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**Practice and Challenges of Instructional leadership in Government
Secondary Schools of Akaki Kaliti Sub City
Addis Ababa City Government**

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College of Education and Behavioral Studies

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June, 2017

Addis Ababa Ethiopia

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**A Thesis Submitted to Department of Educational Planning and
Management , College of Addis Ababa University in Partial
Fulfillment of the Requirements for the Degree of Master of Arts in
School Leadership and Management**

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Acknowledgement

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 (asst. prof.), for his encouragement, constructive suggestions and comments. My deep appreciation also goes to my wife, w/ro Emebyt Kebede and my sons Mersimoy Teshome, Nahili Teshome and Numerson Teshome for their continuous motivation and encouragement.

My greatest gratitude is extended to my friends Senayt kebede, Adefris Taye, Mesfin Beqele, Mulat Belete, and Degu Yeshewas for being with me, providing technical support whenever in need and for their continuous motivation and encouragement. I am very much grateful to Akaki Kality sub city secondary school supervisors and selected government secondary school principals and teachers for the permission, provision of general information about schools, and filling in my questionnaire, respectively.

Finally, I would like to extend my appreciation to Secretary Fikre Takele who devoted time and energy to write this paper.

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Abstract

This research aims at studying the Instructional leadership practice and challenges and investigating some of the factors that affects it in secondary school of Akaki Kaliti sub city. The Role and responsibilities' of Teacher's, instructional leaders and Leader's practice the dimension of the instructional leadership: engagement in defining mission, managing curriculum and instruction, supervising instruction, monitoring student progress, promoting school learning climate and other influencing factors were used as indicators to assess instructional leadership practice. The study has been conducted in 3 secondary schools selected from 7 by using simple random sampling method. 12 school leaders, 3 supervisors, 77 teachers and 12 department heads were used as the subjects of the study to obtain the necessary data. Questionnaire and semi structured interview were the instruments used for data collection. Both quantitative and qualitative designs were employed while primary and secondary data source were also administered. In addition, the study made use of questionnaire, interview and document analysis as data collection instruments to answer five basic questions; the current practices of instructional leadership activities, the challenges faced by leaders on performing effective instructional leadership, the extent of the recruitment and selection of instructional leaders, how much the actual roles and responsibilities of instructional leaders correspond to the required standards, and to answer the extent of teachers involve in instructional leadership in the schools under study. Data obtained through questionnaires were analyzed using frequency and percentage. Moreover, data gathered through interview and document analysis were considered to complement the questionnaires in narrative form. Therefore, the findings of study indicated that only 25 % of the educational leaders possess the desired qualification and standards, the rest 75 % of instructional leaders were subject specialists, lacks skill and training, and lacks commitment. Instructional leaders did not possess the required skill, knowledge and attitude through training. Finally, based on the findings and conclusions, recommendations were made on capacity building and empowering of principals to do their work effectively, in turn, encouraging participatory approach of leadership. Furthermore, Addis Ababa Education Bureau is responsible to give directives and guidelines in the case that whenever shortcomings. And akaki kaliti sub city Education office has to follow and fill the gaps.

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study; statement of the problem, basic research questions objectives of the study, significance of the study, delimitation of the study, limitations of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

In Ethiopia, Secondary education has four years duration, consisting of two years of general secondary education; the first cycle (9-10 grades) which enables students identify their area of interest for further education, for specific training and for the world of work. The second cycle of secondary education and training (11-12 grades) enables students to choose subjects or areas of training which prepares them adequately for higher education and for the world of work. (ETP, 1994)

The core task of schools is teaching and learning. Thus, the effectiveness and success of a school is measured in terms of its success on the key business of teaching and learning and its effects on students' academic and overall achievement (Phillips, 2011). School leaders matter for school success. This school success needs adequate and proper provision of the school curriculum and instruction for each level and grades.

Instructional leadership is a change from conventional management practice of the schools, in which principals were seen as general managers of the schools, to a principal as instructional leader. According to Hallinger and Murphy (1985), it enables to focus on the core task of teaching and learning.

With regard to Addis Ababa city administration education bureau and the sub city education office in which this study was conducted, the practices show that there are some attempts to involve the various practitioners and stakeholders in leadership activity and practicing

instructional leadership. While some principals have been graduated in leadership, some of them were sent to higher education to attend their leadership trainings at in-service program by the Ministry of Education and regional education bureau. On job Short term trainings were also provided to leaders and other stakeholders in relation to instructional leadership repeatedly by the sub city education office and regional education bureau.

However, the change observed and the results obtained in schools are very low. We can verify this from the annual student result rosters of schools and annual statistical reports of them. Although there might be various reasons for the low achievement of students, many raise the instructional leadership practices as one major factor. No matter how good are the curriculum, infrastructure and teaching aids, at the end of the day, it is the teacher who makes a difference in preparation of the learners (Katitia, 2015). The problem of effectively implementing instructional leadership is one of the several challenges in schools. The purpose of this research, therefore, is to assess the practices and challenges of instructional leadership in secondary schools of Akaki Kaliti sub city.

1.2 Statement of the Problem

The major objective of any instructional leadership activity is to enhance the effectiveness of teaching and learning program by creating conducive learning environment. A strong instructional leadership is mandatory in order to create effective school that makes a difference to both teachers and students through their skills as instructional leader (Dimmock, 1993).

In most cases, the problem with instructional leadership is related to the fact that many schools leaders are busy by routine administration tasks as planning, organizing, monitoring, and evaluating. Moreover, there are some school leaders who perceive their role to be administrative even if their primary task is leading the instruction. The primary service that the school offers is instruction (krug, 1992).

Traditionally, the instructional roles of principals included several dimensions of administrative responsibilities (Hollinger; Lashway, 2002). According to Hollinger and Lashway, the principals were primarily responsible for managing all instructional and non instructional processes in schools. In current practice, however, principals have been expected to share their leadership responsibilities with teachers and collaborate with them on curriculum, instruction, and assessment in order to enhance the quality of teaching and learning (Marks and Printy, 2003).

The higher the involvement of the principals on instructional related activities, the higher will be the probability of students' achievement and progress. However, the problem is that the instructional leadership practices are not effectively implemented across in the schools; current empirical research has revealed that school leadership is second; only to classroom instruction among all school-related factors that influence the learning of students (Leithwood et al., 2008).

The paramount focus of instructional leadership is to foster students' attainment of basic core skills and knowledge (Leithwood, Harris, & Hopkins, 2008). Principals, as instructional leaders, are called to evaluate teachers on their effectiveness, establish professional growth opportunities, evaluate the effectiveness of curriculum, and develop the academic culture of the school. Thus, principals need to understand and articulate what is required to be effective and successful in these responsibilities.

In addition, problem of commitment and sustainability to managing the instructional program comprising coordination of the curriculum; supervision and evaluation of instruction; monitoring Student Progress subscales is seen in most of the focus schools; Even if Committed teachers, department heads, principals or vice principals frequently struggle to manage these tasks alone.

Regarding Addis Ababa City Administration, there are some evidences that verify that the instructional leadership practice was not effective. Various studies (e.g., Indris Seid Yimer 2014; Mulat Belete Birhanu 2016) have been conducted on issues related to practice and challenges of instructional leadership. However, most of them are different in numerous ways from the current study. For example, a study by Indris Seid Yimer, (2014) entitled as "The Practice of

Educational Leadership in Government Secondary Schools of Yeka Sub City in Addis Ababa City Administration” and by Mulat Belete Birhanu (2016) entitled as “Effectiveness of Principal Instructional Leadership in Secondary School of Akaki kality-Sub-City” are the two prominent studies, in two different subcities of Addis Ababa City Administration, Yeka Sub City and Akaki kality Sub City respectively, certify that the practice was not effective. The two researchers indicated above generally identified the following four factors, namely teacher resistance to change; pressure from none instructional jobs; lack of instructional feedback and lack of staff cohesiveness, lack of training and inefficiency in administration are the major hindrances for unsuccessful implementation of instructional leadership in the secondary schools. However, they are different from this study in the following way. When the first research focused only on the Practice of instructional leadership the other is focused on Effectiveness but they did not stress on both the practice and challenges played by instructional leaders. This study is different in that its focus is on the practice and challenges of instructional leaders could play in minimizing challenges in the secondary schools.

Regarding the practices in the secondary schools of Akaki kality Sub City, there was a bitter complain from the community, and educational officials about the poor performance of principals in relation to their leadership responsibilities, lack of training and inefficiency and lack of commitment. However, to the best of the student researcher knowledge, no studies were identified that show the degree of the problems and the challenges prevalent in the schools. This by itself initiates the researcher to undertake this study in order to identify the major challenges in the implementation of instructional leadership and recommend some remedies that could better address the problems.

1.3 Basic Research Questions

The researcher has intended to assess the practices and challenges of instructional leadership in government secondary schools of Akaki kality sub city in Addis Ababa. Therefore, the research is expected to answer the following basic research questions:

1. What are the current practices of instructional leadership activities in the schools under study?
2. What are the challenges faced by leaders on performing effective instructional leadership in the schools under study?
3. To what extent is the recruitment and selection of instructional leaders fit to the requirement?
4. To what extent do the actual roles and responsibilities of instructional leaders correspond to required standards reset by MoE?
5. To what extent do teachers involve in instructional leadership?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess instructional leadership practice and challenges in secondary schools of Akaki – Kality sub- city of the Addis Ababa City Administration.

1.4.2 Specific Objectives

The Specific objectives of this study were:

- To investigate the main instructional leadership practices.
- To identify the major factors that hinders the effectiveness of instructional leader in their instructional leadership role.

1.5 Significance of the Study

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

- It will provide valuable information to the schools about how they practice instructional leadership roles and enable them to take corrective actions for the major challenges they faced.
- In addition, it would help 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.
- It will also serve as stepping-stone for those who want to carry out in-depth research on the topic in the study area.

1.6 Delimitation of the Study

The study was carried out in Addis Ababa city Administration Akaki kaliti sub city government secondary schools.

Instructional leadership roles can be held by department heads in addition to the principals and vice principals, the emphasis of this study was delimited to principals and vice principal's instructional leadership role.

1.7 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. The third chapter 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 is about analysis and interpretation of data. The fifth chapter presents summary, conclusion and recommendations. That is followed by appendices and references in last part of the study report.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The study mainly aimed at assessing the practice and challenges of instructional leadership in secondary schools of Akaki Kaliti sub city in Addis Ababa. To do so, an attempt is made to review related literature and summarize studies of previous researchers which are related to the practice and challenges of instructional leadership.

2.1 The Concept of Leadership

The term leadership can be defined in different aspects by different scholars as they perceive what leadership means. Leadership is a *process*. It is not attached to a specific position within a specific organization. MoE's Module (2012) Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. (McGregor, 1960) as cited in MoE's module (2013), Leadership is the effort to influence the behavior of individuals or members of a group in order to accomplish organizational, individual or personal goals. It is a major way in which people (leaders) change the minds of others and move organizations forward to accomplish identified goals. It is a process by which one person influences the thoughts, attitudes, and behaviors of others. This implies good practice of leadership can achieve identified goal through its followers. In connection to this, Peter Northouse (2007) cited in MoE's module (2013) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: (a) Leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers. It is understandable that leadership is not one shot activity left to the leader; it has process, it needs trust, integrity, understanding and skills. According to North house (2007), leadership is when an individual is able to influence others for a command goal to be attained. Considering this, Yukl (2002), supports the idea by saying that

leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives. Leadership is also defined as "process of encouraging and helping others to work enthusiastically towards objectives" (Davis, 1967). We can see here the leader and the followers have to strive together passionately and pass through many processes to succeed the goal they have in common. According to Thomson, Leadership is best defined as "getting the job done through people." This definition means that two things are necessary for effective leadership: accomplishment (getting the job done) and influencing the others (through people). On the other hand; McGregor (1978) (cited in Tigistu Awelu Hussen Thesis, 2012) defined leadership as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. Leithwood and Riehl (cited in Wossenu; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. In most definitions of leadership the two functions are generally considered indispensable to its meaning: setting directions and exercising influence. Each of these functions can be carried out in different ways, with such differences distinguishing the many models of leadership from one another. Generally Leadership is establishing direction and influencing others to follow that direction. In the context of these definitions, knowledge, values, structure, and skills are necessary for a principal as a leader to inspire, passionate and commit all members of the school community to work together toward the goal of an excellent education for all students.

2.2 Instructional Leadership

The concept instructional leader is a relatively new concept that emerged in the early 1980's that called for a shift of emphasis from principals being managers or administrators to instructional or

academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instruction (Brookover and Lezotte, 1982). Instructional leadership also made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable. Cited in MoE's (Instructional leadership module 2013)

Instructional leadership is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010). This definition tells it is one of the functions of education, but Instructional leadership is not only one of the functions; it is the major and the core task of schools. The core task of schools is teaching and learning. Thus, the effectiveness and success of a school is measured in terms of its success on the key business of teaching and learning and its effects on students' academic and overall achievement (Phillips, 2011). Southworth (2002) as cited in MoE's module (2013) says that "instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth". Also Bush and Glover's (2002) definition stresses the direction of the influence process: Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students. Leaders' influence is targeted at student learning through teachers. The emphasis is on the direction and impact of influence rather than the influence process itself. Instructional leadership is a change from conventional management practice of the schools, in which principals were seen as general managers of the schools, to a principal as instructional leader. Hallinger and Murphy (1985) as explained in the above definitions, Instructional leadership enables to focus on the core task of teaching and learning; so principals to succeed in students academic and overall achievement by improving school performance, they have to be instructional leaders, they have to focus on the key business of the schools they lead. On the other hand, Krug (1992) defined instructional leadership as "involving the strategic application of knowledge to solve content specific problems and to achieve the purposes of schooling through others." (Kursunoglu & Tanriogen, 2009) In brief, when the principal emphasizes what

students study, the "content", the methods adopted in teaching and creating different opportunities for professional development for teachers must not be conventional. In other words, they must care more about the outcomes and quality of students' learning. (Glatthorn & Jailall, 2009)

When talking about instructional leadership of the principal, we have to be standing at the most important definitions for this type of school leadership; according to Leithwood (1994). Instructional leadership is a series of behaviors that was designed to affect classroom instruction". (Kursunoglu & Tanriogen, 2009) Teaching and learning must be at the top of the priority list on a consistent basis. Leadership is a balance of management and vision (NAESP, 2001). While leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003).

Generally, we can see that instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, students and the curriculum.

2.3 Standards and Domains for Ethiopian School Principals

2.3.1 Standards for Ethiopian School Principals

A Module produced by the Ministry of Education (2013) describes the standards required of Ethiopian school principals. The ministry of education identifies five standards which should serve as a basis in preparation and certification of principals. These standards are organized under three domains: School vision and community leadership, Instructional leadership, and Administrative leadership. Within the first domain two competencies are identified: Lead and facilitate vision of learning and Develop and manage school community relations. In the second domain, there are another two competencies: Lead and manage learning and teaching and Lead and develop individuals and team. The third domain addresses the competence to: Lead and manage school operations and resources.

In one form or another, Principal standards incorporate, the proposition that all "principals do- establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for students, guiding instruction and so on. These all must be manifested in The Roles and Responsibilities of principals to serve of student learning well.

2.3.2 The Domains for Ethiopian School Principal

The SPS of Ethiopia contain three domains and five competences. The domains are school vision and community leadership, instructional leadership, and administrative leadership. And the competences are lead and facilitate vision of learning, develop and manage school-community relations, lead and manage learning and teachings, lead and develop individuals and team, and lead and manage school operations and resources (MoE, 2013).

2.4 Instructional Leaders Recruitment and Selection in Ethiopia

2.4.1 Instructional Leadership Skills & Knowledge

A manual produced by the Ministry of Education (2006) the skills and knowledge required of the instructional leaders (school principals) in Ethiopia are Knowledge and skill about education, Ability and training in developing suitable values through the school system, Planning, budgeting and monitoring skills, Ability to provide in-service training, Ability and training in management, and Constructive relationships. To see each requirement in detail:-

Knowledge and Skill about Education: To be able to provide proper service to teaching and learning and enhance quality of education in the school, the candidates to be selected should possess proper knowledge and skills. Whether or not such candidates have these requisite qualities can be measured through classroom practice and student achievements obtainable through examination/test results of learners.

Ability and Training in Developing Suitable Values through the School System: One of the main tasks of the school is the development of suitable values in learners. The school principal in this regard is expected to enhance such values and therefore, he/she to begin with must have

sound character and shares in the values of the school. It thus means that the personality of the school principal should include honesty, a strong sense of responsibility and ability to work diligently.

Planning, Budgeting and Monitoring Skills: The candidate to be selected must have acquired sufficient experience in planning, particularly in planning teaching-learning activities, budgeting resources, including time and monitoring activities, particularly students' progress. Of course, as indicated in the MoE manual, these are skills that require training.

Ability to Provide In-Service Training: This is particularly in reference to in-service training of teachers to improve their skills and achievements. Teachers need up-dating in knowledge and skills and attitudes. Keeping teachers abreast of new approaches and innovations is needs to be a continuous responsibility. School principals should therefore, be able to organize such trainings; and the school principals themselves also require training to be able to do so.

Ability and Training in Management: As stated in the manual "management skills constitute an integral part of leadership skills". These management skills obviously have to be learned. School principals must be able to manage people, time, material and financial resources.

Constructive Relationships: Leadership is about leading groups of varied values, and interests. The school principal works with colleagues, teachers, students, parents and the community at large and needs to be able to develop and maintain positive and constructive relationships with all.

Generally, the above detailed repertoire of skills and knowledge for principals reflects that instructional leadership skills are used to help school leaders to create an environment and situation which can lead them to practice effective instructional leadership role in their respective schools.

2.5 The Roles and Responsibilities of Instructional Leadership

The term 'instructional leadership' is associated with measures that a principal takes, or delegates to others, to enhance students' learning (Flath, 1989). The instructional leader gives the top priority to improving instruction and making efforts to realize the vision.

Principals who sustained diverse responsibilities for many aspects of school management, did not focus on the core business of schooling, teaching and learning, were urged to pay more serious attention to the matters of instruction (Little & Bird, 1987, in Greenfield, 1991).

2.5.1 The Roles of Instructional Leadership

Principal's role for the school is endless; among all the most important is instructional leadership practices. Principal is the main person behind the successful teaching and learning process. School principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style Roul (2012). According to Premavathy (2010), teachers are influenced by their school's leadership and they then have a direct influence on students' achievement. Moreover, Hallinger (2003), (cited in Bogale Tolera, 2014) stated that the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". Therefore, the principal's role as instructional leader is one of the many duties a principal has.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, As an instructional leader, he needs to follow up the day to day activities of teachers and supervision is the major instrument for this; encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching. In addition Hallinger (2003) suggest that instructional leadership of a principal has to do with effective communication with, and the motivation, supervision, and development of staff, dealing with pupils, and the solving of problems and the resolving of conflicts among staff and pupils.

George E.Pawlos and Peter F.Oliver (2008) as cited in Addisu Chonde's paper (ND) the instructional leaders have to play the following important roles in the schools. These roles are: -

Program coordination, program evaluation, direct assistance, action research, curriculum development.

Program Coordination: In the role of program coordination, instructional leaders coordinate program, groups, materials and reports. Since it is assumed that the instructional leaders is knowledgeable about the details of the teaching-learning process to guide and direct teachers (Glickman,2004).In order to promote the professional growth of the staff, the instructional leader has to plan, organize, evaluate and conduct in service programs for teachers in consultation with the school management and teachers.

Program Evaluation: In the role of evaluator, the instructional leaders help teaching staff to address important issues of teaching-learning in the classroom and ensure the conditions for effective learning in the school. As evaluators, he/she helps teachers to identify, analyze, and solve learning problems, provide timely and constructive feedback, assessing teachers to identify strengths and weakness to guide them on the path for improvement (Hollinger and Murphy, 1985).

Direct Assistance: It can be used to gather classroom data on the extent to which moral principals are present in the classroom. Leaders can work with teachers to develop observational tools to describe classroom culture reflect on current conditions and engage in the classroom based improvement(McEwen,2003).The leaders gradually can increase teacher's decision making responsibility, empowering teachers and thus enhancing the teacher's capacity to empower students.

Action Research: It helps to gather data to assess the gap between the community vision of the school and current reality, plan for change aimed at bridging the gap, integrate the task of leadership to bring about change, evaluate results, and revise action plan in the cycle of continuous improvement (Glickman, 2004).

Curriculum Development: It can involve teachers by infusing moral principles throughout the curriculum. Teachers can design a curriculum that educates the whole child, teacher's compassion and justices including, all children in significant learning. As to (Weber, 1996)

teachers can develop curriculum that can integrate learning within the school and connects academic learning with community service. Finally, teachers can develop the curriculum that promotes democratic community of learners in the present as well as in the future.

In general, Leadership at the school level lies at the heart of improving the quality of student learning. Instructional leadership of the principal is the key to improving learning. It is the role of the principal to create the conditions for a productive learning environment at the school level. Building Effective relationships in schools, Facilitating good communication, Managing conflict, Managing change, Leading continuous professional development, and motivating staff are the essential building blocks of the effective instructional leaders. These have also been identified as particularly crucial issues for Ethiopian schools today. MoE (2012)

These all instructional leadership roles are useful in creating productive learning environment at the school level to improve students' learning, learning outcomes, teachers profession and produce a well educated citizens at all levels.

2.5.2 Responsibilities of Instructional Leaders

The most important responsibilities of any leader is establishing a vision and inviting others to share in its development, defining the Mission in partnership with the school community stakeholders, Clarifying Core Values and Beliefs, to define what is right and what is wrong; what is important and what is not important and Believing that Schools are for Student Learning.

When the whole school has a common sense of mission, a common vision for the path to improvement, high expectations for student achievement, and positive attitudes of students and staff, student learning improves. To make this happen is the role of the school/instructional leader. MoE (2012)

In addition (Waters, et al., 2004) as cited in Addisu Chonde's paper (ND) In practical, these leaders constantly encourage teachers and students to attain higher levels of academic achievements; adopt collaborative planning processes, problem solving and decision-making focus on school improvements while ensuring that all school development programs are geared

to make all students learn. Other elements, emphasized by the instructional leaders in high-achieving school were: discussion of instructional issues including curriculum and instruction; classroom observations and feed back to teachers; support of teacher autonomy; and risk taking; provision of professional development opportunities together with recourse; protecting instructional time; monitoring student progress data for program improvements; and recognition and celebration of student and staff achievements.

In general, instructional leaders work to establish a vision, develop a clear statement of mission and understand how to build commitment to that mission. They have also the know how to manage additional responsibilities that improve students' learning, learning outcomes, teachers profession and how to make a difference in school and student performance.

2.6 The Roles and Responsibilities of Teachers as Instructional Leaders

Various writers' defined teacher leadership in different ways. Wasley (1991) defines teacher leadership as, the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader.

Katzenmeyer and Moller (2001) indicated that teacher leadership as having three main aspects: these are; leadership of students or other teachers, leadership of operational tasks and leadership through decision making or partnership. Leadership of students or other teachers: facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups. Leadership of operational tasks: keeping the school organized and moving towards its goals, through roles as head of department, action researcher, member of task forces. Leadership through decision making or partnership: member of school improvement teams, member of committees, instigator of partnerships with business, higher education institutions and parent-teacher associations. In relation to this, Gehrke (1991) also identifies quite similar functions of teacher leaders such as continuously improving their own classroom teaching; organizing and leading reviews of school practice; providing curriculum development knowledge; participating

in-school decision making; giving in-service training to colleagues; and participating in the performance evaluation of teachers.

Furthermore, Harris (2002) suggests that there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the way in which teachers translate the principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized. A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and to foster a more collaborative way of working (Blase & Anderson, 1995). They work with colleagues to shape school improvement efforts and take some lead in guiding teachers towards a collective goal. A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance. Finally, a fourth and possibly the most important dimension of the teacher leadership role are forging close relationships with individual teachers through which mutual learning takes place.

Finally, according to Ash and Persall (2000) teacher leadership roles have been identified as curriculum developers, bid writers, leaders of a school improvement team, mentors of new or less experienced staff, action researchers with a strong link to the classroom and spend most of their time in the classroom but take on different leadership roles at different times, following the principles of formative leadership.

Barth (1999) also sees teacher leadership extending beyond just collaborating or participating in decision making. He views teacher leadership as fulfilling some of the functions possibly undertaken by senior management, including: choosing textbooks and instructional materials; shaping the curriculum setting standards for pupil behavior; deciding on tracking; designing staff

development programs; setting promotion and retention policies; deciding school budgets; evaluating teacher performance; selecting new teachers; and selecting new administrators.

2.7 Dimensions of Instructional Leadership

(Hallinger, 2009) as cited in Hayat Mohamed Abdalla's paper (2015) Hallinger and Murphy proposed a model which focused on three dimensions for the instructional leadership role of the principal: Defining the School's Mission, Managing the Instructional Program, and Developing School Learning Climate.

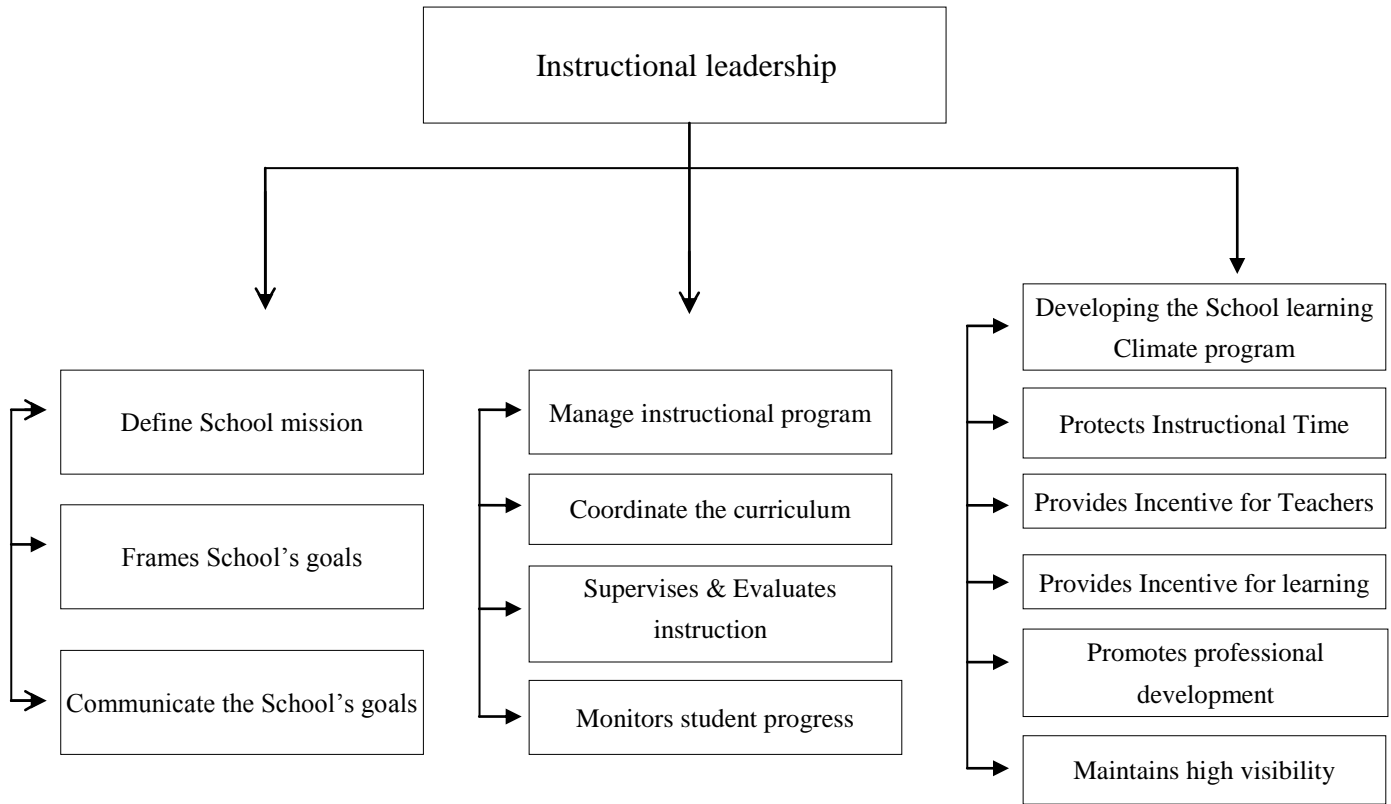
One of the most important specifications that make the school efficient is the role of the principal and his teachers in making the student the center of the educational process and providing them with a learning atmosphere that enriches their different skills.

Moreover, the instructional principals show high commitment in developing teachers' capabilities and create a positive relationship among teachers and the whole school community in order to achieve high quality learning for the students. In other words, the instructional principal is considered successful as long as he can solve the problems that face the school in a unique way and shows the ability to make decisions that make students' needs, interests and learning a priority.

2.8 Instructional Leadership Conceptual Framework

A model focused on the three dimensions for the instructional leadership role of the principal that proposed by Hallinger and Murphy: Defining the School's Mission, Managing the Instructional Program, and Developing School Learning Climate.

Figure1 Instructional Leadership Activity



From Hallinger & Murphy, 1985

2.8.1 Defining the School Mission

Mission is what the school aspires and tries to accomplish guides and controls the schools activities that it value. krug (1992) 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).

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 (Walker and Murphy, 1986: 79 Edmonds, 1982). To this end, 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). Both formal communication channels (e.g. displaying on 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 school's primary purpose (Edmonds, 1982)

Effective leader is defining school mission by creating 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, instructional leaders 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.

2.8.2 Managing the Instructional Program

Managing the Instructional Program, coordinating the Curriculum; Supervising and Evaluating Instruction; Monitoring Student Progress subscales; managing the Instructional Program is defined as the principal's role in working with teachers in areas specifically related to educational technology, curriculum, and instruction (Hallinger, 1983). It is divided into three instructional leadership functions: Coordinating the curriculum; Supervising and evaluating instruction; and monitoring student progress (Hallinger & Murphy, 1985).

Coordinating the Curriculum is as the degree to which school curricular objectives are aligned with course content, achievement tests, and the continuity in a curricular series across grade levels (Hallinger, 1983). Curriculum and instruction are important component of schooling to which educational leaders should pay substantial attention (Guthrie and Reed, 1991). In managing curriculum and instruction; school leaders 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). One way of achieving this goal is by preventing wastage of instructional time resource. Schools often have specific time allotments for interaction in various curricular areas.

However, different (in and out of school) factors can seriously reduce the amount of time that students have in holding certain subject areas. Such conditions force 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.

Supervising and Evaluating Instruction is defined as activities that involve interaction between the principal and teachers regarding classroom practices (Hallinger, 1983).

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).

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).

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

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; and Edmonds, 1982). Instructionally effective school leaders, therefore, support teachers and monitor class room visits (Laline and others cited in Hallinger, 1985).

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

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.

Monitoring Student Progress is defined as the extent to which principals take responsibility for developing a systematic and comprehensive testing program. Test results are discussed with the

staff as a whole, and are provided interpretations or analyses for teachers detailing the relevant test data. Test results are used for goal setting, curricular assessment, planning, and measuring progress toward school goals (Hallinger, 1983). Good school principals provide teachers and parents with assessment results on an ongoing basis (Levine & Stark, 1982; Venezky & Windfield, 1979). In this way, they know the progress the students make concerning their study.

To this end, leaders of effective schools along with teachers become engaged in monitoring student progress closely and frequently (Walker and Murphy, 1986). 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 (students) achievement (1986).

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).

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

Furthermore, Jacobson and others (1973) identified some additional roles of leaders in monitoring students progress. These 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; and 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.

2.8.3 Promoting School Learning Climate

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).

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 monotonous 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).

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.

2.9 Challenges of Instructional Leadership

Leadership must build collaborative structures and cultures of trust. /Tadese Atnafu 2014/ in addition being an effective instructional leader require knowledge, skills, and attitudes that

inform the successful operation of schools. School leadership needs to understand the practice and theory of contemporary leadership and management and apply that knowledge in school improvement. Instructional leaders should be well competent in the latest research and development in pedagogy, curriculum, and assessment and reporting. They must have relevant knowledge of national development policies and strategies, practices and initiatives as well as relevant federal and regional state legislation and agreements /Tadese Atnafu 2014/.

The ability to identify and perform tasks directly associated with the educational needs of students correlate directly with effectiveness as instructional leaders. Several situational and environmental factors other than human, materials or financial resources, can affect the operation of instructional leadership practices of any school. For decades, schools have proved resistant to change at the instructional core, in large measure because of the overall complexity of the instructional process. Instructional leaders are often faced with a number of roadblocks: incompetence in educational leadership, lack of incentive for teachers, problems related with teachers promotions, lack of administrative skills and commitment of those assigned as school leaders, shortage of educational materials, or finance are among problems frequently cited as factors that hinder effective performance of teachers (MoE, 2004).In addition, disconnected departmental subcultures; a resistance to school wide interventions, norms for teacher autonomy and teacher tracking; and a lack of training on and support for engaging disconnected adolescents who have significant learning gaps (McLaughlin & Talbert, 2007).Although the economic, political, social or technological variations, the following were cited as challenges to the effectiveness of instructional

leadership practices: lack of skill and training, lack of cooperation from superiors and community, lack of time, lack of adequate resources, and lack of vision, will and courage. Generally the barriers of instructional leadership hinder the leader's performance, sabotage principal's attempts and finally bring a serious problem on the quality of education.

2.10 History, Practices and Challenges of Instructional Leadership in Ethiopia

The history of Ethiopian education system traces back its origin to the introduction of Christianity about fourth century A.D. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik second school. In 1943 the first high school which was dominated by expatriates was opened. According to Ahmed at its early stage the history of principal ship in Ethiopia was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France and Britain were assigned as school principals. After the restoration of independence in 1942, education was given high priority which resulted in opening of schools in deferent parts of the country. However, there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in school were from foreign countries such as USA, Egypt and India (ICDR, 1999).According to MoE (2002) prior to 1962 expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia.

Gradually, the history had developed in to a new phase where Ethiopians began to replace expatriates which started in 1964. According to Teshome (cited in Addisu Chonde Thesis, ND) his new phase of principal ship started with supervising principals such leaders were responsible for the school and the education system of the community where the schools located. From 1960's the Ethiopian schools principals were directly assigned in elementary school without competition among candidates. Only educational level and teaching experience were given highest priority for principal ship. However, during the first few years of 1960's it was understood that those graduates of certificate in teaching were directly assigned in primary schools. On the other hand, the promotion that were issued from 1973-1976 show that primary school principals were those who had at least worked for a limited time as a unit leader, department heads or teacher. It is also stated in the job description of the MoE issued in 1989 that primary school principals should have certificate in school administration and supervision including sufficient work experiences. But in Ethiopia most principals are appointed by the

government without enough training, experience and development in leadership. Primary school principals had been political appointed by major problems of primary schools in instructional leadership are: lack of professional training for principal ship, lack of required qualification and commitment in making maximum use of environment resources and negative attitude toward leadership. This shows that instructional leadership as professions has been given little attention. To sum up, considering education as key elements for economic, social and technological development, many countries invest substantial amount of their national resources for the improvement of their education. Similarly the government of Ethiopia recognizing the role of education in developing the country economy, the ministry of education has placed great emphasis on professional development for school principals, vice principals, department heads, teachers as well as officers in charge of education at different levels. In its education sector development program four(2010) the ministry of education stated that although the decentralization reforms have been implemented some years ago and important responsibilities have been transferred to the woreda offices and school functioning also needs further improvement in particular concerning school leadership.

It was thus being fully aware of the importance of school in its blue print (MoE,2007) acknowledged that educational leadership are professional by their own with established theories and practices and indicated that those who assumed these roles should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessitated at school levels. Instructional leadership play roles to improve students' learning outcomes, teachers' profession and produce well educated citizens at all levels. Finally the approaches of instruction and create an environment and situation which can lead them to practices effective instructional leadership role in their respective schools.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with the methodology of research, the sources of data, the study site and population, the sample size and sampling technique, the procedures of data collection, the data gathering tools, the methods of data analysis and ethical considerations are discussed here under.

3.1 Research Design

The study attempted to examine the instructional leadership practices and challenges of government secondary schools in Akaki kality sub city of Addis Ababa and how effectively the leadership practices is implemented from the three dimensions of Instructional Leadership namely: Defining School Goals, Managing the Instructional Program and Developing School Learning Climate; the second dimension of the instructional leadership practices formulated by Hallinger and Murphy (1985), Managing the Instructional Program comprising Coordinating the Curriculum; Supervising and Evaluating Instruction; Monitoring of Student Progress subscales. It also tried to explore the challenges instructional leaders' face, strengths and weakness of the school leaders in implementing instructional leadership practices.

A descriptive survey research design was used in this study. The target of the study was assessing the existing situation and describes the practices and challenges of instructional leadership, as it is. In addition, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. and both quantitative and qualitative approach were applied.

3.2 Research Methodology

Quantitative approach has been considered as appropriate method because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative approach was employed to obtain detail descriptions of the phenomenon such as direct quotations, capturing peoples' personal perspectives and experience of instructional leadership through interview.

Therefore, in this study, a mixed approach involving both quantitative and qualitative approach were employed so as to collect extensive data and be used to confirm findings from different data sources through triangulated data instruments and consequently to draw valid general conclusions. So, it advocates using mixed approach even though more weight is give to quantitative approach.

3.3 Sources of Data.

In this study, primary and secondary source of data were used. The primary sources of data were collected from all three sub city Secondary school supervisors, three principals, nine vice principals, twelve head teachers, and seventy-seven teachers selected from three Secondary schools in the sub city.

Supervisors, principals, vice principals and head teachers directly involved in the practice of instructional leadership; also teachers have been a source of information for their direct involvement in instruction, and beneficiaries of the service delivered to them by Supervisors, principals, vice principals, and department head teachers. Secondary sources of the study were collected from different documents on records.

3.4 Sample Size and Sampling Techniques

3.4.1 Sample Size

The sample for the study is taken from government secondary schools found in Akaki kality Sub City in Addis Ababa City Administration. In fact, Akaki-kality sub city was selected from the ten sub cities of Addis Ababa city administration as a subject of this study. The reason for this is that

the student researcher has lived in this sub-city and is also working there. Due to this, he had been better background information on the study area.

There are seven government secondary schools in the Sub City, These are: Bulbula secondary & preparatory, Kality secondary, Addis Ababa Maremiya primary & secondary, Beseqa secondary, Fitawrari Abayneh secondary & preparatory, Ethio-japan secondary, and Tuledimtu secondary schools. From these, the three pure secondary schools (Kality secondary, Beseka secondary and Ethio-japan secondary schools) have been included in the study by purposive sampling method. Besides, 3 supervisors, 3 principals, 9 vice principals, 33 Department heads, and 210 teachers of sub city were also the population for the study.

Table 1

The Total Population, Sample School, Sample Size and Sampling techniques

No.	Types of respondent	Total population	Sample size	%	Sampling technique
1	2ndry school Supervisors	3	3	100	Availability
2	Principals	3	3	100	Availability
3	Vice principals	9	9	100	Availability
4	Department heads	33	12	36.3	Simple Random
5	Teachers	210	77	36.6	Simple Random
Total		258	104		

3.4.2 Sampling Techniques

Various sampling techniques have been employed to obtain reliable data for the study. Secondary School supervisors were selected by availability sampling technique due to their close relationship within the schools and responsibility to provide supervision activities for teachers and directors. Consequently, all three sub city supervisors have been selected. From seven government secondary schools, the three have been taken by simple random sampling technique.

Then, three principals and all vice-principals of the schools were selected through availability sampling method due to their responsibility of follow up the overall activities of the school and provide supervision service for teachers. Therefore, 210 teachers and 48 school leaders (supervisors, principals, vice principals and department heads) have been participated in the study. Out of the universal population, 77 (36.6%) of the teachers and 12 (36.3%) of department heads, have been selected through random sampling method. Accordingly, 15 (100%) School leaders (supervisors, principals, vice principals) have been included on availability basis because of their limited number.

3.5 Data Gathering Instruments

Three instruments were used in the process of gathering the necessary data for the study. These are questionnaires, *semi* structured interview and document analysis. In order to obtain the desired and relevant information for the study; the researcher used two instruments; semi-structured interview and questionnaires. In addition, relevant reference documents of school minutes and reports were analyzed to supplement the findings of the study. Therefore, quantitative and qualitative data have been collected from the concerned subject.

Questionnaire

The first data collecting instrument employed in the study is questionnaire. Questionnaire is suitable to secure sufficient information from a large number of respondents within a short span of time. Using this instrument 6 items to respondents' background information, 6 items to the information of recruitment and selection of instructional leaders, 6 items on the roles and responsibilities of instructional leaders, 7 items on the information of Managing Curriculum and Instruction, 6 items on the Supervision and Evaluation the Instruction, 5 items on the Monitoring Instructional Programs, 5 items on the Promoting a Conducive School Learning Climate, 5 items on the Professional Skill Development, 6 items on the Teachers' involvement in instructional leadership, and 9 items on the Major problems of instructional leadership was prepared. Generally 61 items in the questionnaire was prepared and distributed for sample teachers and

department heads. Responses from participants has been taken using Likert Scale method of rating and the respondents have been expected to express their degree of agreement on five point scale that is relevant to the issues. Thus, questionnaires were selected and presented to respondents into four subsequent sections: background information, practices, and roles of instructional leadership and challenges of instructional leadership.

Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face approach with the interviewer. According to Best and Kahn (1993), “the purpose of interviewing people is to find out what is in their mind – what they think or how they feel about something”. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof & Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions have been conducted with school principals, vice principals, and supervisors to secure information concerning their experience on the practices and challenges of instructional leadership. The interviews sessions were conducted in Amharic language, and subsequently translated in to English.

Document Analysis

Document analysis is the other essential data collecting tool. Various documents including files containing feedback given for teachers, and checklists in relation to the practice of supervision available at the sampled schools, performance reports, minutes that show what leadership decisions made and discussed had been taken to analyze this study.

3.6 Procedures of Presentation, Analysis, and Interpretation of Data

The data has been analyzed in both quantitative and qualitative methods. The analysis of the data is based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questions is tallied, tabulated and the interpretation has been

made by using frequency and percentage. The data gathered through interview, and document analysis will be analyzed qualitatively through descriptive narration for the purpose of triangulation. The interpretations have been made for the Likert Scale measurements.

3.7 Ethical Consideration

To make the research process professional, ethical consideration is necessary. The researcher has informed the respondents about the purpose of the study; i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study is based on their consent.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, department heads, principals, vice principals, and supervisors through questionnaires, and interviews. The study employed questionnaires for teachers and department heads, and interviews with principals, vice-principals, and supervisors. Besides, additional information was gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. Questionnaire was distributed to 89 respondents and 84 copies were returned back. The return rate of questionnaire was 77 copies from teachers, 12 copies from the head teachers were returned. In addition, 12 principals were interviewed successfully.

In general, 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; while the second part had dealt with the results of findings from the data which were gathered through the questionnaire, the interview, and document analysis.

Item scores for closed-ended questionnaires were arranged under five rating scales. The rating scales were Very High (VH) = 5, High (H) = 4, Moderate (M) = 3, Low (L) = 2, Very Low (VL) = 1.

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 table shows the general characteristics (sex, age, qualification, work experience and field of study) of the respondents.

4.2 Analysis and Interpretation of data

It is obviously known that the collected data must be organized and interpreted accordingly with their characteristics. Therefore, the main purpose of this chapter was to group, tabulate and

analyze the already gathered research evidences and see the primary data in relation to the secondary data used in the study paper.

Table 2: Characteristics of Participants

	Variables	Teachers		Department heads		Principals		Supervisors		
		No	%	No	%	No	%	No	%	
		Sex	Male	52	72.2	12	100	9	100	2
	Female	20	27.8	-	-	-	-	1	33.3	
Age	21 – 25 years		14	19.4	-	-	-	-	-	-
	26 – 30 years		36	50	6	50	3	25	-	-
	31 – 35 years		8	11.1	3	25	5	41.7	1	33.3
	36 – 40 years		6	8.3	2	16.7	1	8.3	-	-
	41 – 45 years		3	4.2	1	8.3	3	25	1	33.3
	46 – 50 years		3	4.2	-	-	-	-	-	-
	51 and above		2	2.8	-	-	-	-	1	33.3
Qualification	Diploma		-	-	-	-	-	-	-	-
	Bachelor’s Deg.		72	100	12	100	8	66.7	2	66.7
	Master’s deg		-	-	-	-	4	33.3	1	33.3
Specialization	EDPM Major		-	-	-	-	3	25	1	33.3
	Different Subject Fields		72	100	12	100	9	75	2	66.7
	Subject Field of study:	Soc. science	-	-	-	-	6	66.7	2	66.7
		Nat. science	-	-	-	-	3	33.3	1	33.3
Service teaching In	1 – 5 years		22	30.6	4	33.3	-	-	-	-
	6 – 10		36	50	8	66.7	4	33.3	-	-
	11-15		4	5.5	-	-	5	41.7	2	66.7
	16-20		7	9.7	-	-	3	25	1	33.3
	21 and above		3	4.2	-	-	-	-	-	-

As Table 1 Shows, the gender of respondent indicates that 72.2 % of teachers and all of department heads were male. 27.8 % of teachers were females, but 100 % of leaders were males, because there were no female holding leadership positions in the 3 sample schools. Hence, females participation is completely absent in the leadership. Regarding the age distribution of the respondents under item 2, indicates that the majority of the respondents 36 (50%) of teachers and 6 (50%) of department heads are found in the ranges of 26-30 age. This indicates that the majority of teachers and department heads were found in the young age. This implies that they need more assistance and support from the school leaders.

As far as the age of interviewee participants are concerned, majority of the interviewees 5 (41.7%) of principals are found in the ranges of 31-35 age. This indicates that the majority of principals were found in the adult age. The rest most of them were found to be in the range of 26 - 30 (25%), and 41 - 45 (25%) which is believed to be at their young age and adult age respectively.

Regarding the educational level of respondents, the data on the part of teachers reveal that all teachers and head teachers (100%) are bachelor degree holders; this implies that qualified teachers teaching in secondary school of the sub city. On the part of the principals, 75% were bachelor degree holders and 25% were MSC holders. This inferred that the majority of the principals did not satisfy the standard set by MoE (1996) which requires at least MA degree of leadership for secondary school principals. Generally, the Placement of school leaders does not satisfy the standard set by MoE (1996).

In terms of their field of study, (66.7%) of principals were graduated in different social science subject fields and (33%) were from natural science, only 3(25%) were graduated in educational planning and management. As the data shows, majority of schools are not headed by professional principals or they were not assigned to the right position. The key element in school leaderships is the principal. Without well qualified principals, the goal of achieving high standard of educational plans will be threatened (Mc Ewen,E.k 2003).

Item 3 of Table 1 shows 22 (30.6 %) of the teachers and 4 (33.3 %) of the department head respondents had 1 to 5 years experience. Whereas 36 (50%) of the teachers and 8 (66.7 %) of the department head respondents had 6 to 10 years experience. The remaining respondents teachers had 11 to 15 years of experience 4 (5.6%), 16-20 years of experience 7(9.7%), and 21 and above years of experience 3(4.2%). This implies that a (30.6 %) of the teachers and (33.3 %) of the department heads had less experience but the majority of teachers (69.4 %) and (66.7%) of department heads have much experience to provide more support for the school community.

About 33.3% of principals have served 6 to 10 years in teaching and leadership, and 41.7% principals and 66.7% supervisors have served 11 to 15 years, the remaining 25% of principals and 33.3% of supervisors served for 16 to 20 years. Thus, it can be concluded that most leaders included in the study were experienced enough.

With respect to experience level of the interviewees, even if majority of principals and vice-principals reported that they have served more than eleven years as a teacher and educational leadership; greater part of principals and vice principals were assigned from the subject specialist so that they are not qualified in educational leadership.

Table 3: The Recruitment and Selection of Instructional Leaders Related to the Requirement Criteria.

NO	Items	Response										
		Very low		Low		Moderate		High		Very high		
		No	%	No	%	No	%	No	%	No	%	
1	The recruitment criteria of instructional leaders emphasize on experience of leadership.	Teachers	2	2.8	11	15.3	28	38.9	20	27.8	11	15.3
		Department heads	-	-	2	16.7	5	41.7	3	25	2	16.7
		Total	2		13		35		23		12	
2	The recruitment criteria of instructional leaders emphasize on Proper professional qualification.	Teachers	9	12.5	28	38.9	23	31.9	7	9.7	5	6.9
		Department heads	3	25	5	41.7	3	25	1	8.3	-	-
		Total	12		33		26		8		5	
3	The recruitment and selection criterion of instructional leaders doesn't invite any subject teachers with teaching experience.	Teachers	13	18.1	45	62.5	12	16.7	2	2.8	-	
		Department heads	3	25	6	50	2	16.7	1	8.3	-	
		Total	16		52		14		2		-	
4	The required amount of experience to recruitment and selection of instructional leaders is adequate.	Teachers	4	5.6	6	8.3	19	26.4	28	38.9	15	20.8
		Department heads	-	-	-	-	5	41.7	4	33.3	3	25
		Total	4		6		24		32		18	
5	The recruitment and selection criteria of instructional leaders can filter dedicated candidate from others.	Teachers	4	5.6	32	44.4	18	25	9	12.5	9	12.5
		Department heads	-	-	4	33.3	5	41.7	2	16.7	1	8.3
		Total	4		36		23		11		10	
6	There is induction course or short term trainings on job or before assignment for the newly recruited instructional leaders.	Teachers	10	13.9	33	45.8	19	26.4	5	6.9	5	6.9
		Department heads	5	41.7	4	33.3	2	16.7	1	8.3	-	
		Total	15		37		21		6		5	

The above table reveals the extent of instructional leaders' recruitment criteria emphasized on experience of leadership. As seen from the table 3 item 1, 2(16.7%) of the head teachers and 11(15.3%) of the teachers respondents rated this item as very high. However, 3(25%) of the head teachers and 20(27.8) of the teachers respondents rated this item as high, while, 5(41.7%) of the head teachers and 28(38.9) of the teachers rated as moderate. On the contrary, 2(16.7%) of the head teachers, and 11(15.3%) of the teacher respondents believed their endeavor to this activity as low. The rest 2(2.8%) of the teacher respondents rated as very low. The analysis shows that the extents to which of instructional leaders' recruitment criteria emphasized on experience of leadership was found to be average as observed from the total. From this empirical evidence, there is a doubt that the recruitment criteria of instructional leaders' highly emphasized on experience of leadership as perceived by teachers and head teachers as really expected. This also shows that the existence of opinion similarities among the two groups of respondents.

As indicated in the same table item 2, two groups of respondents were asked about the extent to which The recruitment criteria of instructional leaders emphasize on Proper professional qualification, none of the head teachers and 5(6.9%) of the teachers respondents rated this item as very high, while 1(8.3%) of the head teacher and 7(9.7%) of the teachers rated as high. However, 3(25%) of the head teachers and 23(31.9) of the teachers respondents rated this item as moderate. The rest, 8(66.7%) of the head teachers and 37(51.4%) of the teachers respondents rated as low and very low. This analysis shows that the extents to which the recruitment criteria of instructional leaders emphasize on Proper professional qualification was found to be low as observed from the total. However, the important point here is that as revealed by majority of teacher respondents the extent to which the recruitment criteria of instructional leaders emphasize on Proper professional qualification facilitates instructional leaders' on good quality of Instructional leadership practice so as to take immediate corrective measure.

The third item in table 3 above regards with the extents to which the recruitment and selection criteria of instructional leaders doesn't invite any subject teachers with teaching experience. In

this regard, none of the head teachers and the teachers respondents rated it as very high, while 1(8.3%) of the head teachers and 2(2.8%) of the teachers respondents rated the item as high. Contrary to this, 2(16.7%) of the head teachers and 12(16.7%) of the teacher respondents revealed their practices as average. On the other hand, 9(75%) of the head teachers and 58(80.6%) of the teachers respondents rated the item as low and very low. However, the extent of the practices seems low as responded by two groups of respondents from the total.

Concerning the extent of adequacy to which the required amount of experience to recruitment and selection of instructional leaders, 17(58.3%) of the head teachers and 43(59.7%) of the teachers respondents asserted the item as very high and high. On the other hand, 5(41.7%) of the head teachers and 19(26.4%) of the teachers respondents believed their item to this specified activity as moderate. 6(8.3%) of the teachers also rated as low; the rest, 4 (5.6%) of teachers rated the item to the stated activity as very low. The analysis shows that the extent of adequacy to which the required amount of experience to recruitment and selection of instructional leaders was found to be high as observed from the total.

Regarding the extent to which the recruitment and selection criteria of instructional leaders can filter dedicated candidate from others, 3(25%) of the head teachers and 18(25%) of the teachers respondents rated the item as very high and high. However, 5(41.7%) and 18(25%) of the head teachers and teachers rated as average respectively. This also shows that the existence of opinion differences among the two groups of respondents. On the other hand, 4(33.3%) and 36(50%) of the head teachers and teachers respondents illustrated the practices as it was low and very low respectively. The analysis shows that the extent to which the recruitment and selection criteria of instructional leaders filter dedicated candidate from others was found to be low.

The last item in table 3 above regards with the extents to which there is induction course or short term on job trainings before assignment for the newly recruited instructional leaders. In this regard, none of the head teachers and 5(6.9%) of the teachers respondents rated it as very high, while 1(8.3) of the head teachers and 5(6.9) of the teachers respondents rated the item as high.

Contrary to this, 2(16.7%) of the head teachers and 19(26.4%) of the teacher respondents revealed their practices as moderate. On the other hand, 9(75%) of the head teachers and 43(59.7%) of the teachers respondents rated the item as low and very low. However, the extent of the practices seems low as responded by two groups of respondents from the total.

Generally, effort was also made to discover the fact regarding the extent that recruitment and selection criteria of instructional leaders related to the required skill, knowledge, and attitude by interview questions. Accordingly, majority of supervisors respondents during the interview conducted, they stated that even if the criteria requires leadership exposure as department head, unit leader, vice principal and principal, it does not have restrictions between these experiences and the experience of teaching. So any one who is a department head for a month, with the required years of experience in teaching can be a candidate, because of these, the relationship between the criteria and the required skill, knowledge, and attitude for instructional leadership is poor. However, almost majority of principals stated their feeling as they have rare opportunities to participate in this kind of activities; it is not out of sight that the candidates' leadership experience is not related that much to the required skill, knowledge, and attitude. This evidence shows similar views of the two groups' respondents; also the document analyzed in this case shows the same story.

The point here is that the instructional leadership skill, knowledge, and attitude for instructional leadership candidates is expected since they do-establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for students, guiding instruction and so on. The extent to which recruitment and selection criteria of instructional leaders related to the required skill, knowledge, and attitude, helped Effective instructional leadership that directly affect student achievement. But this relation is low and it needs immediate corrective measure.

Table 4: Roles and Responsibilities of Principals

Defining School Mission and Vision

NO	Items		Response									
			Very low		Low		Moderate		High		Very high	
			No	%	No	%	No	%	No	%	No	%
1	skilled in developing future school vision, goal and mission objectives clearly	Teachers	5	6.9	11	15.3	36	50	20	27.8	0	
		Department heads	1	8.3	2	16.7	5	41.7	4	33.3	0	
		Total	6		13		41		24		0	
2	Use data on student academic performance when developing the school's goals	Teachers	9	12.5	33	45.8	18	25	7	9.7	5	6.9
		Department heads	2	16.7	6	50	3	25	1	8.3	0	0
		Total	11		39		21		8		5	
3	Communicate the school's vision, mission and goals effectively to staff, student and parents	Teachers	0		17	23.6	37	51.4	15	20.8	3	4.2
		Department heads	0		3	25	8	66.7	1	8.3	0	
		Total	0		20		45		16		3	
4	capable of setting direction and encouraging the staff towards the achievement of expected goals	Teachers	4	5.6	39	54.2	18	25	11	15.3	2	2.8
		Department heads	1	8.3	5	41.7	3	25	3	25	0	0
		Total	5		44		21		14		2	
5	Frame the school's goals in terms of staff responsibilities for meeting them	Teachers	0	0	14	19.4	41	56.9	11	15.3	6	8.3
		Department heads	0	0	2	16.7	7	58.3	2	16.7	1	8.3
		Total	0	0	16		48		13		7	
6	Refer to the school's goals when making curricular and instructional decisions	Teachers	5	6.9	48	66.7	19	26.4	0	0	0	0
		Department heads	1	8.3	5	41.7	6	50	0	0	0	0
		Total	6		53		25		0		0	

In the first item, Participants were asked to indicate the extent to which instructional leaders' skills in developing future school vision, goal and mission objectives clearly. The data presented in Table 4 demonstrate that the largest group of respondents 5(41.7%) of the head teachers and 36(50 %) of the teachers respondents rated the item as moderate level, the next largest group was 4 (33.3%) of the head teachers and 20(27.8%) of the teachers respondents rated the item as high level. The rest of the head teachers and the teachers' respondents said the item was very at low level and very low level respectively. The analysis shows that the extent to which instructional leaders' skilled in developing future school vision, goal and mission objectives clearly at moderate level. 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.).

As indicated in item 2 from the table, majority of the head teachers 6(50%) and teachers 33(45.8%) agreed that School principals used data on student academic performance when developing the school goals at low level.

With regard to item 3 from the table above 8(66.7%) of the head teachers and 37(51.4%) of the teachers respondents agreed that the extent of the principals communicate the school's vision, mission and goals effectively to staff, student and parents at moderate level.

In the theoretical aspect 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 Edmonds, 1982). Both formal communication channels (e.g. displaying on 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)

Interview with supervisors' suggested that school principals try to make obvious the cascaded mission, vision and objectives from education bureau at the beginning of the academic year, but this does not create awareness because the practices done just for a show and report; it is not performed by knowledge, enthusiasm and integrity. Similarly, interview with principals and vice principals suggested that the cascaded and adapted school mission, vision and objectives were posted on observable place but the school society have big gap in giving attention, understanding and implementing them. Also the analyzed brochures, banners and notices assure these. Krug (1992) 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. Therefore, the school principals could create awareness in a consistent manner at the beginning of the academic year on the mission, vision and objectives.

As described in item 4 from the table above, the majority 5(41.7%) of the head teachers and 39(54.2%) of the teachers respondents agreed that the extent of principals capable of setting direction and encouraging the staff towards the achievement of expected goals at low level and the next majority of head teachers 3(25%) and 18 (25%) teachers respondents rated the item as moderate level.

Regarding the extent to which principals frame the school's goals in terms of staff responsibilities for meeting them from the table above, the majority 7(58.3%) of the head teachers and 39(56.9%) of the teachers respondents rated the item as moderate level and the next majority of head teachers respondents 2(16.7%) and 14 (19.4%) teachers respondents rated the item as low 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).

As illustrated in item 6 of the same table above, 5(41.7%) of the head teachers and majority 48(66.7%) of the teachers respondents rated that principals who refer to the school's goals when making curricular and instructional decisions are at low level. On the other hand, 6(50%) of the head teachers and 19(26.4%) of the teachers respondents illustrated the practices as it was at

moderate level. This also shows that the existence of opinion differences among the two groups of respondents.

Table 5: Managing Curriculum and Instruction

NO	Items	Response										
		Very low		low		Moderate		High		Very high		
		No	%	No	%	No	%	No	%	No	%	
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum	Teachers			14	19.4	35	48.6	21	29.2	2	2.8
		Department heads			2	16.7	7	58.3	3	25		
		Total			16		42		24			
2	Check periodically students result in order to ensure the effective implementation of the curriculum	Teachers	6	8.3	39	54.2	23	31.9	4	5.6		
		Department heads	1	8.3	6	50	4	33.3	1	8.3		
		Total	7		45		27		5			
3	Encourage and provide the necessary support to departments and teachers to periodically evaluate and comment for curriculum improvement.	Teachers	4	5.6	31	43.1	22	30.6	15	20.8		
		Department heads	1	8.3	5	41.7	4	33.3	2	16.7		
		Total	5		36		26		17			
4	Evaluating the effectiveness of instructional program in achieving school goals	Teachers	7	9.7	18	25	29	40.3	13	18.1	5	6.9
		Department heads	1	8.3	6	50	4	33.3	1	8.3		
		Total	8		24		33		14			
5	Prevent instructional time from disruptions (external and/or internal)	Teachers	0	0	5	6.9	12	16.7	48	66.7	7	9.7
		Department heads	0	0	0	0	2	16.7	7	58.3	3	25
		Total	0		5		14		55		10	
6	Consider the factors affecting teaching (nature of the subject no of preparations etc) while assigning tasks for teachers	Teachers			4	5.6	17	23.6	39	54.2	13	18.1
		Department heads			0		1	8.3	5	41.7	6	50
		Total			4		18		44		19	
7	Schedule co – curricular activities in support of the formal instructional process	Teachers			9	12.5	35	48.6	24	33.3	4	5.6
		Department heads			2	16.7	6	50	3	25	1	8.3
		Total			11		41		27		5	

As depicted in item 1 from the table above, the majority 7(58.6%) of the head teachers and majority 35(48.3%) of the teachers respondents rated that the extent of principals coordinate the curriculum evaluation process of the school to address problems related to the curriculum is seen at moderate level. and the next majority of head teachers respondents 3(25%) and 21 (29.2%) teachers respondents rated the item as high level.

With regard to item 2 from the table above, the majority 7(58.3%) of the head teachers and 45(62.5%) of the teachers respondents rated that the extent to Check periodically students result in order to ensure the effective implementation of the curriculum is at low and very low level. The next majority of head teachers respondents 4(33.3%) and 23 (31.9%) teachers respondents rated the item as moderate level.

As indicated in item 3 of the same table above, the majority 6(50%) of the head teachers and 35(48.7%) of the teachers respondents rated that the extent to encourage and provide the necessary support to departments and teachers to periodically evaluate and comment for curriculum improvement at low and very low level. and the next majority of head teachers respondents 4(33.3%) and 23 (30.6%) teachers respondents rated the item as moderate level.

The two groups of respondents in the table above were also asked to indicate their views on the extent to which evaluating the effectiveness of instructional program in achieving school goals. Accordingly in table 5 item 4, the largest group 4(33.3%) and 29(40.3%) of the head teachers and teachers respondents revealed that effectiveness of instructional program in achieving school goals is moderate respectively. However, the next largest group 7(58.3%) and 32(44.4%) of the head teachers and teachers respondents rated the effectiveness of instructional program in achieving school goals as low and very low respectively. This implies that the conditions in schools are not constructive for students' improvement in the desired way. Ultimately, this condition affects classroom instructions and students achievement.

The fifth item in table 5, is the extent to which principals prevent instructional time from disruptions (external and/or internal), the majority 7(58.3%) of the head teachers and 48(66.7%)

of the teachers respondents rated as high respectively. The analysis shows that the extent to which principals Prevent instructional time from disruptions (external and/or internal), was found to be high as observed from the total. This implies that the principals' practices were found in a way to benefit students though as expected.

As can be observed from item 6 of the same table, 5(41.7%) of head teachers and the majority 39(54.2%) of teachers rated that the extent to which principals consider the factors affecting teaching (nature of the subject no of preparations etc) while assigning tasks for teachers is at high level while the majority of head teachers respondents 6(50%) and 13 (18.1%) teachers respondents rated the item as a very high level. The analysis shows that the extent to which principals consider the factors affecting teaching (nature of the subject no of preparations etc) while assigning tasks for teachers, was found to be high as observed from the total. This implies that the principals' practices are likely to benefit teachers.

As it was shown in item 7 of table 5, the extent to which Schedule co – curricular activities in support of the formal instructional process, 6(50%) and 35(48.6%) of the head teachers and teachers respondents rated as moderate level respectively and the next largest group 3(25%) and 24(33.3%) of the head teachers and teachers respondents were rated the Schedule co – curricular activities in support of the formal instructional process as high level respectively. The analysis shows that the extent to which scheduling co–curricular activities in support of the formal instructional process at school level was found to be moderate as observed from the total. From this analysis one can infer that, the support given for co – curricular activities at school level was very limited.

Similarly the effort was also made to discover the fact regarding the extent of principals managing curriculum and instruction by interview questions. Accordingly, supervisors respondents during interview conducted they were stated that in order to ensure the effective implementation of the curriculum principals did not guide teachers to adapt the curriculum to the condition of the school, and they were also suggested that principals did not engage in evaluating

text books and teachers guide, Schedule and follow co – curricular activities in support of the formal instructional process and Evaluate the effectiveness of instructional program in achieving school goals in satisfactory level, because of routine administrative tasks. But in the other hand the majority of principals suggested that they guide teachers to develop annual, semester and other plans which are important to implement the curriculum, and Coordinate co – curricular clubs at the beginning of the year also they suggested that preventing instructional time from disruptions is their day to day activity, this also confirmed by records like minutes, internal supervision records, feedbacks, reports, and warning notices posted on the school board.

A strong instructional leadership is mandatory in order to create effective school that makes a difference to both teachers and students through their skills as instructional leader (Dimmock, 1993).

The point here is that main duty of any instructional leader is managing curriculum and instruction to create effective learning environments, building support systems for students and teachers, guiding instruction and so on. The extent to which guiding teachers to adapt the curriculum to the condition of the school, engaging in evaluating text books and teachers guide, Schedule and follow co – curricular activities in support of the formal instructional process and Evaluate the effectiveness of instructional program in achieving school goals helped Effective instructional leadership that directly affect student achievement. But this relation is also needs immediate corrective and improving measure.

Table 6: Supervising and Evaluating the Instruction

NO	Items		Response									
			Very low		low		Moderate		High		Very high	
			No	%	No	%	No	%	No	%	No	%
1	Make classroom visits for the purpose of improving instructional process	Teachers	4	5.6	16	22.2	45	62.5	7	9.7		
		Department heads	1	8.3	2	16.7	8	66.7	1	8.3		
		Total	5		18		53		8			
2	Give adequate time after class visit to discuss the problems and plan improvement together	Teachers	6	8.3	38	52.8	25	34.7	3	4.2		
		Department heads	1	8.3	6	50	4	33.3	1	8.3		
		Total	7		44		29		4			
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction	Teachers	7	9.7	18	25	43	59.7	4	5.6		
		Department heads	2	16.7	3	25	6	50	1	8.3		
		Total	9		21		49		5			
4	Use teaching staff meetings to discuss curricular and instructional issues	Teachers	3	4.2	39	54.2	17	23.6	10	13.9	3	
		Department heads	1	8.3	6	50	4	33.3	1	8.3	0	
		Total	4		45		21		11		3	
5	Encourage teachers to use different instructional methods	Teachers	3	4.2	11	15.3	42	58.3	11	15.3	5	6.9
		Department heads	0	0	4	33.3	7	58.3	1	8.3	0	0
		Total	3		15		49		12		5	
6	Make regular follow-up and feedback to teachers	Teachers	8	11.1	49	68.1	12	16.7	3	4.2		
		Department heads	3	25	7	58.3	2	16.7	0	0		
		Total	11		56		14		3			

As can be observed from item 1, the majority, 8(66.7%) of the head teachers and 45(62.5%) of the teachers respondents agreed that the extent of principals Make classroom visits for the purpose of improving instructional process is at moderate level.

With regard to item 2 of the same table above about 6(50%) of the head teachers and 38(52.8%) of the teachers respondents agreed that the extent of principals give adequate time after class visit to discuss the problems and plan improvement together at low level.

Regarding the extent to which principals hold regular meetings with each department for the purpose of improving curriculum and instruction 6(50%) and 43(59.7%) of the head teachers and teachers expressed the endeavor as moderate respectively. While the next majority 3(25%) and 18(25%) of the head teachers and teachers respondents viewed it as low respectively. The above analysis shows that the current principals' practice pertaining to this activity was found to be moderate as viewed from the total. Therefore, ensuring regular meetings with each department for the purpose of improving curriculum and instruction seems necessary and it has to be in a very constructive and sufficient way.

As can be observed from item 4 of the same table, the majority 6(50%) of head teachers and 39(54.2%) of teachers rated that the extent to which principals use teaching staff meetings to discuss curricular and instructional issues at low level. And the next majority of head teachers respondents 4(33.3%) and 17 (23.6%) teachers respondents rated the item as a moderate level. The analysis shows that the extent to which principals use teaching staff meetings to discuss curricular and instructional issues was found to be low as observed from the total. This implies that the principals' practice is likely to harm instruction.

As depicted in table 6 above, 7(58.3%) and 42(58.3%) of the head teachers and teachers respondents indicated that the extent to which principals encourage teachers to use different instructional methods was moderate respectively. While the next majority 4(33.3%) and 11(15.3%) of the head teachers and teachers respondents rated as low respectively. The analysis

shows that, the extent to which principals encourage teachers to use different instructional methods was moderate respectively. From the above analysis, one can conclude that there was a limitation of encouraging teachers to use different instructional methods in order to improve learning and students achievement.

The last item in table 6, is the extent to which principals make regular follow-up and feedback to teachers, the majority 7(58.3%) of the head teachers and 49(68.1%) of the teachers respondents rated as low respectively. On the other hand, the next majority 2(16.7%) of the head teachers and 12(16.7%) of the teachers respondents rated as moderate respectively.

Also questions was made to supervisors respondents about principals habit of Supervising and Evaluating the Instruction during interview conducted they were stated that in order to improve instructional process and ensure the effective implementation of the curriculum even if principals Make classroom visits seldom they did not Give adequate time after class visit to discuss the problems and plan improvement together, and they were also suggested that principals did not engage in Making regular follow-up and give feedback to teachers; jest they made the classroom visits for the sake of identifying the teachers performance and formality.

In the contrary the majority of principals suggested that they made classroom visits and give adequate time after class visit to discuss the problems but they mentioned not planning improvement together as limitation. To verify these two contrary ideas of supervisors and principals from the document, records like minutes, internal supervision records, feedbacks, and check lists, were used and the researcher couldn't get documents that confirm response of the principals.

The point here is that there was a limitation in Principals practice of Supervision and Evaluation of Instruction in order to improve teaching and learning process and students' achievement. So it needs corrective measure.

Table 7: Monitoring Instructional Programs

NO	Items	Response										
		Very low		low		moderate		High		Very high		
		No	%	No	%	No	%	No	%	No	%	
1	The school leader monitors and evaluates the effectiveness of curriculum, instruction and assessments.	Teachers	0		7	9.7	53	73.6	12	16.7		
		Department heads	0		4	33.3	5	41.7	3	25		
		Total			11		58		15			
2	Meet individually with teachers to discuss students academic progress	Teachers	13	18.1	44	61.1	11	15.3	4	5.6		
		Department heads	4	33.3	5	41.7	2	16.7	1	8.3		
		Total	17		49		13		5			
3	Use test result to assess progress toward school goals	Teachers	3	4.2	17	23.6	33	45.8	15	20.8	4	5.6
		Department heads	1	8.3	3	25	5	41.7	3	25	0	
		Total	4		20		38		18		4	
4	Inform the school's performance result to teachers in a report form after effective monitoring of the activities	Teachers	3	4.2	9	12.5	45	62.5	15	20.8		
		Department heads	1	8.3	3	25	6	50	2	16.7		
		Total	4		12		51		17			
5	Maintain close contact with instructional process	Teachers	2	2.7	16	22.2	38	52.8	12	16.7	4	5.6
		Department heads	0		1	8.3	7	58.3	3	25	1	8.3
		Total	2		17		45		15		5	

Regarding the views of respondents to item 1 from the table above on the extent to which the school leader monitors and evaluates the effectiveness of curriculum, instruction and assessments, 5(41.7%) of the head teachers and 53(73.6%) of the teachers respondents rated at moderate level. The analysis reveals that the extent to which the school leader monitors and evaluates the effectiveness of curriculum, instruction and assessments was found to be moderate as observed from the total.

With regard to item 2 of the same table above about 5(41.7%) of the head teachers and 44(61.1%) of the teachers respondents agreed that the extent to which principals meet individually with teachers to discuss students academic progress is at low level.

As can be observed from item 3 the majority, 5(41.7%) of the head teachers and 33(45.8%) of the teachers respondents rated that the extent of principals use test result to assess progress towards school goals at moderate level, while the next majority 3(25%) and 17(23.6%) of the head teachers and teachers respondents rated as low respectively. The analysis shows that, the extent to which principals use test result to assess progress toward school goals was found to be moderate as observed from the total.

As described in item 4 from the table above, the majority 6(50%) of the head teachers and 45(62.5%) of the teachers respondents agreed that the extent of principals inform the school's performance result to teachers in a report form after effective monitoring of the activities was at moderate level.

As described in the last item from the table above, the majority 7(58.3%) of the head teachers and 38(52.8%) of the teachers respondents agreed that the extent of principals maintain close contact with instructional process was at moderate level.

Interviews with supervisors suggested that the extent of principals practice monitoring and evaluating Instructional Programs was weak. Even if they Use test result to assess progress toward school goals at the end there is a limitation in discussing constantly with teachers on students academic progress. Also they were stated that the practice of principals in order to improve Effectiveness of the curriculum though monitoring was not satisfactory

Also questions was made to principals respondents during interview conducted they were stated that in order to monitor and evaluate Instructional Programs they made classroom visits, check lesson plans, give advice to students and follow up the class from disruption.

In document analysis Even if there was classroom visits records, lesson plans check list, class disruption form and such like documents the researcher couldn't get records that demonstrate that supervise Effectiveness of curriculum, instruction and assessments.

Table 8: Promoting Conducive School Learning Climate

NO	Items	Response										
		Very low		Low		Moderate		high		Very high		
		No	%	No	%	No	%	No	%	No	%	
1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school	Teachers	6	8.3	38	52.8	24	33.3	4	5.6		
		Department heads	0		6	50	5	41.6	1	8.3		
		Total	6		44		29		5			
2	Create positive environment in which good working relationship exist.	Teachers	0		6	8.3	37	51.4	29	40.3		
		Department heads	0		1	8.3	5	41.7	6	50		
		Total			7		42		35			
3	Establish a productive working relationship with the community.	Teachers	7	9.7	43	59.7	17	23.6	5	6.9		
		Department heads	2		7	58.3	3	25	0	0		
		Total	9		50		20		5			
4	Advocate school environment conducive to student achievements.	Teachers	0		3	4.2	25	34.7	31	43.1	13	18.1
		Department heads	0		1	8.3	4	33.3	5	41.7	2	16.7
		Total			4		29		36		15	
5	Encourage a culture of trust between school leaders and teaching staff	Teachers	0	0	3	4.2	27	37.5	33	45.8	9	12.5
		Department heads	0	0	0		4	5.6	7	58.3	1	8.3
		Total	0		3		31		40		10	

As depicted in item 1 from the table above the majority 6(50%) of the head teachers and 38(52.8%) of teachers respondents rated that the extent of principals establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school is at low level.

With regard to item 2 of the same table the majority 5(41.7%) of the head teachers and 37(51.4%) of teachers respondents rated that the extent of principals in creating positive environment in which good working relationship exist is put at moderate level. While the next majority 6(50%) and 29(40.3%) of the head teachers and teachers respondents rated it as high respectively. The analysis shows that, the extent to which principals create positive environment in which good working relationship exist at moderate level as observed from the total.

As indicated in item 3 from the above table the majority 7(58.3%) of the head teachers and 43(59.7%) of teachers respondents rated that the extent of principals Establish a productive working relationship with the community at low level.

As can be observed from item 4 of the same table, about 5(41.7%) of the head teachers and 31(43.1%) of teachers respondents rated that the extent of principals Advocate school environment conducive to student achievements at high level.

As depicted in item 5 in the table above, 7(58.3%) and 33(45.8%) of the head teachers and teachers respondents indicated that the extent to which principals encourage a culture of trust between school leaders and teaching staff was high respectively. While the next majority 4(33.3%) and 27(37.5%) of the head teachers and teachers respondents were rated as moderate respectively. The analysis shows that, the extent to which principals encourage a culture of trust between school leaders and teaching staff was found to be high as observed from the total.

Also supervisors and principals respondents during interview conducted they were stated that in order to Promoting a Conducive School Learning Climate school principals practice were encouraging they tried to create positive environment in which good working relationship exist

by providing materials for teaching and learning, Encourage a culture of trust between school teaching staff, and avoid disruptive factors from the school. But still they agree the students achievement not yet improved. So this shows that principals should be focus on teaching learning process. The paramount focus of instructional leadership is to foster students' attainment of basic core skills and knowledge (Leithwood, Harris, & Hopkins, 2008).

Table 9: Professional Skill Development

NO	Items		Response									
			Very low		Low		Moderate		high		Very high	
			No	%	No	%	No	%	No	%	No	%
1	Identify the professional development needs of teachers	Teachers			14	19.4	16	22.2	39	54.2	3	4.2
		Department heads			2	16.7	3	25	5	41.7	2	16.7
		Total			16		19		44		5	
2	Provide adequate time for professional skill development	Teachers	4	6.9	51	70.8	11	15.3	6	8.3		
		Department heads	1	8.3	6	50	3	25	2	16.7		
		Total	5		57		14		8			
3	Organize professional skill development opportunity for all staff	Teachers	5	6.9	12	16.7	32	44.4	21	29.2	2	2.9
		Department heads	2	16.7	2	16.7	4	33.3	3	25	1	8.3
		Total	7		14		36		24		3	
4	Play an active role in facilitating teachers professional skill development	Teachers	13	18.1	41	56.9	9	12.5	9	12.5		
		Department heads			7	58.3	3	25	1	8.1		
		Total	13		48		12		10			
5	Encourage teachers to collaborate with surrounding schools for experience sharing.	Teachers			13	18.1	37	51.4	17	23.6	5	6.9
		Department heads			1	8.3	7	58.3	2	16.7	2	16.7
		Total			14		44		19		7	

As it is illustrated in the table above, item 1, 5(33.3%) of the head teachers and 39(54.2%) of the teachers respondents rated as high level on the issue that principals Identify the professional development needs of teachers. While the next majority 3(25%) of the head teachers and 16(22.2%) of the teachers respondents revealed their responses as moderate level. The above analysis reveals that the extent to which principals identify the professional development needs of teachers was found to be high as observed from the total.

As it is indicated in the table above item 2, the extent to which principals Provide adequate time for professional skill development, 6(50%) of the head teachers and 51(70.8%) of the teachers respondents were rated at low level; The above analysis reveals that the extent to which principals Provide adequate time for professional skill development, was found to be at low level as observed from the total. This implies that principals could not provide adequate time in the desired level.

According to the same table above item 3, the extent to which principals organize professional skill development opportunity for all staff, 4(33.3%) of the head teachers and 32(44.4%) of the teachers respondents were rated at moderate level; While the next great number 3(25%) of the head teachers and 21(29.2%) of the teachers respondents revealed their responses as high level. The above analysis reveals that the extent to which principals organize professional skill development opportunity for all staff was found to be high as observed from the total.

As we can seen in the table above item 4 Play an active role in facilitating teachers' professional skill development the great number of the head teachers 7(58.3%) and 41(56.9%) of the teachers respondents were rated as low level.

As described in the last item from the table above, the majority 7(58.3%) of the head teachers and 37(51.4%) of the teachers respondents rated that the extent of principals encourage teachers to collaborate with surrounding schools for experience sharing was at moderate level.

In addition, Interviews with supervisors suggested that school principals concerning their role of Instructional leadership dimensions, principals are not spending their academic time for proper work but they mostly consume the time for routine tasks which is another biggest problem in principals' work. Principals are not following their procedure to use their time in a proper and wise way. Principals and vice principals also confirm that there is a routine duty to do every day. Because of this, the extent of supervising instruction, monitoring student progress and promoting school learning climate was not as expected.

According to supervisors and principals respondents during interview conducted they were stated that in order to ensure the professional skill development principals did identify the professional development needs of teachers and also organize professional skill development but because of the absence of continues follow up and not Provided suitable and adequate time ,its result is not satisfactory. The documents analyzed in this case also confirm the professional skill development plan of many teachers didn't achieve its goal.

Table 10: Teachers' Involvement in Instructional Leadership

No	Item	Responses										
		Very low		Low		Moderate		high		Very high		
		No	%	No	%	No	%	No	%	No	%	
1	Identify the professional development needs of themselves	Teachers					7	9.7	37	51.4	28	38.9
		Department heads					1	8.3	8	66.7	3	25
		Total					8		45		31	
2	Ensure open and two-way communication within the classroom	Teachers					5	6.9	38	52.8	29	40.3
		Department heads					1	8.3	5	41.6	6	50
		Total					6		43		35	
3	Play an active role in facilitating students learning through different co-curricular activities.	Teachers	2	16.7	16	22.2	39	54.2	13	18.1	3	4.2
		Department heads	0		2	16.7	7	58.3	3	25	0	
		Total	2		18		46		16		3	
4	Encourage students to work together with their partners in group activities.	Teachers					11	15.3	41	56.9	20	27.8
		Department heads					3	25	6	50	3	25
		Total					14		47		23	
5	Make classroom visits for the purpose of improving instructional process to newly deployed teachers.	Teachers					19	26.4	31	43.1	22	30.6
		Department heads					3	25	5	41.7	4	33.3
		Total					22		36		26	
6	Make classroom visits for the purpose of improving instructional process by sharing experience with partners.	Teachers					38	52.8	21	29.2	13	18.1
		Department heads					7	58.3	4	33.3	1	8.3
		Total					45		25		14	

As can be seen in the table above item 1, the great number 8(66.7%) of the head teachers and 37(51.4%) of the teachers respondents rated that the extent of teachers Identify the professional development needs of themselves at high level. On the other hand, the next greater number

3(25%) of the head teachers and 28(38.9%) of the teachers respondents revealed as very high. The analysis shows that the extent to which teachers identify the professional development needs of them was found to be in a better way as observed from the total.

With regard to item 2 of the same table above about 5(41.7%) of the head teachers and 38(52.8%) of the teachers respondents rated that the extent of teachers ensure open and two-way communication within the classroom at high level.

As can be observed from item 3 the majority, 7(58.3%) of the head teachers and 39(54.2%) of the teachers respondents rated that the extent of teachers Play an active role in facilitating students learning through different co-curricular activities at moderate level, While the next majority 2(16.7%) and 16(22.2%) of the head teachers and teachers respondents rated as low respectively. The analysis shows that the extent to which teachers plays an active role in facilitating students learning through different co-curricular activities was found to be moderate as observed from the total.

As described in item 4 from the table above, the majority 6(50%) of the head teachers and 41(56.9%) of the teachers respondents rated that the extent of teachers Encourage students to work together with their partners in group was at high level.

In the above table item 5, the respondents were asked to indicate the extent to which teachers Make classroom visits for the purpose of improving instructional process to newly deployed teachers. In this regard, 5(41.7%) of the head teachers and 31(43.1%) of the teachers were rated as high with the stated statement, while the next great number 4(33.3%) of the head teachers and 22(30.6%) of the teachers respondents were rated it as very high. The analysis shows that, the extent to which teachers Make classroom visits for the purpose of improving instructional process to newly deployed teachers was found to be high as observed from the total.

As depicted in table 6 above, 7(58.3%) and 42(58.3%) of the head teachers and teachers respondents indicated that the extent to which teachers Make classroom visits for the purpose of

improving instructional process by sharing experience with partners was moderate respectively. While the next majority 4(33.3%) and 11(15.3%) of the head teachers and teachers respondents were rated as high respectively. The analysis shows that, the extent to which teachers Make classroom visits for the purpose of improving instructional process by sharing experience with partners was found to be moderate as observed from the total.

Similarly the effort was also made to discover the fact regarding the Teachers' involvement in instructional leadership by interview questions. Accordingly, supervisors respondents during interview conducted they were stated that in order to ensure the involvement of Teachers' in instructional leadership they participate as department heads, mentor, and home room teacher and share their experience to newly deployed teachers and also they identify the professional development needs of themselves but there is a gap in practicing the identified needs. In addition even if they take the responsibility to coordinate co-curricular activities they didn't play an active role in facilitating students learning through different co-curricular activities; principals also agreed with this suggestion. To ensure this it needs continues and strong follow up.

Table 11: Major Problems That Hinder the Actual Practice of Instructional Leadership

NO	Items		Response									
			Very low		Low		Moderate		high		Very high	
			No	%	No	%	No	%	No	%	No	%
1	Inability to Provide adequate professional supervision to teachers.	Teachers	3	4.2	18	25	41	56.9	10	13.9		
		Department heads	1	8.3	2	16.7	8	66.7	1	8.3		
		Total	4		20		49		11			
2	Influenced by administrative work rather than instructional practice.	Teachers			3	4.2	25	34.7	38	52.8	6	8.3
		Department heads			0		1	8.3	8	66.7	3	25
		Total			3		25		46		9	
3	Inability to Overcome change resistance of their school.	Teachers	3	4.2	20	27.8	43	59.7	6	8.3		
		Department heads	0		4	33.3	6	50	2	16.7		
		Total	3		24		49		8			
4	Invite teachers to Participate in decision making.	Teachers	5	6.9	25	34.7	39	54.2	3	4.2		
		Department heads	1	8.3	2	16.7	7	58.3	2	16.7		
		Total	6		27		46		5			
5	Delegate jobs to teachers and administrative staff.	Teachers	3	4.2	18	25	46	63.9	5	6.9		
		Department heads	0		4	33.3	7	58.3	1	8.3		
		Total	3		22		53		6			
6	Inability to Follow and check the delegated duty.	Teachers	10	13.9	49	68.1	8	11.1	5	6.9		
		Department heads	3	25	5	41.7	2	16.7	2	16.7		
		Total	13		54		10		7			
7	Has adequate knowledge of pedagogy.	Teachers			14	19.4	42	58.3	11	15.3	5	6.9
		Department heads			4	33.3	6	50	1	8.3	1	8.3
		Total	3		15		49		12		5	
8	Trusted by teachers in make right, fair and significant decisions.	Teachers	3	4.2	40	55.6	22	30.6	7	9.7		
		Department heads	0		7	58.3	4	33.3	1	8.3		
		Total	3		47		26		8			
9	Maintain adequate evidence to reward good performance and guide or penalize the poor one.	Teachers	3	4.2	44	61.1	21	29.2	4	5.6		
		Department heads	0		7	58.3	3	25	2	16.7		
		Total	3		51		24		6			

The first item in the above table 11 was presented to identify the extent of instructional leadership Provide adequate professional supervision to teachers. As clearly seen from this table none of the respondents rated very high. However, 1(8.3%) of the head teachers and 10(13.9) of the teachers respondents rated this item as high, while, 8(66.7%) of the head teachers and 41(56.9) of the teachers were rated as moderate. On the contrary, 2(16.7%) of the head teachers, and 18(25%) of the teacher respondents believed their endeavor to this activity as low. The rest 1(8.3%) of the head teachers and 3(4.2%) of the teachers respondents rated as very low. The analysis shows that the extents to which of instructional leaders' Provide adequate professional supervision to teachers was found to be average as observed from the total.

As indicated in the same table item 2, two groups of respondents were asked about the extent to which principals Influenced by administrative work rather than instructional practice., 3(25%) of the head teachers and 6(18.3%) of the teachers respondents rated this item as very high, while 8(66.7%) of the principals and 38(52.8%) of the teachers rated as high. However, 1(8.3%) of the head teachers and 25(34.7%) of the teachers respondents rated this item as moderate. In contrast, none of the head teachers and 3(4.2%) of the teachers respondents rated as low and none of the respondents rated very low. This analysis shows that the extents to which principals Influenced by administrative work rather than instructional practice was found to be high as observed from the total. However, the important point here is that as revealed by majority of teacher respondents the extent to which principals Influenced by administrative work rather than instructional practice is one of the challenges that hinder instructional leadership practice.

The third item in table 11 above regards with the extents to which instructional leaders Overcome change resistance of their school. In this regard, none of the head teachers and the teachers respondents rated it as very high, while 2(16.7%) of the head teachers and 6(8.3%) of the teachers respondents rated the item as high. Contrary to this, 6(50%) of the head teachers and 43(59.7%) of the teacher respondents were revealed their practices as average. On the other hand, 4(33.3%) of the head teachers and 20(27.8%) of the teachers respondents rated the item as

low. None of the head teachers and 3(4.2%) of teachers respondents rated the item as very low. However, the extent of the practices appears average as responded by two groups of respondents from the total.

Concerning the extent of principals invite teachers to Participate in decision making; none of the respondents were asserted the item as very high. However, 2(16.7%) of the head teachers and 3(4.2%) of the teacher respondents were viewed the item to the stated activity as high. On the other hand, 7(58.3%) of the head teachers and 39(54.2%) of the teachers respondents believed their item to this specified activity as moderate. 2(16.7%) of the head teachers and 25(34.7%) of the teachers rated as low. The rest 1(8.3%) of head teachers and 5(6.9%) of the teachers were rated as very low. The analysis shows that the extent of principals invite teachers to participate in decision making was found to be moderate as observed from the total.

Regarding the extent to which principals delegate jobs to teachers and administrative staff, none of the respondents rated the item as very high, while 1(8.3%) of the head teachers and 5(6.9%) of the teachers rated as high. However, 7(58.3%) and 46(63.9%) of the head teachers and teachers were rated as average respectively. On the other hand, 4(25%) and 18(33.3%) of the head teachers and teachers respondents demonstrated the practices as it was low respectively. The rest none of the head teachers and 3(4.2%) of the teachers respondents said the practices was very low. The analysis shows that the extent to which principals delegate jobs to teachers and administrative staff was found to be average.

The next item in table 11 above regards with the extents to which principals Follow and check the delegated duty. In this regard, none of the respondents rated it as very high, while 2(16.7) of the head teachers and 5(6.9) of the teachers respondents rated the item as high. Contrary to this, 2(16.7%) of the head teachers and 8(11.1%) of the teacher respondents were exposed this practices as moderate. On the other hand, 5(41.7%) of the head teachers and 49(68.1%) of the teachers respondents rated the item as low. The rest 3 (25%) and 10(13.9%) of the head teachers

and teachers respondents rated the item as very low. However, the extent of the practices seems low as responded by two groups of respondents from the total.

As indicated in table 11 item 8, concerning the extent of principals knowledge of pedagogy, 1(8.3%) of the head teachers and 5(6.9%) of the teachers respondents rated it as very high, while 1(8.3%) of the head teachers and 11(15.3%) of the teachers respondents rated the item as high. Contrary to this, 6(50%) of the head teachers and 42(58.3%) of the teacher respondents were revealed the item as average. On the other hand, 4(33.3%) of the head teachers and 14(19.4%) of the teachers respondents rated the item as low, and none of the respondents rated the item as very low. However, the extent of the principals' knowledge of pedagogy appears average as responded by two groups of respondents from the total.

Concerning the extent of principals Trusted by teachers in make right, fair and significant decisions; none of the respondents were asserted the item as very high. However, 1(8.3%) of the head teachers and 7(9.7%) of the teacher respondents were viewed the item as high. On the other hand, 4(33.3%) of the head teachers and 22(30.6%) of the teachers respondents believed this item as moderate. However, 7(58.3%) of the head teachers and 40(55.6%) of the teachers rated as low, and none of head teachers and 3(4.2%) of the teachers were rated as very low. The analysis shows that the extent of principals Trusted by teachers in make right, fair and significant decisions was found to be low as observed from the total.

Regarding the extent to which principals Maintain adequate evidence to reward good performance and guide or penalize the poor one, none of the respondents rated the item as very high, while 2(16.7%) of the head teachers and 4(5.6%) of the teachers rated as high. However, 3(25%) and 21(29.2%) of the head teachers and teachers were rated as average respectively. On the other hand, 7(58.3%) and 44(61.1%) of the head teachers and teachers respondents demonstrated the practices as it was low respectively. The rest none of the head teachers and 3(4.2%) of the teachers respondents said the practices was very low. The analysis shows that the

extent to which principals Maintain adequate evidence to reward good performance and guide or penalize the poor one was found to be low.

According to, supervisors' respondents during interview conducted the Major problems that hinder the actual practice of instructional leadership was skill, knowledge, and attitude gap for instructional leadership and the Influence of administrative work. In addition to this the routine managerial tasks cascaded from the education bureau, absence of commitment showed in many teachers, students loss of motivation and discipline and parents poor involvement in their children learning were mentioned. Also principals agree in this suggestion.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

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

The purpose of the study was to assess the practices and challenges of instructional leadership in government secondary schools of Akaki kality sub city in Addis Ababa. Hence, based on the identified problems, possible solutions were forwarded. In order to achieve the objective, the researcher started the study by formulating the following basic questions.

1. What are the current practices of instructional leadership activities in the schools under study?
2. What are the challenges faced by leaders on performing effective instructional leadership in the schools under study?
3. To what extent do the recruitment and selection of instructional leaders fit to the requirement?
4. To what extents do the actual roles and responsibilities of instructional leaders correspond to required standards reset by MoE?
5. To what extent do teachers involve in instructional leadership?

To this effect, the study was conducted in randomly selected 3 government secondary schools of Akaki kality sub city namely; Kality, Beseka and Ethio-Japan secondary schools. Consequently, 77 teachers, 12 department heads were selected as a sample by using simple random techniques. 3 principals, 9 vice principals and 3 supervisors were taken as sample through availability sampling method. For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Accordingly, A total of 89 copies of a questionnaire were prepared and distributed; 77 copies of a questionnaire were distributed for teachers and 12 copies distributed for department heads. From the distributed questionnaires, 5

teachers did not return the questionnaires. And this reduces the sample size of teachers' to 72. Thus, the analysis was on the basis of information obtained from the returned questionnaires (94.4%) of teacher and Department heads response, On the other hand, to obtain qualitative data, interview sessions were conducted with 3 principals, 9 vice principals from the sample schools and 3 supervisors from sub-city, Moreover, document analyses were also used to obtain qualitative data.

This study employed a combination of tools as data collection instruments. Questionnaires with teachers and department heads and semi structured interviews with principals, vice- principals' and supervisors'. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

- The result was found that the great majority of secondary schools teachers', 52 (72.2 %) nearly 3/4th teachers' and all of department heads were males. The principals, vice principals, were male except one sub-city female supervisor. It implies that the work environment was male dominated.
- It was identified that the majority of teachers and department heads age ranges from 25-30 years, which needs more assistance and support from school leaders and community.
- The education level identified 72(100%) of teachers and 12(100%) of head teachers are first degree holders, 9(75%) of the principals were not qualified in educational leadership; only 3(25%) of them had second degree with leadership. It implies that only 25% of principals did fit the required qualification level.
- Concerning the recruitment and selection criteria of instructional leaders, the extent of filtering dedicated candidate from others is low; also there is no training before assignment for the newly recruited instructional leaders. On the other hand, the study showed that the extents to which the recruitment criteria of instructional leaders emphasize on Proper professional qualification was found to be low.

- The data obtained revealed that principals' performance was low in using data on student academic performance when developing the school's goals; capability of setting direction and encouraging the staff towards the achievement of expected goals and on referring to the school's goals when making curricular and instructional decisions.
- The study showed that principals' performance in checking periodically students result in order to ensure the effective implementation of the curriculum was low and also, the extent of encouraging and providing the necessary support to departments and teachers was also low. In addition, principals do not periodically evaluate and comment for curriculum improvement.
- The findings revealed that school leaders did not perform teacher monitoring and Evaluation, do not monitor the effectiveness and quality of the teaching learning process, use data effectively to improve teaching and teaching related practice and do not provide constructive feedback that helps the school members to solve their problems at the expected level.
- As it is understood from the analysis, concerning supervising and evaluating the Instruction, principals do not give adequate time after class visit to discuss the problems and plan improvement together. Interviews with supervisors suggested that principals are not spending their academic time for proper work but they mostly consume the time for routine tasks which is another biggest problem in principals' work. Principals are not following their procedure to use their time in a proper and wise way. Principals and vice principals also confirm that there is a routine duty to do every day. Because of this, the extent of supervising instruction, monitoring student progress and promoting school learning climate was not as expected.
- Based on the findings of the study, principals' extent of using teaching staff meetings to discuss curricular and instructional issues was low; they poorly meet individual teachers to discuss student's academic progress.

- The findings revealed that the majority of head teachers and teachers believe that principals' experience of establishing supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school was low, also the extent of establishing a productive working relationship with the community is poor.
- Concerning the teachers' involvement in instructional leadership, the extent of principals make classroom visits for the purpose of improving instructional process by sharing experience with partners and Play an active role in facilitating students learning through different co-curricular activities was moderate.
- Concerning the major problems that the school principal faces on his / her leadership activities, the Interviews with supervisors suggested that a reduction of teachers commitment, principals multiple routine work load, less accountability for not performing well for both teachers and leaders, principals knowledge, skill and attitude gap was mentioned.

5.2 Conclusions

Quantitative and qualitative methods were combined to obtain a reasonable conclusion about the finding of the study. Therefore, the following conclusions are drawn:

1. Concerning the qualification, majority of school leaders are not qualified with principal ship of educational leadership. Therefore, principals' performances have a negative impact in the attainment of the educational goals of the school.
2. Accordingly, supervisors stated that even if the criteria requires leadership exposure as department head, unit leader, vice principal and principal, being principal does not have restrictions between these experiences and the experience of teaching. So any one who is a department head for a month, with the required years of experience in teaching can be a candidate which harms the instruction.
3. Principals are not doing well in regular staff meeting to discuss about the plan, setting a standard for each activity to be completed on time.

4. Principal's attitude on communicating mission, objectives and values of the organization is not good. Only posting school vision, mission and objectives on transparent place is not a guarantee for effective communication.
5. Concerning time allocation, principals are not spending their academic time for proper work but they mostly consume the time for routine tasks; it is another biggest problem in principal's work.
6. Frequent classroom observations are not carried out by principals who are expected from them so as to improve the teaching-learning process. Moreover, principals do not arrange conditions for experience sharing after supervision and do not motivate teachers either for professional development through which teachers increases their academic performance.
7. Principals are not good in evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results. Without evaluating the ongoing achievement of the teaching-learning process, it is difficult to make effective decision.

Recommendations

Depending on the results of the study and the review of related literature, the following recommendations are put forward to Akaki Kality secondary schools and sub city Education office, Addis Ababa Education bureau, Ministry of Education and other stake holders.

1. Educational leadership is a profession which has its own theories and implications. Therefore, secondary school principals should be recruited based on their educational merits and standards set by MOE.
2. Regular evaluation of instructional process is one aspect of the role of instructional leaders. Moreover, using evaluation result to improve instructional process which makes complete the aspect of principals' role in promotion of instructional process. However, even if principals carried out regular evaluation result in the teaching-learning process, they were not using evaluation results to enhance the instructional process. Hence,

principals must use evaluation results to improve teaching-learning process rather than using it only for judgments and reporting.

3. Schools are organizations where different school communities exist to work together for the attainment of schools' goals and objectives which are not possible for principals alone. However, principals were not participative in involving and working with school communities in different school affairs. Hence, principals must work together with school communities in different school affairs by involving them.
4. In order to see the improvement of teachers teaching- learning performance, conducting frequent classroom observation is crucial. Therefore, the schools need to create opportunities for the implementation of frequent classroom observation as much as possible.
5. From the analysis of data, principals are not playing an active role in facilitating teachers' professional skill development in providing adequate time for professional skill development, Hence, principals must Organize professional skill development opportunity for all staff to make teachers active in instruction.
6. Concerning the major problems that the school principal faces on his / her leadership activities, supervisors suggested a reduction of teachers commitment, principals multiple of routine work load, less accountability for not performing well for both teachers and leaders, principals motivation for success as problems., Hence, the concerned line must follow and adjusts the complex and make the focus of schools on instructional process.

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Appendix A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
A questionnaire to be filled by Teachers, and Department Heads.

Objectives of the questionnaires:

The main objective of the questionnaire is to collect information on the Instructional leadership practice and problems in government secondary schools of Akaki kality sub city in Addis Ababa City Administration. The school has been selected as a study sample and hence your responses on assessing Instructional leadership practice and challenges pertinent to the research. Therefore, you are kindly requested to provide information needed on the issue related to the study. The success of this study depends on your honest and genuine responses. The information gathered through this questionnaire will be used for the purpose of the study. It is assured that the collected data will be kept confidential and used for research purpose only.

Thank you in advance for your cooperation!

Instruction I

1. No need of writing your name.
2. After reading the questionnaire, tick (✓) the appropriate item/s corresponding to your answer.
3. For the questions having no alternative response, you are requested to give a short and precise response in the space provided.

Respondents' Background Information

1. Name of school _____
2. Sex: A. Male _____ B. Female _____
3. Age A. below 20 _____ B. 21 - 25 _____ C. 26 - 30 _____ D. 31 - 35 _____
E. 36 - 40 _____ F. 41 - 45 _____ G. 46 - 50 _____ H. 51 and above _____

4. Service year in teaching:

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

5. Level of Education:

- A. Diploma _____ B. First degree _____ C. Second degree _____

6. Your position other than teaching

- A. department head _____ B. other _____

Instruction -II

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

The numbers shows:

- 5= Very High (VH) 4= High (H) 3= Moderate (M)
 2= Low (L) 1= Very Low (VL)

2.1 Recruitment and selection of instructional leaders

To what extent do you agree about the recruitment and selection of instructional leaders related to the requirement in the school under study?

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	The recruitment criteria of instructional leaders emphasize on experience of leadership.					
2	The recruitment criteria of instructional leaders emphasize on Proper professional qualification.					
3	The recruitment and selection criteria of instructional leaders are invite any subject teachers with teaching experience.					
4	The recruitment and selection criteria of instructional leaders are both experience of leadership and Proper professional qualification.					
5	The recruitment and selection criteria of instructional leaders can filter dedicated candidate from others.					
6	There is induction course or short term trainings on job or before assignment for the newly recruited instructional leaders.					

3. Roles and responsibilities of instructional leaders

The following are some educational leadership roles and responsibilities that school principals spend much of their time. Please, rate the extent each statement from Very High (VH) to Very Low (VL) by putting (√) mark in the columns provided.

To what extents do the actual roles and responsibilities of instructional leaders communicate to the required standards in the school under study?

I. Defining school mission and vision

To what extent principals

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	skilled in developing future school vision , goal and mission objectives clearly					
2	Use data on student academic performance when developing the school's goals					
3	Communicate the school's vision, mission and goals effectively to staff, student and parents					
4	capable of setting direction and encouraging the staff towards the achievement of expected goals					
5	Frame the school's goals in terms of staff responsibilities for meeting them					
6	Refer to the school's goals when making curricular and instructional decisions					

II. Managing Curriculum and Instruction

To what extent do instructional leaders managing curriculum and instruction in your school?

To what extent principals

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
2	Check periodically students result in order to ensure the effective implementation of the curriculum					
3	Encourage and provide the necessary support to departments and teachers to periodically evaluate and comment for curriculum improvement.					
4	Evaluating the effectiveness of instructional program in achieving school goals					
5	Prevent instructional time from disruptions (external and/or internal)					
6	Consider the factors affecting teaching (nature of the subject no of preparations etc) while assigning tasks for teachers					
7	Schedule co – curricular activities in support of the formal instructional process					

A. Supervising and Evaluating the Instruction

To what extent do school leadership practices related to instructional supervision of your school?

To what extent principals

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	Make classroom visits for the purpose of improving instructional process					
2	Give adequate time after class visit to discuss the problems and plan improvement together					
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction					
4	Use teaching staff meetings to discuss curricular and instructional issues					
5	Encourage teachers to use different instructional methods					
6	Make regular follow-up and feedback to teachers					

B. Monitoring Instructional Programs

To what extent do school leaders monitor of instructional programs in your school?

To what extent principals

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	The school leader monitors and evaluates the effectiveness of curriculum, instruction and assessments.					
2	Meet individually with teachers to discuss students academic progress					
3	Use test result to assess progress toward school goals					
4	Inform the school's performance result to teachers in a report form after effective monitoring of the activities					
5	Maintain close contact with instructional process					

III. Promoting a Conducive School Learning Climate

To what extent do school leaders create conducive and healthy environment in your school?

To what extent principals

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school					
2	Create positive environment in which good working relationship exist.					
3	Establish a productive working relationship with the community.					
4	Advocate school environment conducive to student achievements.					
5	Encourage a culture of trust between school leaders and teaching staff					

A. Professional Skill Development

To what extent do instructional leaders deal with professional skill development of school?

To what extent principals

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	Identify the professional development needs of teachers					
2	Provide adequate time for professional skill development					
3	Organize professional skill development opportunity for all staff					
4	Play an active role in facilitating teachers professional skill development					
5	Encourage teachers to collaborate with surrounding schools for experience sharing.					

4. Teachers' involvement in instructional leadership

To what extent teachers involve in instructional leadership?

To what extent Teachers

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	Identify the professional development needs of themselves					
2	Ensure open and two-way communication within the classroom					
3	Play an active role in facilitating students learning through different co-curricular activities.					
4	Encourage students to work together with their partners in group activities.					
5	Make classroom visits for the purpose of improving instructional process to newly deployed teachers.					
6	Make classroom visits for the purpose of improving instructional process by sharing experience with partners.					

5. Major problems that hinder the actual practice of instructional leadership.

To what extent Teachers

NO	Items	Response				
		VH	H	M	L	VL
		5	4	3	2	1
1	Provide adequate professional supervision to teachers.					
2	Influenced by administrative work rather than instructional practice.					
3	Overcome change resistance of their school.					
4	Invite teachers to Participate in decision making.					
5	Delegate jobs to teachers and administrative staff.					
6	Follow and check the delegated duty.					
7	Has adequate knowledge of pedagogy.					
8	Trusted by teachers in make right, fair and significant decisions.					
9	Maintain adequate evidence to reward good performance and guide or penalize the poor one.					

Appendix B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ADDIS ABABA

The main objective of this interview is to collect information on the Instructional leadership practice and problems in government secondary schools of Akaki kality sub city in Addis Ababa City Administration. The school has been selected as a study sample and hence your responses on assessing Instructional leadership practice and challenges pertinent to the research. Therefore, you are kindly requested to provide information needed on the issue related to the study. The success of this study depends on your honest and genuine responses. The information gathered through this interview will be used for the purpose of the study. It is assured that the collected data will be kept confidential and used for research purpose only.

Interview guideline for school principal, vice principals, & Supervisors.

Part one: General information and personal data's

1. Name of the interviewee _____

2. Sex: Male _____ Female _____ **3. Age:** _____

4. Work experience: _____

5. Level of Education: A. Diploma _____ B. First degree _____ C. Second degree _____

6. Current Work Position: principal _____, vice principals _____, or Supervisors _____

7. Field of study: in First degree

A. Subject Major social science _____ B. Subject Major natural science _____

C. EDPM/ Pedagogical Science _____ D. Other specify _____

8. Field of study: in Second degree

A. Subject Major social science _____ B. Subject Major natural science _____

C. EDPM/ Pedagogical Science _____ D. Other specify _____

PART TWO: Interview Questions

1. What are the selection criteria agreed to, for the principal ship position in secondary Schools of your sub – city?
2. Are educational leaders or principals adequately trained, qualified and experienced enough to lead secondary schools?
3. What role do principals play in the school? Have principals spent more time in Instructional leadership dimensions / setting school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate./ if not why?
4. How many times do principals visit the school under your supervision within a week to discuss upon the affairs / problem of the school?
5. What are the major problems that the school principal faces on his / her leadership activities?
What do you think the solution for the problem?
6. How do you explain the involvement of teachers in instructional leadership activities?

Thank you for your time and cooperation!

DICLARATION

I, the under signed, declare that this thesis entitled “practice and challenges of Instructional leadership in government secondary schools of Akaki kality sub city in Addis Ababa city government” is my original work and has not been presented for a degree requirement by any other individual; and that all the source materials used for this thesis have been duly acknowledged.

Name: Teshome kenassa

Signature: _____

Date: _____

Confirmed by:

Name: Ato HaileSelassie W/gerima (asst. prof.)

Signature: _____

Date: _____