-	-	-	-	-
	Total population in the sub –city	5	15	55	374	- -	-	-	-	-	-	-	-

Source:- Akaki Kality Sub City Education Office

It would be impractical and unmanageable to include all population in study so it would come up with the representative samples and generalize the finding to the population. Random and availability sampling techniques were used to come up with representative and manageable sample for the study. Addis Ababa city administration has 10 sub cities. Out of these, (Akaki-sub city) has been selected for the study. The reason is that the student researcher has been living and is also working in Akaki Kaliti. Due to this, he has better background information on the study area. This helps the researcher to get rich and in depth data from the participants. More over the researcher can get better support from the school principals and teachers in the focus schools.

Akaki Kality sub city have five secondary schools . Among those two government secondary schools were selected on the study purposely basis because the researcher can get better support from the school principals and teachers in the focus schools. The total population of the sample school were 161 teachers and 8 school leaders(principals and vice principals).

Out of the universal population, 60 (37.2%) of the teachers and 4(18.1%) of department heads would be selected through random sampling method (lottery method). Accordingly 8(100%) School leaders (principals, vice principals) would be included on available basis because of their limited number.

3.4 Data gathering instruments

Three instruments would be used in the process of gathering the necessary data for the study. These are questionnaires, unstructured interview and document analysis. Therefore, quantitative and qualitative data would be collected from the concerned subject.

3.4.1 Questionnaire

Questionnaires, which is convent, reliable, to secure sufficient information from a large number of respondents within a short span of time.

Questionnaire was used to collect information from teachers .The questionnaire to be filled by the teachers contains four parts, designed to address the variable in conformity with the leading question. The first part of the questionnaire contains items designed to obtained information on personal characteristics of the respondent. An item in the second part is designed to obtained information on the critical job-related behavior of the principals in the five dimension of instructional leadership.

The item in each dimension would be prepared in five point interval scale. The respondents indicate the extent of their engagement to a particular behavior or practice skate choosing one of the five point scale ranging from "very high to " (5) to "very low" (1). Items in the third section will be designed to obtain information on organizational characteristics of the school that seem to influence the provision of instructional leadership. These items address the extent of instructional resources, school size, role diversity and state of professional norm of each school. An item in the 4^{th} part design to attained information on the perception of respondent regarding the characteristics of instructional leadership.

The availability of instructional resource was treated in terms of qualified teachers, student text books, teacher's guides instructional equipment, supplies and operational funds. Respondents would be required indicating the extent of availability of resource by labeling numbers ranging

numbers from (almost none) to 5 (more than adequate). Respondents would be required indicating the percentage of their time devoted to their instructional leadership role, administration and other duties. The respondents by choosing one of the alternatives 5 = very high, 4=high, 3= moderate, 2=low, 1=very low.

3.4.2 Interview

Interview would be used to gather qualitative data from principals and vice principals. The interview mainly addresses the frequency of supervisory service offered to secondary schools, the area supervision mainly focused on, the assignment of leaders according to the current policy and its effect on the instructional leadership process.

It is very good way of accessing people's perceptions, meanings and definitions and construction of reality. Interviewing is basically about asking questions and receiving answers. The interview permits greater depth of response, which is not possible through any other means. It also enables an interviewer to get information concerning feelings, attitudes or emotions in relation to certain questions (Kaul, 1996:168).

In this research, interviews particularly unstructured interviews were conduct with principals and vice principals of the sample schools. Form the interview the researcher were ask interview questions and dot out that suggested gives by the school principals and analyzed qualitatively analyzed qualitatively by using narrative and theoretical form

This was helped collecting rich information regarding the nature of the instructional leadership. The interview was developed based on the basic research questions. The interview had two parts the interviewees' personal characteristics and items related to instructional leadership.

3.4.3 Focus Group Discussion

Focus group discussion was selected as an instrument since it helps to collect a large amount of comparatively in-depth information from a larger number of discussants. Focus group discussion (FGD) is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by the researcher who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them.

The tool for the focus group discussions were developed based on the basic research questions. 5 unstructured questions would be prepared for the discussion. By raining discussion questions and give the chance to each individual to give suggestion which is related to the professional aspect and dot down as a note to be analyzed qualitatively in theoretical presentation and narrative form.

The source of the items is literature and previous similar studies. Thc focus group discussions would be use to collect information from Department heads and teachers .This focus group discussion consist of five members(two department head and three teachers)for each school.

3.5. Methods of Data Analysis.

For this study, both quantitative and qualitative methods of data analysis were employed. Thus,the data obtained through a questionnaire were analyzed by using percentage.The data gathered through open ended questions and interview,document analysis and focus group discusion were analyzed qualitatively through descriptive narration for the purpose of triangulation.

Quantitative Data: With regard to the quantitative data, responses were categorized andfreque ncieswere tallied.

Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items it the questionnaires were presented in tables according to their conceptual similarities. data gathered through open ended questions and interview, document analysis and focus group discusion were analyzed qualitatively through descriptive narrationfor the purpose of triangulation.

Qualitative data: -thc data collected from interviews,focus group descussion, open ended question of the questionnaire, and document analysis were analysed and interpreted qualitatively. The result of open-ended questions and focus group discusion were also summarized and organized by related category. Finally, the over all course of the study was summarized with findings, conclusions, and some possible recommendation.

CHAPTER FOUR: DATA PRESENATION, ANALYSIS AND INTEPRETATION.

Based on the sampling procedure describing in chapter three, two schools were included in the study. The sample size of teachers has been slightly reduced for the following reasons. A total of 60 copies were distributed to teachers. However, 4 of them didn't return it. And this reduces the sample size of teachers' to 56. Thus, the analysis was on the basis of information obtained from the returned questionnaires (93.3%) of teacher response ,Interview held with principals and vice principals, information from document analysis, and Focus group discussion were used as supplementary. The focus group discussions would used to collect information from Department heads and teachers .This focus group discussion consist of five members (two department head and three teachers) for each school.

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications and service year. The second part deals with the results of findings from the data which were gathered through the questionnaire, the interview, document analysis, and focus group discusion.

4.1. Demographic Characteristics of Respondents

Description of the characteristics of the respondents gives some basic information about the samples selected for the study. The following tables show the general characteristics (sex, age, qualification, work experience and field of study) of the respondents.

Table 2 Characteristics of respondents

	Characteristics	Teachers		principals	
		No	%	NO	%
Sex	Male	39	65	8	100
	Female	17	35	-	-
Age	21 – 25 years	9	16	-	-
	26 – 30 >>	15	26.7	3	37.5
	31 – 35 >>	22	39.2	4	50
	36 – 40 >>	8	14.2	1	12.5
	41 – 45 >>	2	3.5	-	-
	46 – 50 >>				
Level of education	Diploma				
	Bachelor's Deg.	53	71.4	6	75
	Master's deg	3	5.3	2	25
Specialization	Edpm major			2	25
	Different social science fields	40	71.4	2	25
	Different natural science fields	16	28.5	4	50
In teaching	1 – 10 years	36	64.4	4	50
	11 – 20	15	26.7	3	37.5
	> 20	5	8.9	1	12.5
As a unit leader	No service	6	10.7	2	25
	1 – 5 years	40	71.4	4	50
	6 – 10 years	10	17.8	2	25
As a department head	No service	38	67.8	1	12.5
	1 – 5 years	18	32.1	4	50
	6 – 10 years			3	37.5

As Table 1 Shows, the gender of respondent indicates that 65% of teachers were males and 35% of teachers were females, but 100% of leaders were males because there is no any female leader in the position. Hence, females participation is completely absent in the leadership. Regarding the age distribution teachers and leaders have almost the same pattern. 16% of teachers were between

20 – 25 years old, 26.7% of teachers were between, 26 – 30 years old. 39.2% of teachers and 50% of leaders were between 31 and 35 years, 14.2% of teachers and 12.5% of leaders were 36 – 40 years old, whereas the remaining 3.5% of teacher's age range from41 to 50 years.

Regarding the educational level of respondents, the data on the part of teachers reveal that majority of teachers (94.3%) are bachelor degree holders, a negligible number (3 or 5.3%) hold a master's degree, thus, there seem to be a significant number of under qualified teachers teaching in secondary school of the sub city. On the part of the principals 75% were bachelor degree holder's and25% were MSC holders. It may, therefore, be inferred that all of the principals and considerable number of teachers did not satisfy the standard set by MOE (1996:8) which requires at least MA degree for principals for secondary school. Generally the Placement of school leaders does not satisfy the standard set by MOE (1996). In terms of their field of study, the data on the part of teachers shows that 28.5% were from natural science 71.4% were from the social science fields. Although, these were trained for principal ship, they were not assigned to the right position.

As regard to the principals (25%) were graduated in different social science subject areas, only 2(25%) were graduated in educational planning in management. As the data shows, majority of schools are not headed by professional principals. The key element in school leaderships is the principal. Without well qualified principal the goal of achieving high standard of educational plans will be threatened (Mc Ewen,E.k 2003:p.57). Such representation of respondents from different levels of education and qualification will have its contribution to the study, i.e., teachers' representation from different levels and fields of specialization makes their assessment of leaders' ILE more reliable and unbiased. The leaders' distribution or representation from different level and specialization also help test whether these characteristics can contribute to leader's success in instructional leadership role.

Although, consensus has not been reached about the contribution of training in educational courses like curriculum and instruction, supervision, and measurement and evaluation to instructional leadership effectiveness, this study attempts to test whether such courses offerings can tell us

something about the effectiveness of leaders in this role. This conforms to Hollinger and Murphy (1987:p.55) findings that suggested that lack of knowledge in curriculum and instruction determine the instruction determine the instruction leadership role.

A part from professional preparation, the selection and placement of leaders commonly requires work experience on the job as well as on indicate number of teachers serving in the particular position. Related tasks such as teaching, unit leader, department head and other responsibilities (MOE: 1996:7). This was so because of the belief that such experiences improve the competency as well as effectiveness of leaders in their position.

About 50% of leaders have served 1 to 10 years in teaching and 37.5% leaders have served 11 to 20 years the remaining 12.5% served for over 20 years in teaching. Similarly, 67.8% and 21.4% of leader have served as department head for 1 to 5 and 6 to 10 years respectively and a considerable size of them (10.7%) also served as a unit leader for 1 to 10 years. Thus, it can be concluded that most leaders included in the study have gained a great deal of work experience in teaching, unit leader and department head responsibilities prior to their present position. In addition, about 12.5% of leaders have served for 1 to 2 years in their present position (principal ship), 37.5% have served for 3 to 6 years and 25% have served 7 – 10 years the remaining 25% have served for over 10 years as principals. Thus, it can be assumed that most leaders have good knowledge in school leadership.

However, consensus has not yet been reached about the contribution of such experiences to instructional leadership effectiveness. Hollinger and Murphy (1987; 55) and Gross and Herriot (19 85:74) can be mentioned in this vein in this book. Yet, MOE uses it as policy alterative in the appointment of leadership position. As shown in the table, teachers who have participated in assessing leaders' instructional leadership effectiveness were with different number of years of teaching experience and a considerable size of them were also department heads and unit leaders who have had close contact with instructional leadership activities. Thus, the information obtained from teachers would increase the reliability of the study. The wide range of experiences of most

supervisors as teachers, leaders and supervisor also help to get relevant information on the problem under study.

4.2. School Principals do as Instructional Leaders.

Table3 defining school mission visionand goal

No	Item	Responses									
		Very low		low		moderate		high		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Develop a set annual school – wide goals focused on student learning	2	3.4	2	3.4	26	46.8	12	21.4	14	25
2	Frame the school's goals in terms of staff responsibilities for meeting them			6	10.7	30	53.6	16	28	4	7.2
3	Use data on student academic performance when developing the school's goals			30	53.6	4	7.2	13	23	9	16
4	Communicate the school's goals effectively to staff student and parents.	1	1.7	6	10.7	34	60.7	9	16	6	10.7
5	Refer to the school's goals when making curricular and instructional decisions	1	1.7	37	66	3	5.3	12	21.4	3	5.3
6	Ensure that the school's goals are reflected in highly visible displays in the schools	1	1.7	6	10.7	31	55	13	23.2	5	8.9

As depicted in item 1 from the table above, the majority 46.8% of teachers agreed that the extent to develop a set annual school wide goals focused on student learning at moderate level and 21.4% of teachers agreed that principals were goals focused on student learning is high.

Recent literatures on effective schools and effective leadership also placed the act of defining a school's mission as the primary task of school leaders (clayton, 1994 : Hoyel, 1988 and Bellm, 1992.).

With regard to item 2. From the table above 53.6 % of teachers agreed that the principals or assistant principals framed the school goals in terms of staff representative of meeting them at moderate level. Literatures suggested that, leaders discuss and revise the goals with staff on a

regular basis during the school year, specifically in the context of instructional, curricular and budgetary decisions (Hallinger, 1985:218).

As indicated in item 3 from the table, majority (53.6%) of teachers agreed that principals /vice principals used data on student academic performance when developing the school goals at low level. In the great scheme of things" noted one research report, ''Schools may be relatively small organizations .But their leadership challenges are far from small, or simple." To get the job done , effective leaders need to make good use of the resources at hand .In other words, they have to be good manager. Effective leaders view data as a means not only to pinpoint problems but to understand their nature and causes.

As can be observed from item 4 of the same table above the majority 34(60.7%) of teachers agreed that the extent to principals or assistant principals were communicate the schools goals effectively to staff, student and parents at moderate level.

In the theoretical aspect both formal communication channels (e.g. displaying un notice board, placing up over the entrance of the school, the school hand book, assemblies) and informal ones (e.g. parent on conference , teacher conference, curricular meetings, other discussions with staff) can be used to communicate the schools primary purpose (Edmonds, 1982: 13).

As indicated in item 5 of the same table above about 66% of teachers agreed that principals or assistant principals refer to the school's goal when making curricular and instructional decisions at low level. krug (1992 : 43) emphasized the importance of mission for the success of the leader and the school when he suggested operating without a clear sense of mission is like begging of journey without having a destination in mind.

As illustrated in item 6 of the same table above majority (55.4%) teachers agree that principals were ensure that the school's goals are reflected in highly visible displays in the schools at moderate level.

FGD with teachers and department heads suggested that school principals create awareness at the beginning of the academic year on the vision, mission and objectives. However, they also suggested that because of lack of understanding concerning mission, vision and objectives tasks were not performed in a consistent manner. Similarly interview with principals and vice principals suggested that the school vision, mission and objectives set based on student learning were posted on transparent place but the school society have big gap in understanding and implementing them. Thus the school principals could be creates awareness at the beginning of the academic year on the vision, mission and objectives.

Table4. Managing curriculum and instruction

No	Items	Response									
		Very low		low		moderate		high		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Ensure the timely allocation resources to the school calendar	4	7.1	6	10.7	33	58.9	8	14.2	5	8.9
2	Ensure the beginning of instructional process according to the school calendar	1	1.7	7	12.5	29	51.8	13	23.2	6	10.7
3	Prevent instructional time from disruptions	2	3.5	28	50	9	16	12	21.4	5	8.9
4	Consider the factors affecting teaching	2	3.5	8	14.3	32	57.1	12	21.4	2	3.5
5	Schedule co-curricular activities in support of the formal instructional process	1	1.7	5	8.9	12	21.4	33	58.9	5	8.9
6	Encourage and support teachers to revise and improve their curriculum	2	3.5	30	53.6	9	16	11	19.6	4	7.1

As depicted in item 1 from the table above the majority (58.9) of teachers agreed that principals or assistant principals ensure the timely allocation of resource (human, material, and financial) necessary for instructional process according the school calendar at moderate level.

With regard to item 2 from the table above 51.8% of teachers agreed that principals were ensure the beginning of instructional process according to the school calendar at moderate level.. For this reason the instructional process is delay at least two weeks in the calendar date.

As indicated item 3 of the same table above the majority (50%) of teachers agreed that principals were prevent instructional time from disruption (external and/or internal) at low level. In managing curriculum and instruction, school leader need not be specialist in all areas of subjects. Their great responsibility lies on the provision of necessary conditions that make teaching possible (knezevich, 1969:378).One way of achieving this goal is by preventing wastage of instructional time resource. School often has specific time allotments for interaction in various curricular areas.

As can be observed from item 4 of the same table , the majority (57.1%) of teachers agreed that principals were consider of the subject while assigning tasks for teachers at moderate level. As indicated in item 5 of the table above about 58.9% of teachers agreed that principals were scheduled co-curricular activities in support of the formal instructional process at high level. As illustrated item 6 of the same table above (53.6%) of teachers agreed that principals were encourage and support teachers to revise and improve their curriculum at low level.

Curriculum and instruction are important component of schooling to which educational leaders should pay substantial attention (Guthrie and reed, 1991:209).

Interview conducted with principals and vice principals suggested that for different reasons like orientation for teachers and others the instructional process was not began at the calendar date. Similarly FGD with department heads and teachers suggested that because of training during summer, meeting with different stakeholders, orientations about how to start the new calendar year let registration of students, principals and vice principals did not began instructional process in the calendar time. The outcomes of FGD with teaches and department heads suggest that principals and vice principals were lack knowledge and skill to guide teachers to implement curriculum materials for the given schedule. Similarly interviews conducted with principals and vice

principals suggested that because of inadequate training for the concept of curriculum they did not guiding teachers to adapt the curriculum to the condition of the school.

Interviews conducted with principals and FGD made with teachers and department heads suggested that principals guided teachers to develop annual, semester and other plans which are important to implement the curriculum and they were also suggested that principals did not engage in evaluating text books and teachers guide to a satisfactory level so as to introduce improvements in teaching and learning.

Table5. Supervising instruction and Monitoring student progress

No	Item	Responses									
		Very low		low		moderate		high		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Communicate to teachers and students	2	3.5	8	14.2	26	46.4	11	19.6	9	16
2	Develop school level policy that communicate their need for protecting instructional time from disruptions	1	1.7	35	62.5	9	16	3	2.3	8	13.4
3	Communicate the need for enrichment effort to help student master the intended instructional objectives	2	3.5	8	14.2	30	53.6	8	14.2	8	14.2
4	Develop school level classroom practice instructional practices that promote student achievement	2	3.5	23	41	13	23.2	10	17.8	8	14.2
5	Be absent from school for different reasons	10	17.8	36	64.3	8	14.2	1	19.1	1	1.6
6	Use different recognition or reward systems for greater achievement of students	6	10.7	11	19.6	31	55.3	6	10.7	2	3.5
7	Recognize and reward teachers for their productive work	5	8.9	18	31.1	28	50	2	3.5	3	5.3
8	Maintain close contact with instructional process	5	8.9	12	21.4	22	39.3	11	19.6	6	10.7

As can be observed from item 1 the majority (46.4%) of teachers agreed principals were communicated to teachers and students that all students have the capacity to excel at moderate level.

With regard to item 2 of the same table above about 62.56% of teachers agreed that principals were develop school level policy that communicate their need for protecting instructional time from disruption. As can be observed from item 3 about 53.6% of teachers agreed that the extent of principals communicate the need for enrichment effort to help student master the intended instructional objectives at moderate level. The leader's supervisory role in instructional leadership remains important for the improvement of instruction as well as for the professional growth of teachers. Leaders of effective schools are concerned about "what can be, not what was" and they are "prospective than retrospective" regarding the staff and instructional activities (krug, 1992 : 432).

Supervision in effective schools is helping process and not part of the final appraisal of performance. Literature on effective schools suggest that the principal's supervisory activity concentrates more on issues involving instructional improvement and on identifying and diagnosing instructional problems as well as prescribing solutions (Edmonds, 1982:12; Levine and stark, 1982: 44).

As indicated item 4 of the same table above majority (41%) of teachers agreed that the extent of principals develops school level teachers to implement instructional practice that promote student achievement at low level.

Literature on effective schools suggest that the principal's supervisory activity concentrates more on issues involving instructional improvement and on identifying and diagnosing instructional problems as well as prescribing solutions (Edmonds, 1982:12; Levine and stark, 1982: 44).

As illustrated in item 5 of the table above the majority (64.3%) of teachers agreed that principals be absent from school for different reasons at low level. This behavior demonstrate to other those things that the leader believes important and of value to the organization.

It involves purposing "that continuous stream of actions by an organizations formal leadership which has the effect of inducing clarity, consensus, and commitment regarding the organization's

purpose". According to (Geraldc. Ubben 1997:23) an effective principal must exercise a series of specific instructional leadership behaviors. Symbolic actions also can be expressed by principal's model in behavior they wish to emphasize.

As indicated item 6 of the same table about 55.3% of teachers agreed that principals use different recognition as reward system for greater achievement of students at moderate level. With regard to item 7 about 50% of teachers agreed that principals were recognized and rewarded teachers for their productive work.

With regard to item 8 of the same table 39.3% of teachers agreed that principals maintain close contact with instructional process at moderate level. With regard to item 5 of the same table 39.5% of teachers agreed that principals maintain close contact with instructional processes at moderate level.

Interviews conducted with principals and vicc principals suggested that they supervised class room by taking sufficient time and providing some feedback for teachers, however the practices and outcomes of instructional supervision do not seem to have been appreciated by the teacher and in many counts principals failed to be effective in facilitating teaching and learning thorough providing instructional supervisory support. For example

Researcher:- do principals supervise teachers to give professional support ?

Principal (A):- when I was supervise class room by taking sufficient time and proving some fed back for teachers however the practice and outcome of instructional supervision do not seem to have been appreciated by teachers

They also viewed that the frequency of supervision was low and thus inadequate for contributing to the improvement of student achievement in the school. FGD conducted with teachers and department heads suggested that principals made some efforts for teachers to improve instructional supervision but most of the teachers were not able to exert the effort necessary to integrate instructional practice. This might have led to in effectiveness of principals and schools as a whole.

The outcome of interview with principals and FGD with teachers and department heads suggested that principals' engagements in curriculum activities to improve the teaching and learning process were not sufficient.

Table 6. Promoting school learning climates

No	Item	Responses									
		Very low		low		moderate		high		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Meet individually with teachers to discuss students academic progress	2	3.5	17	30.5	10	17	23	41	4	7.1
2	Use test results to assess progress towards school goals	1	1.7	10	17.8	30	53.6	9	16	6	10.7
3	Ensure the timely distribution of test results	2	3.5	9	16	24	42	14	25	7	12.5
4	Inform the school's performance results to teachers in a report form.	4	7.1	12	21.4	31	55.4	8	14.2	1	1.8
5	Encourage teachers to held the school's testing practice as integral part of the total instructional process the treating it as a separate function	5	8.9	11	19.6	31	55.4	7	12.5	2	3.5

As depicted in item 1 from the table above the majority (41%) of teachers agreed that principals meet individually with teachers to discuss student's academic progress at high level. With regard to item 2 of the same table 53.6% of teachers agreed that principals use test result to assess progress towards school goals at moderate level.

The effect of leaders' involvement in student progress has been shown by Johnson and Synder when they suggested the greater the involvement of the principal in assessment of students the higher is their student's achievement (1986: 424). To this end, leaders of effective schools along with teachers become engaged in monitoring student progress closely and frequently (walker and Murphy, 1986.81).

As indicated item 3 from the above table majority (42.8%) of teachers agreed that principals ensure the timely distribution of test result at moderate level. As can be observed from item 4 of the same table ,about 55.4% of teachers agreed that principals inform the schools performance results to teachers in a report form at moderate level . As illustrated in item 5 of the same table 55.4% of teachers agreed that principals encourage teachers to held the schools testing practice as integral part of the total instructional process the treating it as a separate function at moderate level. Since the school's primary product is a population of graduates who have attained the objectives that the school provides through different curricular offerings, assessment of students' progress towards the intended objectives is vital if the school is to reach its goal.

Interviews with principals and vice principals suggested that school principals ensured an adequate supply of materials for teaching and learning. However, FGD conducted with teachers and department heads suggested that principals did not ensure the presence of laboratory materials to satisfactory levels for this reasons it was difficult to implement practical teaching. They also argued that principals were not set clear schedules for teachers to give feedback for tests to students.

Interviews conducted with principals and FGD with teachers and department heads suggested that these were available to make the school environment more attractive for teaching and learning process and principals created occasions for parents, teachers and students to come together and exchange opinions concerning , involvement of parents in students 'results and behavior, on ways in which parents support the school to create conducive environmental to improve students achievement, the relation that should exist between the teacher and students, and loss of instructional time

4.3 Perception of teachers' towards principals

Table7. Perception of teachers' towards principals and instructional leaders

No	Item	Responses									
		S. disagree		disagree		undecided		agree		S. agree	
		N	%	N	%	N	%	N	%	N	%
1	Principals are professionally qualified	2	3.6	9	16.1	8	14.3	28	50	9	16.1
2	Principals had good communication in your school.	4	7.1	13	23.2	2	3.6	32	57.1	5	8.9
3	Principals had been successful	2	3.6	8	14.3	9	16.1	28	50	9	16.1
4	Principals took genuine interest and concern in the well-being of all members of the school community	8	14.3	6	10.7	4	7.1	30	53.6	8	14.3
5	The school staff as a key facilitator for the successes of school principal as instructional leader	3	5.4	7	12.5	7	12.5	28	50	11	19.6
6	Principals develop positive relationship with teachers	1	1.8	6	10.7	13	23.2	23	41.1	13	23.2
7	The principal acts as the facilitator by providing support and opportunities for teachers to work collaboratively	4	7.1	5	8.9	7	12.5	34	60.7	6	4
8	Principals have enough time to accomplish all his/her duties and responsibilities			8	14.3	6	10.7	29	51.8	13	23.2
9	Principals treating teachers as professional (professional support)	1	1.8	9	16.1	6	10.7	32	57.1	8	14.3
10	Principals concern for the personal well being of staff (personal support)	3	5.4	6	10.7	11	19.6	28	50	8	14.3

With regard to professional qualification of principals about 50% of teachers are disagree with professional qualification of principals in order to provide effective instructional leader ship. This indicates that half of the respondents' response that principals had not professional qualification in order to provide effective instructional leadership.

In line to this Uarton (1983:263) states that teachers do not always recognize the principal as the leader of the School. This is because; they consider him/her as no having the necessary expertise regarding the actual. Similarly 57.1% of teachers are disagree with regard to principals communication in the school. This indicates that majority of respondents' response that communication in the Principal had not good communication in the schools. Supporting this idea, (Geraldc. Ubben 1997:47), instructional leader must have the communication skills and must

reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life.

Besides about 50% of teachers disagreed with regard to principals had been successful teachers (skill, knowledge and abilities) of principals.

Principals have conceptual knowledge of education skill include the ability to diagnose educational problems, carryout the function of clinical supervision, evaluate educational program, help develop curriculum, implement staff-development activities, and develop good individual educational programs for individual children(Geraldc. Ubben 1997:23).

In addition to that 53.6% of respondents were disagreed that principals took genuine interest and concern in the wellbeing of all members of the community. About 50% of respondents were agreed that school staff as a key facilitator for the successes of school principal as instructional leader through their willingness to work collaboratly and comparatively to grow and learn together. About 41% of respondents were disagreed with regard to the ability of principals to develop positive relationship with teachers assisted in creating a good learning environment. Effective principals ensure that their schools allow both adult and children to put learning at the center of their daily activities.

Supporting this idea, (The Wallace Foundation 2011) states that, respect for every member of the school community. "an upbeat, well coming, solution- oriented, no blame, professional environment; ''and efforts to involve staff and students in a variety of activities.

While about 60% of teachers agreed that the principal acts as the facilitator by providing support and opportunities for teachers to work collaboratively. Smith and Andrews (1989;8) concluded that strong principal functioned as forceful and dynamic leaders who brought to their practice high energy initiative tolerance for ambiguity a sense of humor analytical ability, and a practical stance toward life. They identified four broad area of strategic role interaction between principal and teacher richer resource provider, instructional resource, communicator, and visible presence (Geraldc. Ubben 1997:47).

On the other hand 51.8% of teachers agreed that there is lack of time for principals to and also able to provide meet with teachers during the school day. About 57.1% of teachers agreed that principals are not treating teachers as professional support.

. According this, Keefe and Jenkins (2002) refers instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

Finally 50% of teachers agreed that principals are not concerned for personal well being of staff (personal support). Abroad and long standing consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Principals play a major role in developing "professional community "of teachers who guide one another in improving instruction (The Wallace Foundation 2011).

The general analysis of all the items indicates that most teachers seem to have moderately perceived towards principal and instructional leader. Hence, one can deduce that the only half of respondents had perceived positively.

FGD with teachers and department heads suggested that teaches do not accept principals as a leader of the school because they consider him/her as no having the necessary skill, knowledge and expertise. In addition they suggested that to be competent as instructional leader principal could have, technical, human relation, and conceptual skills. They also suggested that professional for principals were not sufficiently targeted improving instruction and principal's role modeling influenced student's achievement. .

In addition the outcomes of FGD with teachers and department heads indicates that, principals tend to punish for offences and work gaps rather than solving problems in discussions and common understanding, they rely only on rules and regulations rather than making people work in their interest and in co-operation, while it is possible to convene teachers, parents and stakeholders repeatedly, there is a gap in giving continuous professional supports , they don not give recognition for best performers ,they do not involve stakeholders to improve students results rather they work alone.

FGD with teachers and department heads suggested that principals did not create occasions for parents, teachers and students to come together and exchange opinions and school principals did not do much to guide or support teachers professionally to adapt the curriculum to school conditions. .

Therefore, the outcome of FGD with teachers and department heads indicates that teachers towards Principals professional competence, participate others in decision making, communication skills in their work environment were negatively perceived.

4.4, Involvement of stakeholders in school leadership

Table 8. Data Collected About Involvement of Stake Holders in School Leadership

No	Item	Responses									
		Very low		low		moderate		high		Very high	
		N	%	N	%	N	%	N	%	N	%
1	Our school leadership has developed a participatory leadership structure	7	12.5	37	66.1			12	21.4		
2	Our school leadership ensures that councils within that leadership structure are sensitive, receptive, and responsive to stake holder ideas, opinions, and concerns	5	8.9	42	75			9	16.1		
3	Our school leadership develops methods to keep stake holders informed	6	10.7	34	60.2			16	28.6		
4	Our school leadership encourages trusting relationship between stake holders and constituent groups	7	12.5	35	62.5			14	25		
5	Our school leadership incorporates all members	8	14.3	11	19.6			37	66.1		

With regard to item 1, 66.1% of teachers agreed that principals has developed a participatory leadership structure that includes stakeholders from all constituent groups-administrative, staff students parents and community at low level. Supporting this idea, (Duignan 2006) suggested that, the articulation of vision necesarily involves leaders sharings their hopes,desires and expectationswith the members of the school community,and e

stablishing the foundations of an organizational culture that supports the aspirations of all stakeholders (Ubben and Hughe 1997) also explained that the success of organization depends on having a clear vision which is accepted by the staff and other stakeholders. In an interview with principals and vice principals suggested that without involvment of parents in the management of school or even the proper motivation of teachers,good quality of teachers ,availability of facility,school canot have better acadamic result .

As indicated item 2 of the same table majority (75%) of teachers agreed that our school leadership ensures that councils within that leadership structure are sensitive, repetitive and responsive to stakeholder ideas , opinions and concerns at low level.

As can be observed from item 3 of the table 60.7% of teachers agreed that our school leadership develops method to keep stakeholders informed and to gather opinions and establish roles to ensure involvement at moderate level. As illustrated item 4 of the same table 62.5 % of teachers agreed that school leadership encourages trusting relationship between stakeholders and constituents groups at low level. As indicated item 5 of the table 66.1% of teachers were agreed that our school leadership incorporated all members as resource for curriculum relaying upon teachers as expert and recruiting industry to offer post-school curriculum advice and partnership.

FGD with principals and department heads suggested that principals did not sufficiently communicate with the community. They also suggested that principals did not encourage parents and community members as expected due to lack of skill and ability to mobilize them. In addition they were suggested that principals did not encourage community to participate in school affairs as expected. This indicates that principals failed to encourage community to participate in school affairs properly to improve teaching and learning activities

Similarly Interviews conducted with principals and vice principals suggested that principals tried to encourage parents and the community to visit the school regularly, parents and other members of the community did not visit their school due to unwillingness and low motivation and they also suggested that the community was not encouraged to participate in school affairs adequately. In addition, principals claimed that the objectives of the events were not achieved as expected due to low level of turnout of members of the community and leaving all to be done by representatives of the community mostly. The outcome of FGD with teachers and department heads suggested

that community mobilization helps to obtain more resources to school, both principals' ability to mobilize and community willingness to provide resources made.

The FGD indicates that principals were perceived as having supported school-community relationship were failed to promote school-community relationship to satisfactory level. And they give opinions that principals were not doing enough due to lack of training, experience, and human relations skills, school-community relation efforts were not adequately made.

4.5 Challenges of school principals in instructional leadership.

Table 9. Data Obtianed For Challenges of school principals in instructional leadership.

No	Item	Response									
		Very low		low		moderate		high		Very high	
		N	%	N	%	N	%	N	%	N	%
1	To what extent the school is availed with adequate financial resources?	5	8.9	30	53.6	6	10.7	7	12.5	8	14.3
2	Availability of man power in the school	9	16	33	58.9	5	8.9	6	10.7	3	5.4
3	The extent to which school leaders' are capable of creating good communication with the staff	12	21.4	33	58.9	6	10.7	4	7.1	1	1.7
4	The level of which school leaders involve members of the school community in the articulation of school vision.	11	19.6	5	8.9	32	57.1	6	10.7	2	3.6
5	The extent to which school leaders involve members of the school community in the articulation of school vision	13	23.2	28	50	8	14.3	5	8.9	2	3.6
6	The extent to which school leaders' deal with poor performances to lead the teaching learning process.	10	17.9	3	5.3	30	53.3	8	14.3	5	8.9
7	Heavy administrative work load to conduct regular class room visit	9	16.1	34	60.7	4	7.1	6	10.7	3	5.4

As indicated above, item 1 of the table 53.6% of teachers agreed that principal's extent to school with adequate financial resources at low level. School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resoures to work with and

without such resources, the school improvement program could become demotivating (MOE,2010).

As illustrated in item 2, 58.9% of teachers agreed that availability of man power in the school at low level. This indicates that availability of man power is the challenges of principals in secondary school.

With regard to item 3 of the same table above 58.9 % of teachers agreed that principals the extent to which school leaders are capable of creating good communication with staff at low level. Concerning this idea, literaturerevealed that,meaningful engagementand dialogue with staff in the rday-to-day working lives facilitates effective communication (Duignan, 2006).

As can be observed from item 4 about 57.1% of teachers agreed that the level of commitment of the school leader at moderate level. Interview with principals and vice principals suggested that shortage of experience and commitment of teachers, financial problems and lack of community participation were the crucial factors for principal instructional leadership effectiveness. Supporting this idea Day et al.(2010) explained commitment as it is one of the most key attributes of effective school leaders.

As depicted item 5 about 50% of teachers agreed that the extent to which principals involve members of the school community in the articulation of the school vision at low level . Supporting this idea, Duignan (2006) suggested that, the articulation of vision nessesarly involves leaders sharing their hopes,desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders.Ubben and Hughes (1997) also explained that the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. With regard to item 6 of the same table 53.6% of teachers agreed that the extent to which poor performance to lead the teaching learning process in the right track at moderate level.

As indicated item 7 about 60.7% of teachers agreed that principals were heavy administrative work load to conduct regular class room visit, research and to have advisory times for both research and students. Regarding this Barth (in sergiovanni, 2001:13) states that the principal is

ultimately responsible for almost every thing that happens in the school And out strengthening the above idea Gorton (1983:263) states that exercising instructional is takes time and energy over and above that which must be spent on administering a school.

FGD with teachers and department heads suggested that principals did not ensure the availability of adequate resources like laboratory to satisfactory level. They also suggested that poor leadership and lack of communication and effective consultation was responsible for the strike in the school..

Interviews with principals and vice principals suggested that the intervention of different bodies in decision making ,the poor work motivation of teachers, lack of students' interest in learning, lack of the desired qualification and experience for the position ,in sufficient training for the field , teachers interest towards the profession ,administrative work load ,disciplinary problems of some teachers inadequate support of parents towards teaching and learning were the challenges of school principal. Similarly FGD with teachers and department heads suggested that manpower, communication with principals, student's behavior, motivational learning of student, respect ion of teaching profession were the main challenges of school leader.

Therefore,from FGD with teaches anddepartment heads and iterview with principals possible to conclude from the finding that secondary school leaders of Akaki kaliti sub city were in challenging as a result of insufficient communication among school leaders and the staff, administrative work load ,disciplinary problems of some teachers student's behavior, motivational learning of student, and respect ion of teaching profession.

CHAPTER FIVE

Summary , Conclusion and Recommendation

This final chapter of the study deals with the summary of the findings, conclusions drawn and recommendations forwarded based on the findings.

The purpose of the study was to investigate the effectiveness of school principals in facilitating teaching and learning in secondary schools of Akaki-kality sub city. Hence, based on the identified problems, possible solutions were forwarded. The researcher started the study by formulating the following basic questions.

1, Do most school leaders perform all the dimension of instructional leadership? (Defining the school mission, managing curriculum and instruction, monitoring students progress, promoting school learning climate).

2, What perception of teachers have towards their instructional leaders?

3, How do the existing stakeholders(parents, NGOs, teachers, students, supportive staffs) of the scchool involve in instructional/ school leadership?

4, What are the major challenges in the exercise of school leadership?

5.1. Summary

Concerning the sex composition and age category of respondents, the degree of involvement of females is low in teaching while being none in school administration positions as principals, and department heads in accordance with the sample schools chosen. The age of most teachers are comparatively younger which may be useful for being energetic and working hard enough to help schools achieve their goals. Most department heads are also in ages which may be useful for being energetic and working harder which is instrumental for the achievement of the goals of the school. Almost 50% of the principals involved in the study are at or below the age of 30, the remaining are above that age. It is good if principals are old enough to have the maturity, patience, and perseverance needed to work with all the school community and facilitate teaching and learning there by contributing for a better achievement of school objectives.

Concerning qualification, almost all of the principals do not hold the minimum qualification to work at the secondary school level, that is, MA/MSc or MEd as determined by the Ministry of

Education. The possession of such qualification helps principals to have the readiness to promote teaching and learning.

Regarding work experience, most teachers are not enjoying higher years of experience. However, most of the heads of departments, principals having had better years useful to understand the situation and provide responses helpful to examine the situation.

This study shows that, majority (53.6%) of the respondents agreed that principals /vice principals used data focused on student academic performance when developing the school goals at low level. Interview with principals and vice principals also suggested that the school vision, mission and objectives were posted on transparent place but the school society have big gap in understanding and implementing them. Recent literatures on effective schools and effective leadership also placed the act of defining a school's mission as the primary task of school leaders (clayton, 1994 : Hoyel, 1988 and Bellm, 1992.). Thus the school principals could be creates awareness at the beginning of the academic year on the vision, mission and objectives.

However, 53.6% of respondents agreed that principals were encourage and support teachers to revise and improve their curriculum at low level . FGD with department heads and teachers also suggested that principals and vice principals did not support teachers to revised and improve the curriculum.

Concerning supervision conducted, the study shows principals failed to provide the needed support for teachers through classroom supervision due to lack of training and experiences Supervision in effective schools is helping process and not part of the final appraisal of performance. Literature on effective schools suggest that the principal's supervisory activity concentrates more on issues involving instructional improvement and on identifying and diagnosing instructional problems as well as prescribing solutions (Edmonds, 1982:12; Levine and stark, 1982: 44).

The study shows that 41% of respondents agreed that the extent of principals develops school level teachers to implement instructional practice that promote student achievement at low level. Interviews conducted with principals and vice principals also suggested that they supervised classes and some teachers and department heads agreed that principals supervised class room by taking sufficient time and providing some feedback for teachers, the practices and outcomes of

supervision do not seem to have been appreciated by most respondents and in many counts suggested that principals failed to be effective in facilitating teaching and learning thorough providing supervisory support. They also viewed that the frequency of supervision was low and thus inadequate for contributing to the improvement of student achievement in the sub-city.

The effect of leaders' involvement in student progress has been shown by Johnson and Synder when they suggested the greater the evolvement of the principal in assessment of students the higher is their (students) achievement (1986: 424).

However, this study shows 48.2% of respondent agreed that principals develop school level classroom practice policies requiring teachers to implement instructional practice that promote student achievement at low level. FGD with teachers and department heads suggested that conduct tests at most 5 times a year. However the test results are not used for informative purpose. And the progress of students in the schools, were reported to parents at most twice a year (semester ends) in the schools. In the staff meetings this aspect gets attention at the end of each semester and the discussions mainly focus on the administration of tests than other aspects of administrative issue.

Concerning perception of teachers towards principals and instructional leaders, the general analysis of all the items indicates that most teachers seem to have moderately perceived towards principal and instructional leader. Moreover, it indicates that:

Professional qualification of principals about 50% of respondents are disagreed with professional qualification of principals in order to provide effective instructional leadership. The respondents also agreed that principals are not concerned for personal wellbeing of staff(personal support). FGD with teachers and department heads suggested that teaches do not perceived principals as a leader of the school because they consider him/her as no having the necessary skill, knowledge and expertise.

In order to facilitate teaching and learning process, community participation plays a crucial role. Community provides financial, material and other resources essential for schools to function smoothly. The study result reveal that the principals failed to encourage trusting relationship between stakeholders and constituent groups. Interview with principals and vice principals suggested that shortage of experience and commitment of teachers, financial problems and lack of

community participation were the crucial factors for principal instructional leadership effectiveness.

This was due to lack of training, experience, and human relations skills. This might have led to ineffectiveness of principals and schools as a whole.

In an interview with principals and vice principals suggested that without involvment of parents in the management of school or even the proper motivation of teachers,good quality of teachers ,availability of facility,school canot have better acadamic result .

This study shows 60.7% of respondents agreed that principals were heavy administrative work load to conduct regular class room visit, research and to have advisory times for both research and students. And 58.9% of respondents agreed that principal's extent to school with adequate financial resources and availability of man power in the school at low level.

This indicates that availability of man power ,adminstrative work load,and inaducate financial resourse were the challenges of principals in secondary school. Barth (in sergiovanni, 2001:13) states that the principal is ultimately responsible for almost every thing that happens in the school And out strengthening the above idea Gorton (1983:263) states that exercising instructional is takes time and energy over and above that which must be spent on administering a school.

5.2 Conclusions

Based on the above findings the following conclusions are drawn:
Most of the teachers and department heads are younger which may be useful for being energetic and working hard enough to help schools achieve their goals. Almost 50% of the principals involved in the study are at or below the age of 30 and they are not old enough to have the maturity, patience, and perseverance needed to work with all the school community and facilitate teaching.

As determined by the Ministry of Education, the minimum qualification of principals to work at secondary school level is MA/Masc. or MED level. The study showed almost majority of, principals' qualification was below the standard set that may hinder to promote the teaching and

learning process. It also most teachers and principals have low years of experience which may pull them back in analyzing the situations around the school environment carefully.

School principals need to promote positive school environment by communicate school goals or visions in accordance with different stake holders, creating collaborative problem solving environment, motivate teachers and etc to make learning environment more attractive.

Curriculum development at school level is one way of improving instruction. Though Principals engagement in curriculum development activities at school level and involvement of others was highly expected to facilitate teaching and learning, they performed them to a low degree.

The researcher concluded that they were ineffective to facilitate teaching and learning in this regard school principals are responsible to conduct classroom supervision in order to provide useful comments, comprehensive feedback, and experience sharing for effective teaching and learning process. Effective principals were providing adequate supervisory support regularly to facilitate teaching and learning. The study concludes that principals are ineffective to provide an adequate supervisory support to facilitate teaching and learning.

Generally secondary school principals of Akaki kaliy sub-city are ineffective in many counts(supervisory support, professional support, community relation, curriculum development and etc...) to facilitate teaching and learning. This also showed that since principals' effort to facilitate teaching and learning was low in many counts, learners are not effectively learning and teachers are not effectively teaching to improve the student achievement and the school as whole.

Promoting school wide professional development is one of the role of an instructional leader in order to improve academic performance and provide quality education for all students.. From this study the researcher concluded that due to lack of training, experience and human skill relations, principals have done to a low level in promoting professional development .These show that they were ineffective in providing professional support.

Perception of teachers had important role towards their school principals and instructional. The finding result shows that, most teachers seem to had moderately perceived towards their school principal and instructional leader. This leads to the conclusion that the attitudes of teachers towards their school principals and instructional leader were perceived moderately.

The school principals have responsibilities to integrate their respective school with stakeholders that provides support with material, finance and other resources to facilitate instructional process. In the study area, principals' effort to link their school with stakeholders that councils within leadership structure are sensitive, repetitive, and responsive to stakeholder idia, opinions and concerns at low level.

Finally,it is possible to conclude from the result that, inadequate financial resource, and man power in the school were insufficient communication which lacks transparency among leaders and the staff, inability of school leaders to fully involve the school community in the articulation of school vision and havey adminstrative work load to coduct regular class room visit,research and advisory times for both research and students were the major challenges that affect the school principal effectiveness in the instructional leadership. Additionally, concluded from the interview with principals result,the absence of clear understanding, lack of guidelines .and frameworks in some schools and lack of parents and community supports were also some of challenges in secondary school.

5.3. Recommendations

In the light of findings and conclusions, the following recommendations are forwarded:
Due to lack of communication with school community, experience, human relations skills and qualification, principals' performance towards promoting instructional process was ineffective. Thus, woreda, sub-city , city education office and Ministry of education in corporate to assign qualified principals or adjust in-service program to fulfill the required minimum qualification (MA/Msc/Med) and create community awareness towards instructional leadership at school level to achieve the intended educational objective.

Addis Ababa education bureau, sub-city and woreda education bureau should pay attention for the ability of principal instructional leadership process at secondary school level and develop their skill to use their knowledge and ability by giving different trainings related to the profession which have great contribution for the achievement of educational objectives at national level.

As evidenced by the study the status of principal instructional leadership effectivenes in secondary schools of akaki kality-sub-city needs improvement. And this has to start with introducing leaders with appropriate instructional leadership role behaviorsand skills. In

doing so, Addis Ababa city adminstration education birou in collaboration with sub-city and woreda education department needs todefine the instructional leader's duties interms of the five dimensions:defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress, and promoting the school learning climateas well as providing long and short term training climate as well as to equip them with appropriate knowledge and skill in the area.

Principals' classroom supervisions are important in facilitating teaching and learning, to guide teachers and increase student achievement. Supervision could be more of help and assistance than directive administrative. Lack of interest and understanding about the objective of supervision hindered the development of instructional program. Thus, in order to gain in performance towards the desired end, Addis Ababa city administration education bureau and sub-city educational office enhance principals' and teachers' interest and skills through training, workshop, etc

Principals create conducive learning environment in better way in this study-city administration. Sub-city and woreda education office encourage and motivate them to more achievement. School principals engage and encourage others in classroom supervision, school curriculum development, professional development, community relations and others school activities to facilitate teaching and learning.

Develop a participatory leadership structure that includes stakeholders from all constituent groups- administration, staff, students, parents, and community. Ensure that council within that structure is sensitive, receptive, and responsive to stakeholders' ideas, opinions, and concerns, emphasizing that all stakeholders are needed and their ideas valuable. Develop methods to keep stakeholders informed and gather opinions and establish roles to ensure involvement. Encourage trusting relationships between stakeholders and constituent groups. Maintain a close and open relationship with the district- seek their cooperation and input. Incorporate all members as resources for curriculum, relying upon teachers as experts and recruiting industry to offer post-school curriculum advice and partnership. Motivation is a driving force which may lead the teachers to more success.

Therefore,secondary school leaders,external supervisors and PTAs in collaboration withWoreda education office ought to emphasize on teachers motivation and incentives and allocate

budgets in their yearly plan for this purpose. As the finding revealed, secondary school leaders seem to lack adequate skills which enable them to lead the school properly. But, school leaders need competent enough and skill full and also to be flexible and able to use different leadership styles.

Inadequate financial resource,and man power in the school were insufficient communication which lacks transparency among leaders and the staff, inability of school leaders to fully involve the school community in the articulation of school vision and havey adminstrative work load to coduct regular class room visit,research and advisory times for both research and students were the major challenges that affect the school principal effectiveness in the instructional leadership. Addis Ababa education Bearu collaboration with sub- city and woreda education to support for material and human resources in order to facilitate instructional process.

REFERENCES

Assefa, B. (1991). *Female Participation and Performance in Rural Primary School in Ethiopia*. Addis Ababa: UNICEF and SIDA.

Bosssert, S.T.et al. 1992 "The Instructional Management Role of the principal."Educational Administration Quarterly.Vole.18,

Bush,T and L, Bell (2003). *The principles and practice of educational management*. London: Pall-Chapman publishing.

CD.Glickman stephenp Gordon Jovitaly Rossgordon (2010), supervison and instructional leadership

Clayton, H (1994). "Creating an effective vision for primary school" In B.davies and L.Ellison (Eds)

Cotsakos, J , (2004), "Leadership during change", National Fourm of Educational Administration and Supervision. Journals, Vol. 21, No1.

Edmonds, R. (1982). "on school improvement an overview." Educational leadership vol.40,No,3,pp 12- 15

Elaine K.Mcewan (2001) 7 steps to effective instructional leadership

Estyn (2001). *Good Practice in Leadership and Management of School.* Anchor Court: UK

Geraldc Libbep, Larryw Hug Hes (1997) The principal creative leadership for effective schools

Glatter, R.et al (1988). Understanding School. Management: Open university .

Gamage, D.T. (2009). *School-Based Management is an Alternative Path TowardsTheCreation of Better Quality Schools:* Center of Education professionCompetencies Development. Sri Lanka.

Glatthorn, A. A. (1990). *Supervisory Leadership: Introduction to Instructional Supervision.* Glenview, IC: Scott, Froes man, B rown Higher Education.

Glover, D. and Lae, S. (2000). *Educational Leadership and learning*. London: Open University Press.

Guthrie, J. W. and R. J. Read (1991).*Educational Aim and Policy Effective Leadership for American Education.*Boston : Allyn and Bacon .

Hammond, D. L., Meyerson, D., Lapointe, M. & Orr, T. M. (2010). *Preparing Principals for a Changing World*. San Francisco: Jossey-Bass.

Hallingerip(1985)."Assessing the instructional management behavior of. principals" Elementary school journal Vol 86. No 2, pp. 217 – 247

Holmes,G.(1993) Essential school leadership developing vision and purpose in management. London: kogan page limited

Huber, G.S. (2010). *School Leadership International Perspectives (Ed.)*.Switzerland:Zugerber

Jocobson, p.B.J.D.Logsden and R.R Wingman (1973). The principal ship : New perspectives. New Jersey: printics-Hall,Inc.

Johnson, W.L and K.J sunder (1986). "Instructional leadership training needs for school principals." The journal of educational administration Vol,24, No.2, pp.237-253.

Knezevich 1969.*School management and organization*. New York: Harper and Row.

Krug, S.E. (1992). "instructional leadership a constructivist perspective." Educational Administration quarterly. Vol. 28, No. 3, pp.430-443

Leithwood, K., Jantzi, D., & Steinbach, R. (1993).Changing leadership for changing times. Buckingham: Open University Press.

Lucio, W.H and J.D. Mcneil (1662) Supervision Asythesis of Thought and Action New York Mcgraw-Hill book company

Marks, M.Helen & susan M. Printy (2003*). Principal leadership andschool perfor mance;* an international and instructionalleadership.Educational leadership . Quarterly.Vol.39(3)

Masuku, S. L. (2011).*The Instructional leadership Role of The high school head in Creating a Culture of Teaching and. Learning in Zimbabwe* (Published DoctoraDissertation). University of South Africa.

McCormick, A., Adams, D. & Gamage, D. (2009). How does school Leaders Role Influence Student Achievement? *A Review of Research Findings and BestPractices*. Vol. 4 (1).

MOE (1994).*The Education and Training policy*, Addis Ababa.

MOE (2002).*Education sector Development program (ESDP – II)*. Addis Ababa.

MOE (2005).*The Education sector Development program Implementation Manual (ESDP – III)*. Addis Ababa.

MOE (2006).*Decentralized Management of Education in Ethiopia*: A reference Manual. Addis Ababa, Ethiopia.

MOE (2008). *General Education Quality Improvement Package (GEQUIP)*. Addis Ababa.

MOE (1996) "yemmihiran yedereja ediget siriat afetsatesm *memeria*"Addis Ababa kutir 2

Pont, B., Nusche, D. & Moorman, H. (2008). *Improving School Leadership Volume 1:Policy and Practice*, Paris: Organization for Economic Cooperation and Developmen(OECD).

Sergiovanni , T.S & Starratt, R.J. (1987). *Supervision; Human perspective*. New York; McGraw hill.

Thomasj Sergiovanni (2006), the principal ship a elective practice perspective Htt ://apo . org.au/node/2043

Ubben, G. & Hughes, L. (1997). *The principal: creative schools* (3rd Ed.). Boston: Allyn Bacon.

Waynek. Hoy and Ceeil G. Miske (2006). Educational Administration 6^{th} edition, London: Macmillan Publisher.

The Walles Foundation (2011). *The School principals as Leaders: Guiding school to Better Teaching and Learning*. New York: NY10001.

Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for teachers

This questionnaire is designed to assess principal's (and/or assistant principal's) instructional leadership effectiveness. The information gathered through this questionnaire will be used by the researcher for strictly academic purpose. Your careful and honest response determines the success of the researcher and the study. Thus, your are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

Thank you in advance for your kind cooperation

Note: no need to write your name in any part of the questionnaire

Name of the school _____

I. Personal data

Direction: please check by writing an "X" mark on the space provided against the items.

1.Sex M _____F_____

2. Age a. below 20 _____ b. 21-25 _____ c. 26-30 _____ d. 31-35 _____

e. 36-40 _____ f. 41-45 _____ g. 46-50 _____ h. 51-55 _____

3. Your highest level of education

a. diploma (12+2) _____ b. B.A/B.Sc_____

c. M.S.C _____

4. Specify your qualification (specialization)

Major_____ Minor _____

5. years of experience in teaching

a. 1-5 _____ b. 6-10_____c. 11-15 _____d. 16-20 _____

e. 21-25 _____ f. 26-30_____ g. 31 and above _____

In administration before your present position. Please use the above intervals and write the letter representing the interval for our experience (if any) as:

6. Your position other than teaching

a department head _____b. a unit leader _____ c. other _____

II. Instructional leadership dimensions

Note: instructional leadership is conceptualized as the activities of principal and/or assistant principals in setting school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate. Each dimension is described in terms of the principal's and/or assistant principal's job- related behaviors/practices.

Direction: read each statement carefully and complete both columns by circling the number that indicate the extent to which you fell the principal an/or assistant principal has demonstrated the specific job behaviors (practices) in each dimension. For the response to each statement

For the response to each statement

1= very low

2= Low

3= moderate

4= high

5= very high

To what extent your principals/assistant principals

No	Item	Responses				
		1	2	3	4	5
1	Develop a set annual school- wide goals focused on student learning	1	2	3	4	5
2	Frame the school's goals in terms of staff responsibilities for meeting them	1	2	3	4	5
3	Use data on student academic performance when developing the school's goals	1	2	3	4	5
4	Communicate the school's goals effectively to staff, student and parents	1	2	3	4	5
5	Refer to the school's goals when making curricular and instructional decisions	1	2	3	4	5
6	Ensure that the school's goals are reflected in highly visible displays in the schools	1	2	3	4	5

B. Managing curriculum and instruction

To what extent do you principal

No	**Items**	**Responses for the**									
		Principal					**Assistant principal**				
		1	2	3	4	5	1	2	3	4	5
1	Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process according to the school calendar										
2	Ensure the beginning of instructional process according to the school calendar	1	2	3	4	5	1	2	3	4	5
3	Prevent instructional time from disruptions (external and/or internal)	1	2	3	4	5	1	2	3	4	5
4	Consider the factors affecting teaching (nature of the subject no of preparations etc) while assigning tasks for teachers	1	2	3	4	5	1	2	3	4	5
5	Schedule co – curricular activities in support of the formal instructional process	1	2	3	4	5	1	2	3	4	5
6	Encourage and support teachers to revise and improve their curriculum	1	2	3	4	5	1	2	3	4	5

C. Supervising instruction and monitoring students progress

What extent do you

No	Item	Responses				
		Very low	low	Moderate	High	Very high
1	Communicate to teachers and students that all students have the capacity to excel	1	2	3	4	5
2	Develop school level policy that communicate their need for protecting instructional time from disruptions	1	2	3	4	5
3	Communicate the need for enrichment effort to help student master the intended instructional objectives	1	2	3	4	5
4	Develop school level classroom practice policies requiring teachers to implement instructional practices that promote student achievement	1	2	3	4	5
5	Be absent from school for different reasons	1	2	3	4	5
6	Use different recognition or reward systems for grater achievement of students	1	2	3	4	5
7	Recognize and reward teachers for their productive work					
8	Maintain close contact with instructional process	1	2	3	4	5

D. Promoting school learning climates

No	Item	Rating scale				
		1	2	3	4	5
1	Meet individually with teachers to discuss students academic progress	1	2	3	4	5
2	Use test results to assess progress towards school goals	1	2	3	4	5
3	Ensure the timely distribution of test results	1	2	3	4	5
4	Inform the school's performance results to teachers in a report form	1	2	3	4	5
5	Encourage teachers to held the school's testing practice as integral part of the total instructional process the treating it as a separate function	1	2	3	4	5

III. Perception of teachers towards principal and instructional leader

Instruction : Below are some possible variables that determine the Perception of teachers towards principal and instructional leader , please, show the degree of each problem putting "✓" in the given rating scale to show your agreement or disagreement. SA, A, UD, DA, SD.

NB . SA= Strongly agree (5), A= Agree (4) UD= Undecided (3) DA= Dis agree (2), SD= Strongly Disagree (1)

No	Item	SA	A	UD	DA	SD
1	Principals are professionally qualified in order to provide effective instructional leadership.					
2	Principals had good communication in your school.					
3	Principals had been successful teacher(skill, knowledge, abilities).					
4	Principals took genuine interest and concern in the well-being all members of the school community .					
5	The school staff as a key facilitator for the successes of school principal as instructional leader through their willingness to work collaboratively and comparatively to grow and learn together.					
6	Principals develop positive relationship with teachers assisted in creating a good learning environment.					
7	The principal acts as the facilitator by providing support and opportunities for teachers to work collaboratively.					
8	Principals have enough time to accomplish all his duties and responsibilities ,and also able to provide meet with teachers during the school day.					
9	Principals treating teachers as professional (professional support).					
10	Principals concern for the personal wellbeing of staff(personal support).					

The following areas are where stakeholder are expected to participate in school leadership. Pleas show their degree or level of involvement (participation) by giving the appropriate responses by putting "✓" in each rating scale.

The responses are:

Very high(5)

High(4)

Moderate(3)

Low(2)

Very low(1)

No	Item	Rating scale				
		1	2	3	4	5
1	Our school leadership has developed a participatory leadership structure that include stake holders from all constituent groups-administrative, staff, students, parents and community					
2	Our school leadership ensures that councils within that leadership structure are sensitive, receptive, and responsive to stake holder ideas, opinions, and concerns					
3	Our school leadership develops methods to keep stake holders informed and to gather opinions and establish roles to ensure involvement					
4	Our school leadership encourages trusting relationship between stake holders and constituent groups					
5	Our school leadership incorporates all members as resources for curriculum, relying upon teachers as experts and recruiting industry to offer post-school curriculum advice and partnership					

V. Challenges of School Principals in Instructional Leadership Instruction

Below are some possible problem secondary school principals face in te instructional process, please, show the degree of each problem putting "✓" in the given rating scale .

NB . very high (5), high (4) , moderate(3) ,low (2), very low (1)

No	Principals Assumed problems	1	2	3	4	5
1	Lack of training in preparing educational plans					
2	Teachers are suspicious of the attainment of the educational goals and objectives					
3	Negative attitude of teachers to wards the culture of sharing experience among them					
4	Heavy administrative work load to conduct regular class room visit, research and to have advisory times for both research and students					
5	Principals initiative for professional staff development is weak .					
6	Lack of knowledge in research methodology					
7	Lack of qualified teachers					
8	Lack of courage and commitment of the principals in instructional leadership					
9	In efficient utilization of available instructional materials					
10	High concern for tasks and low concern for principals					

Appendix B

Interview Questions for Focus Group Discussion

Among the various tasks of instructional leadership of principals you are kindly requested to give your response for each interview questions.

1. How do you often communicate with the principal?
2. How much are you interfere with the role of principal
3. What kind of issues are you discusses with the principal?
4. Do you think that the schools has clearly stated mission?
5. How competent is the principal as an instructional leader.
6. Do you think the principal clearly manage teachers professionally?
7. Do you think the principal solves every problem raised by the teachers?
8. How often the teachers complain about the principals?
9. What kinds of issues are often raised in parent teachers and school conference?
10. What is teachers' perception of the principals' role as instructional leader?

Appendix C

Interview questions for principals

1. How do you see the currently employed selection/election of leaders/ for principal's ship position from professional point of view?
2. what factors are influence the effectiveness of instructional leadership
3. Which areas of principals activities are treated in the supervisory service? Which aspects got due attention?
4. who often do your woreda provide supervisory services for your school