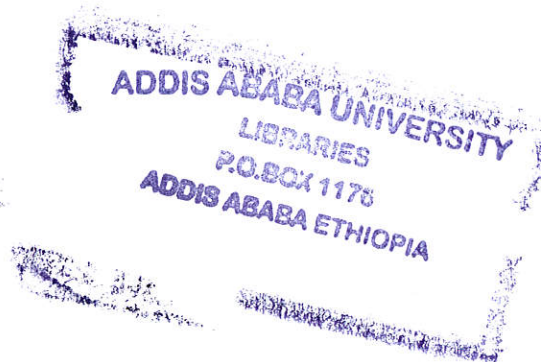


**A COMPARATIVE STUDY OF INSTRUCTIONAL LEADERSHIP ROLES
OF PRINCIPALS IN SELECTED GOVERNMENT AND ORTHODOX
CHURCH OWNED SECONDARY AND PREPARATORY SCHOOLS OF
ADDIS ABABA.**

BY: GIRMAY TECHANE



**ADDIS ABABA UNIVERSITY
ADDIS ABABA, ETHIOPIA
May, 2014**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL RESEARCH AND DEVELOPMENT**



**ADDIS ABABA UNIVERSITY
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This is to certify that the thesis prepared by GIRMAY TECHANE ,in title:
A Comparative Study of Instructional Leadership Roles of Principals in Selected Government and Orthodox Church owned Secondary and preparatory Schools of Addis Ababa and submitted in partial fulfillment of the requirements of the degree of master of arts in educational research and development compiles with regulation of the university and meets the accepted standards with to originality and quality.

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Acronyms and Abbreviations

ASCD:	Association for Supervision and Curriculum Development
CPD:	Continuous Professional Development
ESDP:	Education Sector Development Program
GEQIP:	General Education Quality Improvement program
MAP:	Management and Administration Program
MOE:	Ministry of Education
PTSA:	Parent Teachers and Students associations
TDP:	Teacher Development Program

Abstract

The Purpose of this study was to assess the instructional leadership role of principles in government and church owned secondary and preparatory schools. To achieve this objective the three tasks of principals (the role of principals as instructional leadership namely: supervision, staff development and staff appraisal) were studied in relation to the basic questions. This study employed the descriptive survey method . Availability and purposive sampling techniques were employed to select samples in the study. Teachers, p incipals assist principals and department heads were used as the respondents of the study. Questionnaire and structured interview were used as data collection instruments. The data obtained through the questionnaire were analyzed using SPSS VERSION 17. For the structured interview the data were analyzed using content analysis techniques. The finding of the study revealed that there were significant differences on the performance of principals as instructional leader on the three major leadership tasks namely: supervision, staff development and staff appraisal. As the grand mean value indicates, government schools principals were rated as better performer than Church owned schools. The study also revealed that both the church owned and government schools principals were fulfilling their supervisory tasks adequately. Lack of adequate training and qualifications related to the function of the instructional leadership and lack of time and clear job specifications were some of the main problems principals encountered. Following the finding it was recommended that the selection and assignment of schools principals should be based on the selection criteria stipulated in "A Blue print for Teachers Development Program." It is also recommended that long term and short term training and professional development opportunities have to be provided to principals on instructional leadership tasks.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

Education in Ethiopia has witnessed change in the stakeholders. And this change urges the task of an educational leader in Ethiopia to be more complex than before. As Bamard (1938) asserts the more the principal understands his school management task, in the context of change, the more effective he/she would be as an agent of the transformation process in education. Supporting this, Hall and Hord (1993) write that the principals are the single most important factor in transforming classroom instruction. They agree that principal's involvement in instructional leadership; staff appraisal and staff development are crucial factors to support and facilitate teaching as well as enhance change in the stakeholders.

Instructional leadership is tremendously important to raise student achievement. It is unrealistic to expect one school principal alone to perform the necessary instructional leadership to ensure that student achievement advances to a satisfactory level. It is increasingly apparent that assistant principals, teachers, department heads, and professional staff will need to expand their knowledge and skills to significantly impact on student success in today's secondary and preparatory schools. High stakes testing requires today's principal to re-think traditional methods for impacting student achievement. Fullan, Miles & Taylor (1978 cited in Duncan) contend that without the adequate leadership of principals performance of schools will suffer. It has often been said that the school principal play different roles as a manager, administrator, instructional leader and curriculum designer at different points in a day. As Smith and Andrews (1989) indicated strong instructional leaders have the capacities to mobilize available resources to implement policies that lead to desired outcome including staff promotion, supervision and staff appraisal at school. It is a balancing act of having to juggle between these various roles.

Often times, more attention is accorded to managerial and administrative tasks and that of the instructional leader is delegated to others in the administrative hierarchy even though the core business of a school is teaching and learning and it has put its pressure on schools to function

smoothly. The role of the instructional leader is also suggested by Brewer (2001) as focusing on instruction; building a community of learners; sharing decision making; sustaining the basics; leveraging time; supporting ongoing professional development for all staff members; redirecting resources to support a multifaceted school plan; and creating a climate of integrity, inquiry, and continuous improvement. .

Duke (1987) reaffirms that the principal as the instructional leader should work with other educators to develop a common vision of excellence in teaching. Together with his/her teaching colleagues, the principal should also have the knowledge and skills to translate that vision to reality. Leadership qualities have tremendous effect to ensure and sustain quality education at school. However, principals particularly at Ethiopian Orthodox Church owned schools in Addis Ababa are observed to have complicated difficulties, especially in supervision, staff appraisal and staff development issues. And leadership has become synonyms to implementation of some church administration bodies' interests rather than acting as curriculum designer and promoter at school. These unforeseen circumstances are reasons that evoked the researcher to conduct this study.

1.2 Statement of the Problem

The Ethiopia government has introduced different policies in education. One of the landmarks to this effect is putting the 1994 education and Training policy along with the Education sector strategy as well as the Education sector development programs (ESDP-I). Another program recently developed and currently under implementation is the General education Quality Improvement Program (GEQIP) which has six pillars in it. From these; Teacher Development Programmer (TDP), Curriculum Improvement Programmer, and Management and Administration Program (MAP). These new policies have changed the task and role of the principal as an educational leader. The Ethiopian schools put the task of a principal in a central position in the process of evolving effective school leaders (MoE, 2008).

Therefore, monitoring and evaluating the instructional performance of teachers to ensure that teaching and learning takes place seems to be problematic for principals. Principals are expected to provide leadership in facilitating educators so that effective teaching takes place in accordance

with the philosophy and principles of the country is educational policy. Quality education is supported and informed by effective school management practices. Increased learner performance, quality teaching and learning and a healthy school environment rely strongly on good leadership plans and practices (MoE, 2012).

Recently, the instructional leadership responsibilities of the principals are becoming very significant in students achievement. Often times, principals seem to be too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice instructional leadership as expected. Instructional leadership is often conceived of as a blend of supervision, staff development and curriculum development enriches school improvement. (Smith and Andrews, 1989). Moreover, Reitzug (1994) listed some attributes of the principal, which constitute instructional leadership to include providing staff development, encouraging risk taking, and requiring justification of practices etc. The ultimate goal of schooling is learning on the part of the students. What they learn, however, depends on the teachers' performance, which is a product of many factors, such as their commitment, professional growth, school environment, prevailing culture, teachers' innovativeness etc. All these factors have connections directly or indirectly with the principal's actions or inactions. Promoting teachers' professional development, according to Sheppard (1996) is the most influential instructional leadership behaviors at both the elementary and high school levels.

However in Orthodox Church owned schools, it seems that the principals are expected to act like an agent of the Church administration rather than making a decision on academic and other administration tasks. In Church schools there is researcher's firsthand experience as principal for the last 15 years. There is no supervision, staff appraisal and staff development witnessed so far and this allows paying the same salary for experienced and new coming teachers; and this has paramount effect to aggravate turnover of well experienced teachers preferring upgrading in economic as well as in status. Besides there is no any motivational reward for supermodel teachers selected based on students' academic performance and professionalism. As Blasé and Kirby (1992) stated praise is one of the important strategies to influence teachers work. The instructional leaders demonstrate the ability to motivate staff members, to know the strength and weakness of staff members and to handle instructional resources that also may be helpful to them.

Principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their schools. They are leaders who empower and influence others. They anticipate and monitor situations in their schools and effectively reshape their environment accordingly. They respond to the needs of their colleagues and students immediately and effectively. This represents the highest level of achievement that principals are expected to perform. Therefore the principals have to provide sound leadership in the schools. It is therefore worth important to comparatively study how leadership roles in Orthodox Church owned and government schools are functioning.

Having this fact and from the preliminary investigation made by the researcher in the secondary schools it is evidenced that most church owned schools have a “controlling body” on the top which they are not educationally professional but having governing power of the school even to change the decision of the principal. Despite the enormous expectations of school principals, many are highly “controlled”. Even in government schools politics has something to do with the position or the person who is expected as principal needs to be” politically in” if he/she is “out” he/she is also” out” for the position. Therefore the weakness of leadership is often caused by the expectation set by governing body which is either politically or religiously driven. The dominant tradition has been to recruit from the teaching profession, as a reward for good performance, long years of service, or ideological compatibility with the existing political or religious orientation of the governing body. Principals rarely have specific training for the new responsibilities especially before taking up their posts.

This frequent use of seniority and ideology as bases for promotion, with lack of specific job training, often results in principals being a rather conservative group, little motivation to innovate or support classroom practice. Even if they have strategic planning skills, they often lack a firm understanding of the education process. They do not know what inputs and processes can reasonably be expected to contribute to increase students learning.

The student researcher has also a strong feeling that the role of principals, to change students achievement and for teachers professional development, staff appraisal and supervision in the context of the two types of schools are changing rapidly in affecting the quality of teaching and learning. Evidently, there is an apparent gap between what is and what needs to be between principals of the government and church owned secondary and preparatory schools in fulfilling

their roles as instructional leaders. The researcher is always impressed by different handling mechanisms among government and church owned schools for the same problem; and there is always high turnover of teachers in church rather than government schools. Therefore how much the instructional leadership role affects teachers working conditions either to hamper or facilitate between selected church owned and government schools is among the few issues that motivates the researcher to conduct this study. And the research tries to answer the following questions;

A. How do principals play their role in terms of staff appraisal?

B. How do principals play their role in terms of staff development?

C. How do principals play their role in terms of supervision process?

D. In which schools do principals show better performance in terms of the three leadership roles?

1.3 Objectives of the Study

The general objective of the study is to compare the instructional leadership roles of principals in terms of staff development, supervision and staff appraisal in government and church owned schools. The specific objectives of this research are to:

- Compare similarities and differences in instructional leadership roles in supervision in government and church owned schools.
- Analyze similarities and differences between government and church owned instructional leadership roles related to staff appraisal.
- Assess the principals leadership roles in staff development between government and church owned schools.

1.4 Significance of the Study

The significance of this research is the following:

- It provides good insights for principals and other school leaders in staff development, staff appraisal and supervision.
- It gives a better understanding of principals' role in staff appraisal, staff development and staff supervision
- It probably brings the situation to the attention of the educational experts at Addis Ababa Sub-city and Education offices undertake necessary adjustments where necessary.
- Finally the study will be used for further research to be undertaken by those interested group.

1.5 Scope of the Study

Instructional leadership roles of principals are very essential in improving the teaching learning process. However, it would be very difficult to investigate the roles at all levels of school systems found in the capital. And it is also unmanageable to conduct all staff appraisal, supervision and staff development activities. Hence, the study was delimited to assessing instructional leadership roles of principals in selected 2 government and 2 Orthodox Church owned secondary and preparatory schools of Addis Ababa in 2004 E.C academic year. Here, how the principals encourage teachers in their classroom instruction, their part in staff development and supervision, the effort made by principals in staff appraisal were the focus of this study.

1.6 Limitations of the study

The researcher has planned to compare and contrast the role of PTSA in government and church owned schools. However, it is found that the PTSA does not exist in the church owned school and unable to meet the plan as per the proposal. In addition, the time constraint on some of the research participants especially teachers, who were engaged in invigilating grade 10 and 12 students final exam has made the researcher delayed from doing the research works as per the time frame in the proposal.

1.7 Definitions of Terms

Instructional Leadership: Leadership that relates to actions and activities that are done to develop a productive work environment and desirable learning environment for students (Lezotte, 1991).

Supervision is an act by the principal of managing, overseeing and giving direction to educators. According to Rossouw (1990) supervision is the key to the principals' role in contributing to effective classroom.

1.8 Organizations of the study

This research report is organized in to five chapters. The first chapter deals with the problem and its approach. The second chapters concerned with the review of related literature while the third chapter the methodology of the study. The fourth chapter contains analysis and interpretation of data where as the fifth chapter is concerned with the summary of the major, findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Concepts of Instructional Leadership

School systems and business have long shared similar concepts when it comes to leadership. Both embrace one basic principle, “they both must become learning organizations or they will fail to survive. Thus, leaders in business and education face similar challenges – how to cultivate and sustain learning under conditions of complex, rapid change” (Fullan, 2001).

According to Jacobson, Reavis and Logsdon (1973) effectiveness of a school is largely dependent upon the type of leadership the school principal provides. They further point out attributes of an effective principal as follows: Insight; Personal security; Sensitivity.

Dean (1982) argues that the ability to lead is not just a quality of personality which you either do or do not possess, although some people succeed because of personal charisma and the vision that they set before followers. Leadership involves performing specific tasks. In line with Jacobson et al's thinking, Dean (1991) believes that ideally the principal needs to be a person who makes good relationships easily, is tactful and diplomatic, sympathetic with colleagues but clear sighted about their needs. She further points out that enthusiasm is needed with a considerable capacity for hard work. Having interacted with principals on a regular basis, the researcher has noted that principals consistently report that their training in human relationships is limited.

The instructional leadership behavior of the principal is best displayed in the performance of the tasks that fall within his/her power. These tasks relate to the principal's ability to solve problems in the areas of curriculum, staff development, the use of facilities and organization of the instructional programme. It is thus important to note that each of this has an impact on the performance of the primary job of the school which is facilitating the education of children.

The instructional leadership model emerged in the early 1980s in the research on effective schools. In contrast to the earlier models, this model focused on the manner in which leadership improved educational outcomes. Essentially, the principal's role was to focus on the teachers as the teachers focused on helping students learn. The leadership of the school principal is instrumental in providing an explanation for school effectiveness. School leaders are intended to focus on the behaviors of teachers as they help teachers engage their students in learning activities (Harris, 2004).

Understanding the meaning of the term instructional leadership presents a problem. Many writers acknowledge there is no succinct definition of instructional leadership, nor are there any specific guidelines or direction as to what an instructional leader does (Flath, 1989). Thus, writers use their own definition and, as a result, meanings vary considerably from one practitioner or researcher to another. According to Acheson and Smith, an instructional leader is an administrator who emphasizes the process of instruction and facilitates the interaction of teacher, student and curriculum (p. 20). And, Mendez (cited in Flath, 1989) describes it yet another way:

There are three major forces that serve to shape and describe a school - the public, the staff and the students - and that these forces interact through the curriculum. The role of the instructional leader is to manipulate these forces in order to maximize the quality of instruction (p. 20).

Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators are too preoccupied in dealing with strictly administrative duties compared to principals who are instructional leaders. The latter role involves setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership are those actions that a principal takes, or delegates to others, to promote growth in student learning (Flath, 1989). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Hallinger's (2003) most frequently used conceptualization of instructional leadership proposes three dimensions: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate

As the researchers' opinion practically the problem with instructional leadership is that in many schools the principal is not the educational expert. Moreover, there are some principals who perceive their role to be administrative and, as such, they purposely distance themselves from the classroom environment. This could be as Hallinger (2003) suggests that in many instances principals have less expertise than the teachers they supervise.

More recently, the definition of instructional leadership has been expanded to towards deeper involvement in the core business of schooling which is teaching and learning. Others have proposed slightly different lists of the defining characteristics of instructional leadership. For example, Glickman, Gordon, and Ross-Gordon (1995) identify the following: direct assistance to teachers in their day-to-day activities, development of collaborative groups among staff, design and procurement of effective staff development activities, curriculum development, and use of action research.

2.2 Skills in Instructional Leadership

As a leader a principal needs to possess certain leadership skills in order to be able to carry out his instructional leadership duties satisfactorily. Buffie (1989) suggests the following four school leadership skills:

- (i) Instructional skills:** The school is a place of learning and the main purpose of schooling is to educate. Therefore the main function of a principal is that of an instructional leader. The principal may not have an in-depth knowledge of all learning areas, but he should have according to (ibid) three basic sets of instructional competencies. These are: Ability to monitor classroom instruction. Ability to work with educators to plan instructional programme and ability to identify, acquire and coordinate resources necessary for instructional improvement including staff development.

(ii) Management skills: The leader's priority is to get the job done. Principals should share management tasks and be able to recognize when a problem exists and be able to identify it correctly and assist in solution. Problems arising from the workplace may disturb the functioning of that institution. Principals must have solving skills to be able to deal with any challenges.

(iii) Human relations abilities: Good human relations in a school are a precondition for improvement. It is part of the instructional leadership quality every principal must possess. Political and cultural awareness: A skillful principal will know how school and political systems operate. Principals will also understand why things are as they are if leadership is to be exerted. Leadership skills: Principals must be research literate, know what is new in the field and what research and experience have shown to be good in practice. As an innovator, a principal looks outside the system as well as inside. She /He reads about education, attend meetings and conferences. This will keep the principal updated with new instructional leadership practices. The principal is leading people and must assess his/her leadership practice occasionally.

(iv) Self understanding: Principals need to be introspective, to understand their own values and be able to assess their strengths and weaknesses. It appears that principals who run successful and self-reliant schools are those who display the above qualities. Principals are promoted from the ranks of educators. They are very often appointed partly because they have been successful classroom teachers. Being an excellent classroom teacher does not necessarily mean that one will make a good principal. This indicates that after assumption of duty, the new principal needs to undergo induction programme and training in school leadership.

2.3 The Principal as an Assertive Leader

Coulson (1986) suggests that successful principals have a relatively high degree of personal security which enables them to tackle difficult issues without feeling threatened. Huber & West (2002) seems to agree when he points out that effective principals possess strong personalities, are dynamic and have high energy level. These qualities enhance their commitment and direction to achieve their goal.

It is interesting to note that the principals who possess the above stated qualities have no problem in interacting with their educators either at professional or personal level. They get along well with their staff members. It seems they do not suffer from inferiority or superiority complex. Hall and Hord (1984) also see the effective principals as active, capable of taking the initiative and being assertive. They take charge of their schools and work hard towards transforming them. It seems these principals are able to provide situational leadership in their schools. Whenever a situation arises in his/her school which needs immediate decision and action, the principal does not wait for the inspectorate to give direction. By being prompt in their action they are able to solve problems before they deteriorate into a crisis. Blumberg's (1989) version of an assertive principal is that he is open and able to motivate his educators to examine alternative instructional methods by relying on interpersonal diplomacy and informal conversation. Motivation of educators is an important element in the principal's success as a leader. It is therefore surprising if principals neglect this aspect in their leadership behavior.

2.4 The Principal as Facilitator of Classroom Instruction

The principal does not necessarily have to teach and may not have an in-depth knowledge of various subjects offered in his/her school. However, as the chief administrator of the individual school, the principal has the authority and responsibility of decisions within the autonomous sphere of the school. In his focus on the principal's leadership, Hallinger & Heck (1998) contends that the leadership exercised by the principal can make a difference between a school that operates effectively and one that is ineffective.

And different further points out that through his leadership behavior, the principal can improve the instructional climate of the school by creating a humane environment for both teachers and learners. The responsibility for creating the climate in a school that is conducive to effective teaching and learning rests with the principal. An improvement in the quality of life in the school leads to improved relationships among staff members and thereby improves their productivity. According to Bondi and Wiles (1986) the primary job of a school principal is to improve the instructional experience of students which also includes the organization of school and staff, selection of learning materials, developing methodology and conducting evaluations. They

further argue that to ensure effective instruction for students, the principal must follow the intended curriculum into the classroom setting and work with the teacher. The demands of education presently are that the time spent by the principal in the office should be limited. By walking about in his/her school he/she will have an idea of what is happening within the organization.

Miller & Sellar (1989) refers to the research conducted by the Association for Supervision and Curriculum Development (ASCD), which looked at the work of several principals. Those principals had been identified as instructional leaders. Four behavioral patterns were identified in those principals. These were: participation in leadership, provision of support for instruction, they promote a sense of vision in their schools and resourcefulness. The researcher assumes that the principals mentioned above were effective in their instructional leadership practices in that they were directly involved in the development of the vision of their schools. They organized their schools effectively for teaching and learning by giving moral and material support to the students.

The research also noted that these principals were always available when educators needed assistance in relation to instructional improvement. They consulted and discussed school matters with everyone concerned.

Murphy and Louis (1993) agree with Fullan's idea that the principal is the single most important factor in transforming classroom instruction. They argue that a principal's involvement with instructional leadership is crucial to the support and facilitation of teaching. Hall and Hord (1982), concur with Murphy and Louis's assertion. They emphasize that if educational programmes are to improve, principals must take the lead in providing educators with the instructional leadership they need. The researcher assumes that the above suggestions indicate that the principal's instructional leadership has a significant influence on students' achievements. In addition, a good principal takes the lead *over* matters concerning children's learning, and he/she also interests himself/herself in teaching strategies and in the curriculum.

2.5 Approaches to Instructional Leadership

Most researchers agree that the principal can be the key element in establishing an effective school. Jenkins (1991) says that effective schools have a focus on learning and teaching and the ability of a school leader to offer strong instructional leadership is a key factor in assuring academic effectiveness.

2.5.1 Modeling

In putting the three dimensions into perspective, Rossouw (1990) suggests that the principal's role should be that of modeling for an academic emphasis. Thus, the principal should set the tone and focus of the school by observing classrooms, enforcing the discipline code in a "fair but firm" manner and setting goals for the school that are supported by administration, staff and students. Rossouw(Ibid) further points out that behavior of principals communicate what is really valued to both teachers and students. The teachers and students will tend to imitate the actions, attitudes and beliefs of those in authority such as the principal. In a review of the literature since 1985, Cotton and Slum find that principals in high-achieving schools create safe and orderly environments where students feel a sense of responsibility for their learning. Principals are highly visible, visiting classrooms frequently so that they know what is going on. It is noted that principals in effective schools model an academic emphasis by visiting classrooms, talking with teachers about their teaching and setting goals that most teachers and students agree are important.

2.5.2 Consensus Building

Rossouw (1990) argues that behaviors that the principal displays will enhance consensus that improve prospects for an effective school. He further states that, in building consensus for academic emphasis, the principal should encourage teachers to meet together to plan course content and sequencing of topics from grade to grade. Consensus for orderly environment can be accomplished if the principal has periodic sessions with the teachers concerning student behavior. Principals of schools are both educational and instructional leaders. In improving the instructional programme, principals must be able to work with educators in planning, evaluating, controlling and decision making.

2.5.3 Feedback

Rossouw (1990) points out that by communicating feedback that builds expectations for success to the teachers, the principal improves the chances of high performance for his school. He further emphasizes that teachers and students must be rewarded for things done correctly, and for things done incorrectly they must experience some penalty. The researcher feels that corrective rather than punitive measures can improve educator performance. In addition to the contribution of Rossouw to the approach in instructional leadership, another study by different scholars identified six administrative leadership functions that are considered essential to instructional improvement. These are: a) Implement programmes of known effectiveness or active involvement in curricular improvement. b) Monitor student performance. c) Monitor teacher performance. d) Provide concrete technical assistance to teachers as part of their in-service programmes. e) Demonstrate visible commitment to programmes for instructional improvement. f) Provide emotional support and incentive for teachers. According to Yukl et al (1982) instructional leadership has the following key points:

- **Educator development and supervision:** The principal is expected to work with educators in a variety of ways in the gathering of information to guide efforts to enhance quality of learning, work with educators, in the design and delivery of educators to the extent required in the policies of the school system.
- **Instructional management and support:** This refers to the formation and implementation of policies (on matters such as discipline) to support the learning process, the aim being to create a climate for excellence.
- **Resource management:** Ensuring that resources are acquired and allocated in a manner consistent with goals, needs, policies, priorities and plans, Planning across programmes, both horizontally and vertically, to ensure the most efficient and effective use of resources, (staff, time, space, money, services, curriculum).

- **Quality control:** A continuous programme evaluation process to provide information on the extent to which goals, needs, policies, priorities and standards have been addressed and achieved including and the evaluation of educators but much broader in scope.

- **Trouble-shooting:** The anticipation and solution of problems which may impair the quality of learning and teaching. The above explanation indicates another approach to instructional leadership which could be of benefit to principals if adopted. The approach by Yukl et al to instructional leadership seems to be embracing almost all the basic elements of the principal's role as an instructional leader.

It would appear that there will be a culture of effective teaching and learning in schools where this approach is applied.

2.6 The Supervisory Role of a Principal

Supervision is the key to the principal's role in the effective classroom. It is also central to the improvement of the quality of teaching in a school and if educators are well led and are aware of the benefits in supervision, they need to be amenable towards supervision. Lovell and Wiles (1983) define an instructional supervision as a subsystem of the educational organization, which is formerly provided by the organization to interact directly with teaching behavior to improve the effectiveness and efficiency of teaching.

It is noted that most researchers are in agreement about the importance of supervision in the delivery of education. The key person in the supervision exercise is the principal. It is therefore important for the principal, as the supervisor, to have a shared perception of what is supposed to be happening in the classroom with the teacher.

As Bondi and Wiles (1986) pointed out that in improving instruction through supervision, the principal should become more clinical in reviewing the processes and procedure of the classroom. They further argued that it is essential that the supervisor and the teacher develop a shared reality that can become the basis of professional dialogue. This indicates that the principal should in a systematic way; draw the connection between curriculum and instruction for the

teacher. This will help in enabling the principal to understand the educator's classroom concerns and be in a position to provide necessary assistance. This is more so because the principal is an instructional specialist and his expertise should help novice educators by actually going into classrooms to demonstrate how prepared lessons should be presented.

2.6.1 Class Visits and Observation

Researchers such as Bondi, Lovell and Wiles (1983) have suggested some models of supervision that could be used effectively by school principals. One such model is the clinical supervision model by Cogan (1973) as illustrated by Rossouw (1990). It goes as follows: b) Classroom observation: Principal gathers information through observation while the educator conducts the lesson planned. c) Analysis and reflection: Principal and educator reflect in and draw inferences from what transpired and was observed.

2.6.2 Power of praise

According to Blase and Kirby (1992) praise is one of the important strategies to influence teachers' work. They further point out that positive reinforcement is universally accepted as a correlate of effective teaching. Principals as former teachers may be expected automatically to translate this teaching behavior to the leadership domain, because praise is vital for instructional leadership. It is more likely that in school where principals use praise as a strategy to motivate their teachers, there is a healthy atmosphere conducive to effective teaching and learning.

2.7 Perspectives about Supervisory Approach

Since the early 1900s, supervision has undergone an evolutionary process. From the early conventional approaches it has evolved into the congenial or the human relations supervision, and currently is taking shape as a more collaborative and collegial form (Glickman et. al., 2003.). Following the paradigm changes, the functions of supervisors and processes of supervision have evolved too.

2.7.1 Conventional

The education enterprise, to begin with, is not democratic in form but hierarchical. The elements of a school have their respective professional and positional capabilities; decisions cannot be based on what the majority say but on what the persons in supervision believe to be true education.

Harold Spears in *Improving the Supervision of Instruction* tells of how in the 1930s supervision was “boycotted” in job title as well as in writings because it had come to be associated with fault-finding, coercion and control of teachers.

During this time the classroom visit and its conference became preoccupied with measuring instruction through the classroom check sheets and rating instruments, having been encouraged by the then fledgling testing movement. Teachers became dissatisfied with a focus on their personal as well as professional shortcomings, such that the period resulted in a widespread disposition to view classroom supervision with shame and doubt. So unpopular became the concept, the term itself was shunned by both educational practitioners and writers. The word was deleted from the title of many staff positions in school systems from coast to coast. Articles in educational journals likewise revealed this professional boycott. (p. 78)

Early on, supervision models followed this basic notion and were bureaucratic in nature: focusing on mandates, rules, and regulations. The bureaucratic inspection-type of supervision was a function of the centralization of schooling during the early part of the 20th century. Supervision during this period addressed the need for inspection of physical plant and ensured that teachers offered consistent programs and instruction.

Generally, Conventional schools are characterized by the one-room schoolhouse mentality: autonomy for the individual teacher, small cliques of teachers within the school who befriend one another, lack of dialogue across classrooms and levels about teaching, and a school site seen mostly as a physical place of work. Glickman, (1990)

2.7.2 Congenial

Realizing the faults inherent in such an autocratic system of supervision, educational theorists of the 1920s turned their attention to more democratic supervisory methods. The 1960s brought a more clearly defined and expanded version of the scientific and democratic supervisory models in the form of supervision as leadership. This new perspective expressed in the writings of Harris (1969), emphasized leadership as showing the way and guiding the organization in definitive directions.

Congenial schools are characterized by an open, social climate for adults. Communications are friendly, and teachers, parents, caretakers, and principals easily socialize with one another. Faculty meetings are pleasant, holiday parties are great, refreshments at meetings are plentiful, and faculty members spend time together away from school. Members describe their school as a nice place where everyone gets along well (Glickman, 1993).

2.7.3 Collegial

The most current trends in supervisory practices are “democratic in nature and encourage participation and support” and are “concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning” (Nolan & Hoover, 2004).

Collegial supervision is defined by Glatthorn (1984) as a "moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns." (p. 287)

According to Glatthorn (1984) collegial supervision can take many different forms. In some schools teachers might organize themselves into teams of two or three. It might be a good idea in some cases for at least one member of the team to be selected by the principal or supervisor, but there are no rigid rules for composing collegial supervision teams. Once formed, the teams may

choose to work together in a number of ways ranging from clinical supervision to less intensive and more informal processes.

Traditionally supervision has come to mean some form of classroom observation. But collegial supervision extends well beyond classroom observation. According to Glatthorn (1984) it provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons, exchange tips, and provide other support to one another.

Collegial School are characterized by purposeful adult interactions about improving school-wide teaching and learning; Establish learning goals for all students consistent with the responsibility of education in a democratic society. Generally, collegial schools are driven by: A covenant of learning - mission, vision, and goals; a charter for school-wide, democratic decision making; a critical study process for informing decisions and conducting action research (Glickman, 2005: 22).

2.8 Tasks of Instructional Supervision

Supervisory function as a developmental approach has multiple tasks that have to be performed for effective teacher development. Glickman framework on supervision as a developmental approach and created a model on 'Supervision for teacher learning and instructional improvement'. This framework emphasizes the relationship between supervisor knowledge, interpersonal skills, and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enhance teacher learning (Glickman, Gordon, & Ross-Gordon, 2003).

2.8.1 Direct Assistance to Teachers

Direct assistance to Teachers provides direct assistance to teachers as it continuously focuses on improvement of classroom instruction, whereas, formal evaluation periodically measures performance (an acceptable standard of teaching). Popham (cited in Glickman, 2003) and Bird and Little (cited in Glickman, 2003) recommend that supervision and evaluation be performed separately by different individuals. However, Glickman (2003) believes that both tasks can be

performed by the same person if that individual can maintain a relationship of trust and credibility with teachers. One way of to help teachers improve instruction is through supervision. A comprehensive guide is found in Glickman's (2003) model of clinical supervision which he presents as a cyclical sequence of events that should, ideally, be implemented at least twice a year. This sequence includes: (a) teacher pre-conferencing to determine the method, focus, and duration of the observation; (b) classroom observation - methods include categorical frequencies, physical indicators, performance indicators, visual diagramming, space utilization, detached open-ended narratives, participant observation, focused questionnaire and educational criticism; (c) interpretation of observation, either interpersonal or directive analysis/interpretation; (d) post conferencing to discuss results and remedial action; and (e) critiquing.

Because teachers often turn to other teachers for assistance, peer supervision has become an alternative method of improving instruction. Principals can help teachers set goals for this program and further assistance could include in-service for teachers in the steps and scheduling of clinical supervision.

2.8.2 Curriculum Development

At the root of decisions surrounding curriculum lies on one's educational philosophy. Hence, even curriculum experts cannot agree as to what is the "right" way for students to be taught or how learning takes place. "Ultimately decisions about a good school, appropriate curriculum and needs of students should be made by those closest to students"(Glickman,1990).

Curricula can be developed at many levels, by curriculum specialists, school district specialists, school curriculum teams, and by teachers themselves (Glickman, et al., 2003). In the Ethiopian context, curriculum development is solely the responsibility of the Curriculum Development Centre of the Ministry of Education. Teachers are not involved with curriculum planning, design, revision, or modification. They are mere recipients and implementers of the given curriculum. The only aspect of the curriculum development process they are expected to pursue is instructional materials development. Here again the level of supervisor involvement in assisting teachers in the overall implementation of the curriculum remains nebulous. To what extent supervision is provided for the teachers remains open to question.

According to Miller and Seller (1985), there are three orientations to curriculum: transmission, transaction and transformation. In the transmission position the purpose of education is to transmit facts, skills, and values to students. This method focuses on the mastery of traditional school subjects through the more teacher-centered teaching learning processes. In the transaction position, the students are considered as rational and capable of problem solving. Therefore, the teaching-learning process is seen as a dialogue between the students and the curriculum, in which the students reconstruct knowledge. In the transformation position the students are taught the skills that promote personal and social change. They are given freedom to think democratically and create results. Such a process involves synthesis and evaluation of the given curriculum content and is trans-disciplinary in its approach.

Thus, one could conclude that teachers, depending on their abstraction, expertise, and/or commitment, would be involved in implementing the curriculum on different levels. When working with individual teachers, Glickman's (1990) following guidelines deserve consideration.

- Teachers with a low level of abstraction, expertise, and/or commitment could benefit initially from a highly prescriptive curriculum.
- Teachers with moderate levels of abstraction, expertise, and commitment could benefit from an eclectic curriculum offering choice of texts, guides, and resources.
- Highly abstract, committed, and expert teachers can have freedom to pick, choose and create their own plans, based on a carefully thought out philosophy in terms of teaching processes and understanding. (pp. 356-357)

2.8.3. Professional Development

Codified knowledge, prescriptive practice, inflexible rules of conduct and other traditional approaches to teacher learning belong to traditional or behaviourist paradigms and are unlikely to produce teachers who understand and practice active learning successfully. Constructivist and active-learning approaches require teachers to develop deep understanding of their practice and of the reforms that guide changes in that practice Santiago and McKenzie (cited in Asgedom,

et.al.). Teachers' ability to develop, adopt, and improve throughout their careers is essential for effective active learning and depends on their participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice. Scholars and education program specialists have long supported the view that successful school reform is best achieved by helping teachers and schools become inquiring collaborative organizations, engaging the entire school community in the reform (MoE,2002a).

Many of the ideas of education quality and teacher learning outlined above are evident in Ethiopia's policies and programs, particularly in the overall guidelines for quality teacher development in the Teacher Education Strategic Objective (TESO) and the in-service continuous professional development (CPD) program, both of which are national policies adopted by all of the regional states (MoE, 2005b).

2.9 Staff development

Staff development is an ongoing process, due to the fact that, if the principal lacks interest in the development of staff, there is almost no chance that staff will be motivated to undertake their own development (Steyn 1996). Historically staff development has been a reactive programme (Webb, Montello & Norton 1994). The inadequacies in the preparation of the educators before 1900 and for many years subsequently necessitated major remediation.

According Short & Jones (1991), staff development is an important component of instructional leadership. Principals who are judged as instructional as their roles as staff developers and consistently view their key function as facilitator, driven by a clear vision for the school. Sparks (1997) maintains because staff development is embedded in systems that profoundly affect its effectiveness, a school principal must address structural issues as well as learning needs of individual educators. Dufour & Berkey(1995) also indicated that school principals can create conditions which ensure that professional growth is part of school culture.

From the above it would appear that the fundamental role of the school principals is to help create the conditions and focus on programmes which enable staff to develop so that a school can achieve its goals more effectively.

2.9.1 Staff development within the school

The school principals are an instructional leader when it comes to staff development. Steyn (1996) stated that although staff development is sometimes considered to be the responsibility of the department of education, the schools play an important part in its implementation. A principal is one of the key people in staff development. Steyn further cited that staff development needs to come from within the school; courses should be school-based and preferably school-focused.

Fullan & Hargreaves (1996) stated that the instructional roles of the school principals in staff development are to *treated the educators as a whole person, establish a school culture based on norms of technical collaboration and professional inquiry, carefully diagnosis the starting points for educator development and recast routine administrative activities into powerful educator development strategies.*

Staff development efforts are most successful where a norm of collegiality and experimentation exist. Fullan & Hargreaves (1996) stated that principals educator development strategies seem most likely to be successful within a school culture in which educators are encouraged consciously to reflect on s own practices, to share ideas about their instructions and try out new techniques in the classroom. School principals need to develop norms of reflection through the substance of their own communication with educators and the example of their own teaching. School principals also need to take specific actions to foster norms of collaborations.

2.9.2 In service training

Guthrie & Reed (1991) stated that in-service training relates to the acquisition of knowledge or a particular skill and is a component of staff development. According to Kruger & van Schalkwyk (1997), in-service training should be provided or facilitated by the school principals or any other capable educators on the staff of a school. He further stated that in-service training at a school should be done by the school principals and this in-service training should be, class by continuous follow-up sessions, class visits or scheduled meeting.

Kruger & van Schalkwyk (1997) said that in the light of the current changes and innovations in education, for example new curricula, new systems for assessment and the new teaching methods

associated with the curriculum 2005, it is also important to change and improve the attitudes of educators acquire positive attitudes in order to be able to deal with these and other challenge in the new education system.

2.10 Staff Appraisal

There are some fundamental issues in education which underpin collaborative discussions and decisions about educator training, policy, curricula, structures, and educator appraisal. Mortimore & Mortimore (1991) say that appraisal is a continuous and systematic process to help individual educators with their professional development and career planning and to ensure that in-service training and deployment of educators match the complementary needs of individual educators and schools. Sacred Heart College (1998) maintains that appraisal refers to the process of evaluating judging the strength and weakness of a person's performance on the job.

Sacred Heart College (1982) stated that appraisal is not only for teachers. All educators must be appraised, including principals, Head of district's and district officials. Each person will be appraised in terms of their own job definition, which is the tasks they should be doing.

From the above definitions appraisal is the process that allows educators to acquire or refine knowledge, skills and attitudes.

2.10.1 Types of Appraisal

There are two types of appraisal, namely judgmental (summative) and developmental (formative) appraisal. Judgmental appraisal refers to those decisions that make judgments and do not necessarily help to improve things. Developmental appraisal is an appraisal process which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or on institutional level.

2.10.2 Criteria for appraisal

Jantijies (1996) maintains that each educator decides upon a criterion for either professional development or enrichment, such as developing professional skills to provide for individual differences in learners. To ensure that the process of appraisal is in line with key job functions, Jantijies draws up the following criteria: *Demonstrate appropriate preparation for classroom instruction; Implements a variety of effective techniques; uses instructional time effectively and Implements instructional objectives effectively*

These criteria are used in order to reduce bias and subjectivity by linking it to appraisal.

2.11 Developmental appraisal

Is developmental appraisal is an appraisal process which will result in development in both skills and career prospects of the individual educator and lead to improvement at school or intuitional level. The most important aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve of the quality of teaching practices and educational management.

2.11.1 Method of developmental appraisal

In order to understand the terms developmental appraisal, the researcher will focus on self appraisal, peer-appraisal and the collaboration method. Self-appraisal is when an educator undertakes self-analysis and introspection in terms of his/her own performance. Peer appraisal is the involvement of a colleague in assisting the apprise to review his/her performance with a view to priorities professional development needs collaboration is when educators are working together to assist in problem solving.

2.11.2 Importance of developmental appraisal

Jantjies(1996) says the importance of developmental appraisal is to provide guidelines which the school principal can use to assess the strengths and weakness of an educator. Van der Vyver (1998) indicated that trough the developmental appraisal system, a school principal will be able to know by the feedback of the appraisal panel whether support is needed mainly in training educators with regard to OBE or developing management and administration skills.

Sacred Heart College (1998) concur that appraisal procedures are used to promote co-operation and collaboration between and among staff, including management, administration and maintenance staff. A school principal makes imaginative and constructive use of the developmental procedures. Appraisal evaluation procedures should be conducted as part of the whole school change, school development and for the benefit of the staff.

From the above explanation, developmental appraisal system is part of the whole school and should be viewed in relation to other initiatives that are underway in the school. The developmental appraisal system is a useful way in which school principals and departments of education can determine the actual needs among educators. Developmental appraisal identifies where educators need to be given support in order to improve their professional performance.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This research uses mixed method approach. And the method is descriptive survey so as to explore the instructional leadership roles of principals in government and Orthodox Church owned secondary and preparatory schools.

3.2 Source of Data

This study uses primary and secondary source of data. Primary data are collected from Parent teacher student association members, principals, assistance principals and department heads from both the selected government and Orthodox Church secondary and preparatory schools. Secondary data are collected by reviewing relevant literature.

3.3 Target population of the Study

There is a population of 386 secondary and preparatory teachers, 24 department heads, 4 principals', 8 assistant principals 20 Parent Teacher Association members and 8 Woreda officers in the selected four schools to be considered in this study.

3.4 Sampling and sampling techniques.

The determination of the population and sample schools is based on the 2011/2012 Annual statistical abstract of Addis Ababa education bureau. According to this abstract there are 63 secondary and preparatory schools in Addis Ababa. Among these schools; Government Secondary and preparatory Schools are 7 and Orthodox Church schools are 4. Thus due to the researcher's attachment and accessibility of data to accomplish the thesis on time; the researcher

has applied purposive sampling technique and selected 2 Church owned schools and 2 Government schools in different sub city of Addis Ababa. Accordingly, the target sample of schools are limited to those 4 schools, to represent from different location and complexity, and 4 woreda officers were also selected by purposeful sampling technique. The following table displays the distributions of sample schools and sample size;

Table 1. Sample schools and Sample size

School types	Name of Sample Schools	Grade levels	Population of Sample school						Sample size					
			Principal	Woreda off.	PTSA	Ass. principal	Dep .Heads	Teachers	Principal	Assi.Principals	Dep. Heads	Teachers	Woreda off.	PTSA
Government	Kokebe Tsibah	9-12	1	2	5	2	6	158	1	2	6	23	1	1
	Abiyot Kirse Sec. School	9-12	1	2	5	2	6	151	1	2	6	23	1	1
Church	Holy Trinity Cathedral	9-12	1	2	5	2	6	39	1	2	6	23	1	1
Orthodox	Saint Gebreale	9-12	1	2	5	2	6	38	1	2	6	23	1	1

As shown in Table 1.about 4 school Principals (1 from each schools), 8 Assistant principals (2 from each school), 24 Department Heads (all dept.), 92 teachers, 4 PTSA and 4 Woreda Officers were taken by availability sampling technique, where as the selection of teachers was done through two steps, first the researcher assessed their experience to witness the principals role deeply. Then, the researcher has selected 92 teachers (i.e. 46 from the government and 46 from the Church owned schools) by using random sampling techniques to maintain equal participation of both schools in the research.

3.5 Data Gathering Instruments

Three instruments were used in the process of gathering the necessary data for the study. These are questionnaire, unstructured interview and document analysis.

3.5.1 Questionnaire

Separate questionnaires were prepared for principals, assistance principals, department heads and Teachers. They contained four parts designed to address the variable in the study and provide information in conformity with the leading questions. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. The items in the second part were designed to obtain information on the critical job related characteristics and the three dimensions of instructional leadership roles.

The items in each dimension were prepared in five point scale. The respondents indicate the extent of their engagement to a particular behavior or practice scale choosing one of the five point scale ranging from “almost always” (5) to “almost never” (1). Items in the third section were designed to obtain information on some organizational characteristics of the school that seem to influence the provision of instructional leadership. The last section of the questionnaire for leaders contained items designed to obtain information on respondents regarding supervision, staff development and appraisal.

3.5.2 Interview

In addition to the questionnaires, unstructured interview were used to substantiate the information gathered by the questionnaire. The interview mainly addressed the frequency of supervisory service, staff development and staff appraisals of principals between Orthodox Church and government schools

3.6 Method of Data Analysis

Depending on the nature of the basic questions and variables treated, different statistical tools were employed. In order to compare the current status of instructional leadership roles in both types of schools in terms of supervision, staff development and staff appraisal t-test was computed. And data collected through interviews are qualitatively analyzed.

3.7 Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the purpose of the study i.e., purely for academic. As it is mentioned in the introduction part of the questionnaire and interview guide to the respondents (See appendix A, B, C, D, E & F), it was confirmed that subject's confidentiality will be maintained. In addition, consent of participants has been taken ahead of time. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses the roles of principals as instructional leadership, how those roles affect the teaching and learning process, the problems encountered and the solutions sought as perceived by teachers in the government and Church owned schools. In line with this the discussion of the results are focused on the responses obtained from the questionnaires and interviews made with principals, assistant principals, Teachers, department heads and wereda officers.

4.1 Characteristics of Respondents

As shown Table 2 below, 95.65% of government and 78.26% Church teacher respondents were males. Again 91.66% of department head of government and all Church department head respondents were males. Regarding age 71.74% of government teacher respondents were between 26-35 years old, 10.86% of the respondents were within the range of 36-45 years and the remaining 2.17% and 15.22% fell in to the range of 46-55 years old and below 25 years old, respectively. Whereas 73.91% of Church schools teacher respondents were between 26 and 35 years old, and 21.74% below 25 years old and the remaining 4.35% and fell between 36-45 years old respectively.

Generally from Table 2, one can easily conclude that most of the government schools respondents (about 72%) were found between 26 - 35 years and below 25 years (about 15%) and that of Church schools respondents were about 74% were between 26 - 35 years and 21.74% below 25 years old thus the respondents were not found in the similar age category.

Table 2 : Characteristics of respondents (Teachers and Department heads)

Variables	Category	Government Schools				Orthodox Church Schools			
		Teachers (N= 46)		Dep.heads (N=12)		Teachers (N= 46)		Dept.heads(N=12)	
		No	%	No	%	No	%	No	%
Sex	Male	44	95.65	11	91.66	36	78.26	12	100
	Female	2	4.35	1	8.34	10	21.74		
	Total	46	100	12	100	46	100		100
Age	Below 25 yrs	7	15.22			10	21.74	1	8.33
	26-35 years	33	71.74	4	33.33	34	73.91	9	75
	36-45 years	5	10.86	4	33.33			2	16.67
	46-55 years	1	2.17	4	33.33	2	4.35		
	Above 55yrs								
	Total	46	100	12	100	46	100	12	100
Level of Education	Diploma					4	8.69		
	BSC/BA/BED	41	89.13	12	100	38	82.6	11	91.66
	MSC/MA	5	10.87			4	8.69	1	7.34
	Total	46	100	12	100	46	100	12	100
Service	1-5 years	15	32.61	4	33.33	26	56.52	8	66.67
	6-10 years	21	45.65	2	16.67	17	36.96	4	33.33
	11-15 years	3	6.52	2	16.67	2	4.34		
	16-20 years	2	4.35	3	25	1	2.17		
	Above 21 yrs	5	10.82	1	8.33				
	Total	46	100	12	100	46	100	12	100

As to educational level, 89.13% of teachers and 100% of department head respondents of government schools were first degree holders, and 82.6% of teacher and 91.66% of department head respondents of orthodox church owned schools were first degree holders; besides 8.69% of teachers are found to be diploma holders. Hence, almost all of the respondents in both government and Church secondary and Preparatory schools had achieved more or less the same educational level.

As shown in Table 2, with regard to service, 45.65% of teacher respondents in government schools had a service of within 6-10 years and 32.61% about a service of 1 - 5 years where as 56.52% of Church schools teacher respondents had a service of below 1 - 6 years and 36.96% about a service of above within a limit of 6-10 years. Though, such service year difference was

observed between the two categories; it was hoped that the duration of the service for the orthodox church owned schools shows a better inclusion of fresh and young graduates to the work force of the school ; however in the other service years both schools have shown similarity.

In terms of the service years of department heads, 33.33% respondents of government schools had an experience of 1 - 5 years and 33.33% of the respondents fall 6 - 15 years of experience as a department head. And 21% of the respondents are 16 - 20 years of experience. However 10.82% of the department heads are above 21 years of experience. In the contrary 66.67 respondents of Orthodox Church owned schools are within 1 - 5 years of experience. And the remaining 33.33% of the respondents had 11 - 15 years of experience. The responsibilities of department heads have forced them to work in collaboration with principals. This enables them to judge principals' instructional leadership performance.

Table 3: Characteristics of respondents (principals and Assistance principal)

As Table 3 shows, 100% of respondents of principals and assistant principals in government and church schools were males. Thus, this is an indication that female representations in the principal

Variables	Categories	Government schools				Orthodox church school			
		Principal (N = 2)		Asst. principal (N = 4)		Principal (N = 2)		Asst. principal (N = 4)	
		No.	%	No.	%	No.	%	No.	%
Sex	Male	2	100	4	100	2	100	4	100
	Female	-	-	-	-	-	-	-	-
	Total	2	100	4	100	2	100	4	100
Age in years	Below 25	-	-	-	-	-	-	1	25
	26 - 35	-	-	2	50	1	50	1	25
	36 - 45	1	50	2	50	1	50	2	50
	46 - 55	1	50	-	-	-	-	-	-
	Total	2	100	4	100	2	100	4	100
Level of Education	BSC/BA/BED	1	50	4	100	2	100	-	-
	MSC/MA	1	50	-	-	-	-	4	100
	Total	2	100	4	100	2	100	4	100
Service in years	1 - 5	-	-	-	-	-	-	-	-
	6 - 10	-	-	2	50	-	-	2	50
	11 - 15	-	-	1	25	2	100	2	50
	16 - 20	1	50	1	25	-	-	-	-
	Above 21	1	50	-	-	-	-	-	-
	Total	2	100	4	100	2	100	4	100

position in the Addis Ababa City were underrepresented in educational leadership position both at government and Church secondary and Preparatory schools.

With regard to the age distribution 50% principals and assistant principals in government schools were between 36 - 45 years. However, 50% principals and 50% assistant principals in Church schools were 26 - 35 years. Almost similarly 50% principal of government schools were 46 - 55 years and 50% of principal of Church schools were 36 - 45 years.

In referring to the experience of principals and assistant principals of government schools 50% had served in the current position for less than 20 years and Church schools served in the current position for less than 15 years.

Therefore, it was assumed that the longer exposure to the position would have its own positive impacts in performing instructional leadership tasks. Despite this less experiences in their current position, almost the majority of the principal and assistant principals of the government schools had above 6 years service as a teacher might helped them to develop some instructional leadership roles through experience. And, it was assumed that a principal without adequate experience in the leadership is hardly able to provide proper instructional roles in the school.

In terms of educational level 100% of the Church and 50% of government schools principals and assistant principals had earned first degree. However, as a principal the criteria's is blue print of teachers' development program (MOE, 2007, Pp-30-31) has stated that the academic qualification required for the secondary and preparatory school principals is a master's degree. This qualification standard was not filled by some of the government and all of church schools.

Again as can be seen from Table 3, the area as specialization in the entire church and government schools some of the principal and assistance principals were academic subject area undergraduates (Mathematics, Geography, etc..). Regarding the area of specialization of principals; a blue print of teachers development program (MoE 2007, p.60) has stated that the school principals need to have adequate knowledge, skills and attitude in the area of educational administration /management. The researcher also argues that principals without a clear understanding of theories and principles of educational administration will be able to make only a limited contribution in raising student achievement.

4.2 Task of instructional leadership Roles of principals

It has been reported that the leadership behaviors of principal and its role as instructional leader has a significant impact on creating more effective schools leading to higher levels of student achievements (Cotton, 2003).

The study emphasizes that the instructional leadership role of principals in supervision, staff development and staff appraisal. To assess the actual similarity and difference of principals in the sample schools. The respondents were asked to rate to what extent the principals of each school performed in a given major tasks of principals as instructional leadership. Respondents indicated their answers on a given Likert-scale ranging from "always" (5) to "Never" (1). A high mean value on a particular job function under the major task indicates how the principals are done as instructional leadership in that area. School principals who obtained a high rating across the various job functions were perceived as having relatively better performance in instructional leadership.

Therefore, for the purpose of analysis, based on the average value (3.000) of the rating scale, mean values were interpreted as: ≥ 4.000 as good performance, 3.000-3.999 as moderate performance, and 2.500-2.999 as weak performance and < 2.500 as very weak performance. In general, the mean value measures the performance of the Church and government schools principals and the t-test tests the difference between the two groups (tests the significance difference that exists between the two groups).

The responses given were organized supervision, staff development and staff appraisal as a function of instructional leadership of principals. The conceptual frame work of the three main tasks of instructional leadership of principals tasks were chosen for the fact they were more tenable and simple to work with and also they were deemed manageable for the student researcher were examined

4.2.1 Supervision

Supervision is an act by the principal of managing, overseeing and giving direction to teachers. According to Roussow (1990; 59) defines supervision in the key to the principals role in contributing to effective classroom. In general in defining supervision were identified under the major tasks of principals.

The overall results teachers, department heads, principals and assistant principals response for each tasks activities shows part by part below.

Table 4: Responses of teachers in supervision.

No	Tasks	Respondents				T-obtained
		Government sch. (N=46)		Church owned sch. (N=46)		
		MeanX ₁	Std. dev.	Mean X ₂	Std. dev.	
1	Plan a program	3.87	1.024	3.41	1.045	2.116*
2	Give assistance in a student's assessment	3.78	1.134	3.5	1.006	1.265
3	Assist teachers in problem solving	3.63	1.082	2.96	1.053	3.027*
4	Visits classroom for instructional purpose	3.52	1.188	3.0	1.011	2.269*
5	Assess the curriculum for instruction	3.33	1.266	3.13	1.002	0.822
	Grand mean	3.626	1.1388	3.2	1.0234	0.417

*0.05 significance level
2-tailed, df=90
T-critical >1.96 or
T-critical <-1.96

Level of performance
< 2.500=very weak performance
2.500-2.99=weak performance
3.000-3.999=moderate performance
> 4 good performance

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As Table 4 shows, on task one, three and four reveals there was a significant difference between the performance of church and government schools.

With regard to giving supervision in a given task as Table 4 were rated as moderate performance for the government and church school principals. On task No 3 church school principals had weak performance ($x_2 = 2.96$) in the contrary government school principals had moderate performance this was due to the principals determination to take corrective measure for those who have not done properly.

Table 5: Responses of principals in supervision tasks.

No	Tasks	Respondents				T-obtained
		Government sch (N=6)		Church owned (N=6)		
		Mean X ₁	Std. Dev.	Mean X ₂	Std. Dev.	
1	Involve in formulating the school mission	3.33	1.211	4.50	0.548	-2.150*
2	Has power in managing the instructional program	4.33	0.816	4.17	0.753	0.368
3	Be flexible enough creating positive school environment	4.33	0.516	4.33	0.816	0.00
4	Assist teachers in their day to day activities	4.83	0.408	3.50	1.049	2.902*
5	Participate in curriculum development	2.50	0.837	3.00	1.897	-0.591
6	Uses action research	2.50	1.225	2.83	0.753	-0.568
7	Work to monitor classroom instruction	4.50	0.548	4.33	0.516	0.542
8	Collaborate with educators to plan instructional program	3.50	0.548	3.83	0.983	-0.725
9	Responds to school problem	4.50	0.548	4.17	0.983	1.195
10	Develop methodology	3.00	1.265	4.00	0.632	-1.732
11	Evaluate classroom instruction	4.5	0.548	4.33	0.516	0.542
12	Evaluate teachers in academic objectives	4.17	0.73	4.17	0.983	0.00
	Grand mean	3.832	0.766	3.93	0.869	-0.259

* 0.05 significance level

2-tailed, df= 90

t-critical >1.96 or

t-critical <-1.96

level of performance

< 2.500=very weak performance

2.500-2.99= weak performance

3.000-3.999= moderate performance

≥ 4.00= good performance

As Table 5, on task one and four reveals that there was a significant difference between the principals of church and government schools in assisting teachers in their day to day activities.

As Table 5 depicted, the principal respondents of setting groups agreed that they were performing moderately almost in all tasks. However, with regard to tasks five in the table principals were rated as very weak performance ($x_2 = 2.50$) where as Church schools had moderate performance. In addition, task six both government ($x_1 = 2.5$) and Church schools ($x_2 = 2.83$) perform very weak performance in action research.

Table 6: Response of department head's in supervision

No	Tasks	Respondents				T-obtained
		Government sch. (N=12)		Church owned N=(12)		
		Mean X ₁	Std. Dev.	Mean X ₂	Std. Dev.	
1	The school has clearly stated mission	4.42	1.084	3.58	1.782	1.384
2	The principal takes you to support teaching task	2.75	1.357	2.92	1.165	-2.26*
3	The principals gives you an informal support	3.58	1.24	3.67	1.435	-0.152
4	The principal is the sole responsible in managing the school	3.50	1.314	3.88	1.443	0.739
5	The principal conducts class room observation	3.42	.900	3.75	.965	-0.875
6	Prepares supervision with the department heads as necessary	2.5	1.87	3.33	1.231	-1.758*
	Grand mean	3.361	1.294	3.521	1.336	-0.194

* 0.05 significance level
 2-tailed, df= 90
 t-critical >1.96 or
 t-critical <-1.96

level of performance
 < 2.500=very weak performance
 2.500-2.99= weak performance
 3.000-3.999= moderate performance
 ≥ 4.00= good performance

The above data on the Table 6 indicates that Church school respondents rated their principal's instructional leadership roles as moderate performance in all task activities except in task activity two which is rated as weak performance ($x_1 = 2.92$). Whereas government department head respondents rated their principal on task activity two and five as weak performance and the rest task activity as moderate performance. As per Table 6 the t value (-1.758) indicates there was a significant difference on the preparation of supervision with department heads. Generally in all task activities the Church owned school was rated as performing better than government school principals.

4.2.2 Staff development

According to Short Jones (1991) staff development of instructional leadership principals who are judged as instructional leaders value their function as facilitator, driven by a clear vision for their school.

It would appear that the fundamental role of the school principals is to help/create the condition and focus on a programme which enables staff development to achieve its goals more efficiently.

As per Table 7 below, on task two there was a significant difference between the principals of Church and government school in arranging school development program.

As indicated in Table 7 below, both groups (government and Church school) question number two, three, four, six, and ten principals were rated as weak. And from task five and nine the principals could not prepare experience sharing programs among staff to build their knowledge to the new employs and it was rated as weak performance but Church owned schools perform moderate performance.

Table 7: Responses of Teachers on staff development

No	Tasks	Respondents				T-obtained
		Government sch. (N=46)		Church owned sch. (N=46)		
		Mean X_1	Std. Dev.	Mean x_2	Std. Dev.	
1	Organizing orientation program for beginning teachers.	3.00	1.211	3.17	.950	-0.766
2	Arrange skills development programs (workshops, teaching) for teachers.	2.22	1.14	2.78	1.153	-2.391*
3	Design staff development programs to address individual teacher development need.	2.67	1.301	2.93	0.854	-1.137
4	Focus staff training opportunities to improve the quality of teaching and learning	2.59	1.326	2.85	0.965	-1.079
5	Organize experience sharing programs among colleagues.	2.85	1.398	3.04	1.095	-0.747
6	Plans and executes in service programs for staff development.	2.65	1.286	2.83	0.902	-0.751
7	Provide assistance with resources and materials	3.35	1.59	3.39	.954	-0.196
8	Support in problem solving	3.7	1.133	3.63	.928	0.302
9	Facilitate mentoring program provided by an experienced teacher to the beginning teacher	2.96	1.299	3.20	1.067	-0.965
10	Enriching the existing curriculum by inventing and developing new curriculum units and materials	2.98	1.202	2.72	.981	1.140
	Grand mean	2.897	1.288	3.054	0.984	-0.419

* 0.05 significance level
 2-tailed, df= 90
 t-critical >1.96 or
 t-critical <-1.96

level of performance
 < 2.500=very weak performance
 2.500-2.99= weak performance
 3.000-3.999= moderate performance
 ≥ 4.00= good performance

Table 8: Response of Department head's in staff development

No	Tasks	Respondents				T-obtained
		Government sch. (N=12)		Church sch.(N=12)		
		Mean X ₁	Std. Dev.	Mean X ₂	Std. Dev.	
1	The principal has competence	3.75	1.138	3.33	1.073	0.923
2	The principal has due solutions to any problems encountered by the staff	3.08	1.24	3.25	.754	-0.398
3	The principal is decisive as instructional leader in the school	3.08	1.379	3.08	.996	0.00
4	The principal is decisive in academic as well as administrative issues	2.75	.866	3.33	1.231	-1.343
5	The principals plans staff training annually	2.58	1.379	3.83	1.030	-2.516
	Grand mean	3.048	1.20	3.364	1.016	-0.666

* 0.05 significance level
2-tailed, df= 90
t-critical >1.96 or
t-critical <-1.96

level of performance
< 2.500=very weak performance
2.500-2.99= weak performance
3.000-3.999= moderate performance
≥ 4.00= good performance

As shown in Table 8, there was no significant difference between church and government school roles in the listed tasks of the principals.

As shown in the table 8 for task four and five department heads responses rated as weak performance in (2.75 and 2.58) in both decision making of academic issues and planning staff training annually for government schools. Whereas in the church owned the items related to preparing staff training annually and decision making of academic issues shows moderate performance (3.33 and 3.83).

Table 9: Response of Principals in staff development tasks

No	Tasks	Respondents				T-obtained
		Government schools (N=6)		Church owned schools (N=6)		
		Mean X ₁	Std. Dev.	Mean X ₂	Std. Dev.	
1	Develop collaboration among staffs	4.33	.816	3.67	1.211	1.118
2	Get into designing and procurement of effective staff development	3.83	0.753	3.33	0.816	1.103
3	Ensure staff development activities	3.67	1.633	3.67	1.033	0.00
4	creating climate appropriate/excellent for staff development	4.50	1.265	3.5	1.049	0.745
5	Take training for updating oneself	2.83	.753	2.67	1.366	0.262
6	Organize the school staff	4.17	.753	4.4	0.894	0.349
7	Power to select instructional materials	3.5	0.837	3.33	0.516	0.415
8	Create environment for teachers to adopt newly forwarded	3.83	0.753	3.50	0.837	0.725
9	Prepare grounds for in-service training	2.5	1.225	3.17	0.753	-1.136
10	Prepare school development training for newly recruited teachers	2.33	1.033	3.00	1.095	-1.085
	Grand mean	3.549	0.982	3.424	0.957	0.214

* 0.05 significance level
 2-tailed, df= 90
 t-critical >1.96 or
 t-critical <-1.96

level of performance
 < 2.500=very weak performance
 2.500-2.99= weak performance
 3.000-3.999= moderate performance
 ≥ 4.00= good performance

As shown in Table 9, there was no significant difference between church and government schools.

According to the response of the principal in Table 9 both government and church owned schools doesn't take any training and they have shown weak performance($x_1=2.83$ and $x_2=2.67$). While in preparing in-service training and prepare school development training for newly recruited teachers shown moderate performance ($x_2=3.17$) and ($x_2 = 3.00$) in church school. However, in government schools show weaker performance.

4.2.3 Staff appraisal

Sacred Herat College (1998; 82) explains the significance of appraisal to teachers and all the member of the school must be appraised. Each person will be appraised in terms of their own job definition that is the tasks they should be doing.

Table 10: Responses of Teachers on Appraisal

No	Tasks	Respondents				T-obtained
		Government sch. (N=46)		Church owned (N=46)		
		Mean X_1	Std. dev.	Mean X_2	Std. dev.	
1	Motivate teachers for better performance	3.15	1.349	3.26	1.163	-0.414
2	Budgeting for praise teachers for vital instruction	3.52	1.188	3.0	1.011	2.269*
3	Provide privilege for high performing teachers	3.63	1.082	2.96	1.053	3.027*
4	Trusted by teachers for confidentiality	3.54	1.168	3.43	0.91	0.498
5	note specific strengths of teachers instructional practices	2.96	1.299	3.20	1.067	-0.965
	Grand mean	3.36	1.217	3.17	1.041	-0.176

* 0.05 significance level
2-tailed, df=90

t-critical >1.96 or
t-critical <-1.96

level of performance
< 2.500=very weak performance,
2.500 -2.99=weak performance
3.000-3.999=moderate performance
≥ 4.00= good performance

As shown in Table 10, on task two and three there was a significant difference between government and church school in budgeting for prize teachers for vital instruction and providing privilege for high performing teachers.

With regard to task three government schools principals were rated as moderate performance ($x_1=3.63$) where as church owned school principal were rated as a weak performance ($x_2=2.96$).

Table 11: Response of Department head's in staff appraisal

No	Tasks	Respondents				T-obtained
		Government schools (N=12)		Church owned (N=12)		
		Mean X ₁	Std. dev	Mean X ₂	Std. Dev.	
1	The principal takes corrective measures in and out of lesson	2.58	.996	3.33	1.073	-1.774
2	The school uses different mechanisms to recognize excellent performing by the teaching staff.	3.25	1.658	3.08	1.311	0.273
3	The principal prepares an incentive for who he/she executes his duty on time	2.83	1.528	2.5	1.243	0.586
	Grand mean	2.886	1.394	2.97	1.209	-0.305

* 0.05 significance level
 2-tailed, df= 90
 t-critical >1.96 or
 t-critical <-1.96

level of performance
 < 2.500=very weak performance
 2.500-2.99= weak performance
 3.000-3.999= moderate performance
 ≥ 4.00= good performance

As shown in Table 11, there was no significant difference in church and government schools in roles of instructional leadership.

In Table 11, on task three both church and government school had weak performance in preparing incentives who executes his duties on time. In addition to these, in task one government school principal had weak performance ($x_1 = 2.58$) whereas church owned school principals were rated as moderate performance ($x_2 = 3.33$).

Table 12: Response of Principals in staff appraisal tasks

No	Tasks	Respondents				T-obtained
		Government sch. (N=6)		Church owned (N=6)		
		Mean X ₁	Std. Dev.	Mean X ₂	Std. Dev.	
1	Involve in acquire and coordinate resources	3.5	0.837	4.33	.516	-2.076*
2	Necessary for instructional improvement	4.00	1.673	4.33	1.211	-0.395
3	Get oneself in motivating teachers	3.33	1.366	3.67	1.211	-0.447
4	Budget for praise teachers for vital instructional leadership	3	1.095	3.17	1.169	-0.255
5	Trusted by teachers for confidentiality and work efficiency	4.5	.548	3.33	1.033	0.349
6	Provide privilege for high performing teachers	4.33	.816	4.5	.548	-0.415
7	Motivating for high performing teachers(objective allocation ,time usage, effective teaching)	3.50	.548	3.33	1.033	0.349
8	Point out specific strength in teacher instructional practices	4.33	.816	4.5	.548	-0.415
9	Note specific strengths of the teachers instructional practices in written evaluations	4.67	.816	3.83	.408	2.236*
	Grand mean	3.906	0.946	3.887	0.853	-0.118

* 0.05 significance level

2-tailed, df= 90

t-critical >1.96 or

t-critical <-1.96

level of performance

< 2.500=very weak performance

2.500-2.99= weak performance

3.000-3.999= moderate performance

≥ 4.00= good performance

As shown in Table 12, on task one and nine there was significant difference in church and government schools in roles of staff appraisal.

In table 12 regarding to principal's response both government and church owned schools had good performance in staff appraisal tasks.

Till this section the researcher tried to quantify the roles of principal in handling the administrative as well as the academic issues. And in the coming section the researcher tried to show the principles and woreda education officers' response verbally. Beside to these it triangulate the responses of the above factors through interview.

4.3 Analysis of Data Collected Through Interview

4.3.1. Supervision: Facilitating the Instruction for Better Classroom

The results from the interview 'why they don't visit classroom observation?

Two out of four principals' respondents (P3 & P4) expressed satisfaction about the supportiveness of their part in supervision. And they portrayed themselves as problem-solvers and creators of a school conducive climate environment for effective teaching and learning process. One principal from the government schools remarks, "*The main purpose of our supervision is to assist teachers in instruction*", (P3, as interviewed on April, 5/2013). Daresh (1989) referred to the research conducted by the Association for Supervision and Curriculum Development (ASCD) pointed out that the effective principal provides support for instruction. As other principal from the government remarked as,

"We do not provide different kinds of supervision for different teachers. The guide line is all the same. Although senior teachers are observed only once a year, whereas the junior ones are observed more than once, just to make sure that they are doing things right in the classroom"(P4, as interviewed on April 6/2013).

Both of the principals of the Church schools answered that they do not have the time to practice instructional supervision as they wished to be and they replied as; *most of the time we are there to make supervision for newly recruitment of teachers in early stage joining our school and at the end of the year in order to extend teachers contractual agreement.*(P1 & P 2, April 6/2013)

More or less contrary to principals of the government schools the principals of church schools indicated that some of the formal instructional leadership tasks, even including supervision is carried out both by the stakeholders of the schools including principals influenced the instructional programs in both formal and informal ways.

These views coincides with a number of findings on instructional leadership, according to which principals spend little time directly attending the teaching and learning process but play a more indirect and supportive role (Heck, 1992. P. 22).

4.3.2 Staff development: promotion and dynamism

During an interview with the church principals' both replied that " *we had never had a budget for training and other upgrading means except checking teachers in recruitment whether they have taken teaching methodology or not.*" (P1 & 2, on April 6/2013).

However an interview with government schools both principals' responded that

"There are staff development activities at least one in the semester; the purpose is to potentiate teachers with teaching methodology and to create awareness to newly releases and improved educational policies. Moreover the woreda education officers had a strong contact with us to revise our plan in training schedules" (P3 & P4, April 5/2013).

As it is seen on the above analysis it is possible to conclude that government schools principals gave an emphasis on the task of staff development than church owned schools principals' did. Hence this paves the way for creating conducive teaching-learning environment in the school as staff development endeavors is highly reflected. Because of this teacher engaged in frequent, continuous, and precise talk about teaching practice, subject panel meetings and discussing the subject matter contents.

At the interview of the woreda education officers respondents also underlined that "*as education officer teachers should participate in various staff development activities such as short and long-term in service courses woreda education officers organized by the state (the Federal and Regional) education departments, city education office"*(W 1, 2 & 3 on April 8/2013).

4.3.3 Appraisals: Valuation or Devaluation

During an interview with the principal all believed that teacher's recognition was important, and that will positively reinforce them to do their job as expected. Principal from the government schools replied that *"picking out teachers' strength, discussing concerns and teaching styles with them, resulted in enhancing their growth, which leads to better understanding on the profession among teachers. This, in turn, led to better student outcomes"* (P3 & P4). From those perspectives, the principal promoted teacher growth through giving them feedback, support, and resources.

In the contrary , an interview with Church schools principals acclaimed that *"We have no any motivation and value added to the well performing of teaching profession. However, in every year we proposed to the higher church bodies to budget some amount of money to the teachers and good behaved department heads, but the response was not satisfactory."*(P 1 & P 2).

And the woreda officers confirmed that we always allocate budget annually for the good performing teachers and principal as a reward.

As mentioned earlier the researcher tried to make facts tangible through different data gathering methods in different angles. In doing so the researcher investigated that wereda education officer also involved as instructional leader as it is done by principals. However, this has been much observed in the government schools than in church owned schools. In the church schools, one can deduce that there was zero wereda education officers' involvement except valuating principals' implementation of down warding orders.

Besides, it is also assessed that parent-teacher and student associations' involvement in principals' role as instructional leader is found to be cumbersome in the government schools in which they are involved much in resource allocation particularly in assisting construction of school buildings. However, it is true that there is no any PTSA in the church schools except making of annual conference with parents to declare increment of the school fee.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

The purpose of this research was to investigate if principals understand and perform their roles as instructional leaders in schools. It also aimed at looking at different positive approaches to instructional leadership roles and ways of sustaining it. This chapter analyses and interprets the data of the investigation.

5.1 Summary of Major Findings

The main purpose of the study was to assess the instructional leadership roles of principals in government and church owned secondary and preparatory schools. And to this end, the following basic research questions were stated and answered.

The basic research questions were:

- How do principles play their roles in-terms of staff supervision?
- How do principals play their roles in-terms of staff development?
- How do principals their role inters of staff appraisal?
- In which schools do principals show better performance interms of the three leaderership roles?

A descriptive survey study quantitative method was employed in this study. The subjects of the study were 136 and 92 teachers from government and church secondary and preparatory schools respectively, 2 principals, 4 assistant principals and 12 department heads from government schools. Similarly 2 principals, 4 assistant principals and 12 department heads, 4 Woraeda officer and 4 PTSA church owned preparatory and secondary schools were the subjects of this study.

This study employed questionnaires for principals, teachers, assistant principals and department heads. In addition to this, structured interviews with principals, PTSA and Woreda officers. Generally, based on the analysis made, the following are the major findings of the study in relation to the research objectives.

The findings on the performance of principals as instructional leadership on the task direct assistance to teachers of Government Schools rated as moderate performance(3.63) than Church owned Schools (2.96), staff development program to address individual need with the overall t-value -2.391 shows that the existence of significant difference. As the grand mean rating value of the responses of teachers concerning the supervision for government 3.626 and Church 3.2 reveals government school principals were rated as performing better than church owned schools. Similarly government schools were rated as performing better than the church owned school principals as grand mean value of 3.412 and 2.859 for government and Church school principals reveals respectively on the task action research. Whereas Church school principals were rated performing better than government school principals on the task group development.

It is clear from the result that on the task curriculum development and professional development there were no significant difference on the performance of government and private school principals role as instructional leadership.

For the third basic questions 'how do the roles of principals affect the teaching learning process? The findings obtained from the interview revealed the following points. Government school principals' roles as instructional leadership affect the teaching and learning mainly through bureaucratic and structural aspects which directly influences teachers and instruction. They may be regarded as the formal tasks such as coordinating the curriculum, framing the school goals, supervising and evaluating instruction, and supporting professional development sessions. Whereas, Church school principals' roles, affect the teaching learning process through both informal and formal (bureaucratic and structural) aspects. These informal aspects may include aspects of establishing a favorable and supportive climate for teaching and learning by collaboration, physical visibility of principals and setting expectation and recognition of achievements.

Furthermore, the study also reveals that Church school principals understood their role as active, guiding participants in the process of teaching and learning purposefully, they placed themselves in the midst of the teaching learning process that created first order change. These instructional principals conveyed explicit acceptance of their responsibility for change and improvement of instructional practices in three characteristic ways. First these principals accepted responsibility for change efforts, and were central in guiding and directing the process that lead to improvement. Second, these principals made explicit to teachers the mission for change to be achieved. And third, these principals actively monitored the progress that teachers were making toward the intended goals for improvement. But unfortunately the government school principals were exercising their tasks on a traditional way that is a hierarchical.

The study revealed that there was no significance on the problems that encountered by Church and government school principals. But as per the grand mean 3.142 and 3.412 for government and Church school principals respectively reveals government school principals were encountered relatively with a series problem than the Church school principals. And also on agreement with the respondents' characteristic table 3 that 100% of the principals and assistant principals were undergraduates on subject area of government than church schools. Again it was confirmed from the interview made with principals and assistant principals that more of them does not take any professional training on secondary school principal ship of government principals.

5.2 Conclusion

This study has made an attempt at determining if principals perform their responsibilities as instructional leaders in the government and church owned secondary and preparatory schools of Addis Ababa. The need to research and analyze the principal's instructional leadership role arose from the assumptions stated in chapter one of this study.

Ethiopia made it necessary for the researcher to investigate if the principals understand their instructional leadership role in this transformation.

One of the major aspects of research in this study dealt with the involvement of principal in supervision, staff development and staff appraisal part of his instructional leadership role. The research findings showed that in some instances principals do not take part in discussions about curriculum matters. In other instances principals do not involve their educators in programmes for curriculum improvement.

Teaching deals mainly with teaching and learning process. The potential role of principals as instructional leaders is of vital importance. In this regard the principal's role is concerned with instructional programmes together with the general school effectiveness. In support of this view,

Forsyth and Hoy (1986) emphasize that the principals' primary concern is not only that of instructional progress of individual teachers, but also of being responsible for instructional improvement. Therefore the lack of instructional leadership skills among many principals should be a matter of great concern for the department of education

5.3 Recommendation

In order to improve the instructional climate of the school, the principals with their leadership behaviors must create a humane environment for teachers and learners. Such an environment will lead to increased self-esteem on the part of both educators and learners and to greater achievement.

For the improvement of instruction and development of curricular materials, the principal's leadership should be democratic. The principal should allow active participation of the teachers in planning instructional improvements.

With regard to staff development, the principals need to give help to teachers so that they reach the highest levels of professional development that is possible for teachers to attain. The principals must provide developmental supervision in order for teachers to arrive at their full potentiality.

As a supervisory head of a school, the principal must arrange classroom visitations with Assistance principals and department heads.

The principals must build consensus in their schools for academic improvement. The principals should do this by encouraging educators to meet together to plan learning content and arrange topics in sequence form grade to grade. Principals and educators must operate under a theme of "working together".

To enhance instructional performance among educators, principals must reward educators for things done correctly; and for things done incorrectly; there must be corrective measures. Principals must give feedback to teachers whether positive or negative remarks in order to help the teachers to grow in his/her teaching practices. Therefore principal's leadership must provide high moral and good teaching.

The rise and fall of any school depends largely on the extent of staff motivation. Principals must therefore continuously motivate and help staff to develop and become innovative classroom managers.

The education authorities should consider equipping young educators with leadership skills by encouraging these teachers to participate actively in school leadership roles and also by providing leadership workshops. Demographic analysis indicates that many respondents ages range between 36 - 45. At these ages people are active, energetic and productive. It would therefore be easy to train these teachers.

The department must plan leadership training programmes for serving principals at district and wereda levels to empower these principals to become effective instructional leaders in their schools.

It is recommended that advocacy workshops be conducted for school principals whenever there are changes in curricular related policies. This will help principals to have updated information about the improved curriculum to enable them to take informed decisions with regard to curricular matters.

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Dear Respondent.

The main purpose of this questionnaire is to compare the instructional leadership roles of secondary school principal between church owned and government schools. Moreover, the researcher intends to compare the tasks of principal as staff appraisal, staff developer, supervisor in promoting leadership roles between Orthodox Church owned and government schools.

Therefore, I kindly ask you to respond to my questionnaire objectively and genuinely without any fear. The information you provided will be treated with confidentiality it deserves and used only for academic purpose. I would like to express my deepest appreciation for your kind cooperation in filling out this questionnaire.

Thank you in advance for your kindest cooperation!

Note:

1. There is no need to write your name
2. For every item, you have to give only one answer

Part I: Background information of respondent

Please provide the following information

(Put "√" mark when necessary)

A. Name of the School _____

School type government church owned

B. Sex Male Female

C. Age

a. 25 years and below	<input type="checkbox"/>
b. 26-37 years	<input type="checkbox"/>
c. 36-45 years	<input type="checkbox"/>
d. 45-55 years	<input type="checkbox"/>
e. above 55 years	<input type="checkbox"/>

D. Level of education E. Years of experience as Department head/principal/teacher

- | | | |
|--|--------------------------------|-----------------------------------|
| 1. Diploma <input type="checkbox"/> | 1-5 <input type="checkbox"/> | 6-10 <input type="checkbox"/> |
| 2. BA/BED/BSC <input type="checkbox"/> | 7-11 <input type="checkbox"/> | 12-15 <input type="checkbox"/> |
| 3. MA/MSc <input type="checkbox"/> | 16-20 <input type="checkbox"/> | above 20 <input type="checkbox"/> |
| 4. Other (Please Specify) <input type="checkbox"/> | | |

Part II.

For the response to each statement:

5 represent Always: 2 represent seldom
Frequently:

1 represents never.

3. Represent sometimes 4. Represents

Appendix A

I	Teacher response in supervision	5	4	3	2	1
1	Plan a program					
2	Give assistance in a student's assessment					
3	Assist teachers in problem solving					
4	Visits class room for instructional purpose					
5	Assess the curriculum for instruction					
II	Principals' response in supervision					
1	Involve in formulating the school mission					
2	Has power in managing the instructional program					
3	Be flexible enough creating positive school environment					
4	Assist teacher in their day to day activities					
5	Participate in curriculum development					
6	Uses action research					
7	Work to monitor classroom instruction					
8	Collaborate with educators to plan instructional program					
9	Responds to school problem					
10	Develop methodology					
11	Evaluate classroom instruction					
12	Evaluate teachers in academic objectives					
III	Questions for Departments to rate principal role as supervisor					
1	The school has clearly stated mission					
2	The principal takes you to support teaching task					
3	The principal gives you an informal support					
4	The principal is the sole responsible in managing the school					
5	The principal conducts class room observation					
6	Prepares supervision with the department heads as necessary					

Appendix B

I	Teacher rating of principals' role as staff developer	5	4	3	2	1
1	Organizing orientation program for beginning teachers					
2	Arrange skills development programs (workshops, teachers) for teachers					
3	Design staff development programs to address individual teacher development need					
4	Focus staff training opportunities to improve the quality of teaching and learning					
	Organize experience sharing program among colleagues					
5	Plans and executes in service program for staff development					
6	Provide assistance with resource and materials					
7	Support in problem solving					
8	Facilitate mentoring program provided by an experienced teacher to the beginning teacher					
9	Enriching the existing curriculum by inventing and developing new curriculum units and materials					
II	Department heads rating of principals'					
1	The principal has competence					
2	The principal has due solutions to any problems encountered by the staff					
3	the principal is decisive as instructional leader in the school					
4	The principal is decisive in academic as well as administrative issues					
5	The principal plans staff training annually					
III	Principal response in staff development issues					
1	Develop collaboration among staffs					
2	Get in to designing and procurement of effective staff development					
3	Ensure staff development activities					
4	Creating climate appropriate/excellent for staff development					
5	Take training for updating on self					
6	Organize the school staff					
7	Power to select instructional materials					
8	Create environment for teachers to adopt newly forwarded					
9	Prepare grounds for in-service training					
10	Prepare schools development training for newly recruited teachers					

Appendix C

I	Teacher on Appraisal	5	4	3	2	1
1	Motivate teachers for better performance					
2	Budgeting for praise teacher for vital instructional					
3	Provide privilege for high performing teachers					
4	Trusted by teachers for confidentiality					
5	Note specific strengths of teachers instructional practices					
II	Items on Department heads in appraisal issues					
1	The principal takes corrective measures in and out of lesson					
2	The school uses different mechanisms to recognize excellent performing by the teaching staff					
3	The principal prepares an incentive for who he executes					
III	Items in principals role as appraisals					
1	Involve in acquire and coordinate resources					
2	Necessary for instructional improvement					
3	Get oneself in motivating teachers					
4	Budget for praise teachers for vital instructional leadership					
5	Trusted by teachers for confidentiality and work efficiency					
6	Provide privilege for high performing teachers					
7	Motivating for high performing teachers (objective allocation time usage, effective teaching)					
8	Point out specific strength in teacher instructional practices					
9	Note specific strengths of the teachers instructional practices in written evaluations					

**Appendix D: Interview Guidelines for education Officer
Interview for the Woreda Education Officers**

1. What is your area of interventions in the function of principal?
2. Do you have any role in the selection of principals (gvt. sch.)?
3. What are the major issues that can make the principal out of work?
4. Do you have any do's and don't checklists prepared by the offices to the work structure of the principal?
5. If there is: what if he/she modified the checklists to suit the contexts?
6. Do you have in-service training to the principal?
7. What is your incentive for high performing principals?
8. Have you solved any issues related to principals to teacher disagreement?
9. What is the offices position to supervision?
10. Do you enforce the principal to conduct staff development program?

Appendix E

Interview Questions for Principal

1. How do as high school principal's view and implement your role as instructional leader?
2. How do you perceive your role as principal?
3. What stands out for you about instructional leadership?
4. Do you praise teachers for their effective4ness and efficiencies?
5. Can you give some examples of how you provide instructional leadership for you school?
6. What would you say are the four or five most important things that instructional leaders should do?
7. What would you say are the four or five things an instructional leader should not do?
8. What challenges must principals overcome to implement the role of instructional leader?
9. What would you like to do differently to provide instructional leadership?
10. What gets in the way of your beings able to provide instructional?
11. How do you often supervise teachers in the class room?

Appendix F: Interview Guidelines for Parents

Part I (Interview for Parent)

Among the various tasks of instructional leadership of principals professional development. Supervision and staff appraisal among the main tasks. Thus, you are kindly requested to give your response for each interview question.

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

Declaration

I, the undersigned, declare that this is my work and it has not been presented before in any University. Moreover, I declare that all the sources of materials used for this thesis have been duly acknowledged.

Name Girmay Techane

Signature: 

Addis Ababa University

Institute of Educational Research

